



Preventing Bullying in Schools: How do Islamic Religious Teachers Respond?

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Abstract

The phenomenon of bullying cases among students in schools has significantly increased in Indonesia. It has become a trending topic in daily news in various national media both related to the perpetrators and victims of the bullying. Islamic religious education teachers should also be responsible to educate learners to behave based on religious values believed as an alternative to prevent bullying behavior. The study is aimed at identifying how Islamic religion teachers should participate in preventing bullying among students. This study employs a qualitative method of a phenomenological approach. The data was collected through in-depth individual interviews and group discussions with thirty informants consisting of fifteen Islamic religious education teachers, five principals, five parents and five students in fifteen elementary schools in one of the provinces in Indonesia. To enrich the main data, the author also conducted a direct observation related to how the actions taken by teachers in preventing bullying. All interview and observation data were thematically analyzed using the Miles and Huberman interactive analysis model assisted by NVivo software. The research findings reveal five themes of Islamic religion teachers' attitudes in preventing bullying among students: i) instilling mutual respect among students, ii) modeling how to get along based on religious values, iii) thematically linking all religious subject matter to prevent bullying behavior, iv) socializing the adverse effects of bullying to the victims, v) working with all school members to develop work strategies to prevent bullying, vi) involving parents as ambassadors of children without bullying behavior. These six attitudes are real examples of how religious teachers respond to prevent bullying.

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INTRODUCTION

Violence in the world of education is a fact that is now familiar in Indonesia, this term is often referred to as Bullying. The phenomenon of bullying is like an iceberg phenomenon that appears "small" on the surface, but contains millions of problems that are visible to parents, even underestimating the phenomenon of bullying so as to ignore the bad impacts that can occur (Kumaat, 2014). Often see children mocking, making fun of, or pushing friends (Damanik, 2019). Until now, this behavior was considered normal, only limited to a form of social relations between children, even though this was considered bullying behavior. Bullying practices can be grouped into four categories, namely Physical Bullying, Bullying verbal or non-physical, psychological mental bullying (Apsari, 2013).

Bullying behavior needs special attention from various groups. This attention is not only directed at the victim but also at the perpetrator. Due to the many impacts resulting from this bullying (Abdullah & Ilham, 2023). Victims who experience bullying or bullying will have bad memories such as verbal abuse, pain felt throughout the body if they experience physical bullying which makes the victim lazy and afraid to go to school. This has an impact on psychology and mental health (Fadillah, 2022). Such as children becoming quiet, isolating themselves and not wanting to socialize with people around them, and what is more dangerous, children become depressed and overly stressed, which can trigger them to commit suicide (Muhopilah & Tentama, 2019).

As for the impact on the perpetrators, the National Youth Violence Prevention stated that in general, these perpetrators have high self-confidence with high self-esteem, tend to be aggressive with pro-violence behavior, are typical people with a strong character, easily angry and impulsive, and have low tolerance for frustration. By carrying out bullying, the perpetrator will assume that they have power over the situation. If allowed to continue without intervention, this bullying behavior can lead to the formation of other behavior in the form of violence against children and other criminal behavior (Yulianti, 2015).

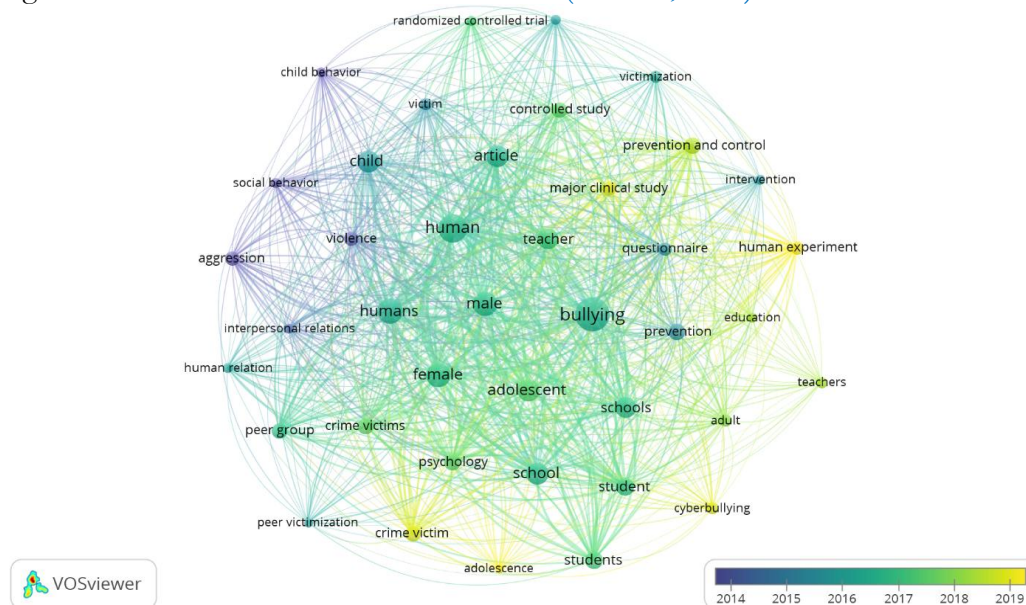


Fig 1. Result of analysis keywords by Vosviewer

This topic is a very crucial issue that occurs in several parts of the country, especially in educational institutions based on Vosviewer analysis which examines the prevention of bullying behavior at the school level. This research has been ongoing since 2019, especially on internationally indexed Scopus research. Analysis shows that bullying behavior is an act of physical or verbal violence carried out by the bully against the victim, where this violent act is included in the category of criminal act. Furthermore, from several cases that have occurred, bullying is very vulnerable to occurring in the age range from children to teenagers, where bullying is carried out by a group of children against individual children. The impact of the violence they committed had a negative impact on the psychology and social life of the victims, causing deep trauma.

Therefore, teachers need to provide prevention against perpetrators of bullying, namely by regularly monitoring the activities they carry out within the school and strict rules to provide a deterrent effect to perpetrators of bullying. The next step that teachers can take towards victims of bullying is to provide protection and therapy to recover from the trauma experienced by the victim. Based on the results of this analysis, this form of preventing bullying behavior is still very minimally implemented in Indonesia. Therefore, it is necessary to study teachers' strategies for preventing bullying behavior in schools, especially for Islamic religious education teachers.

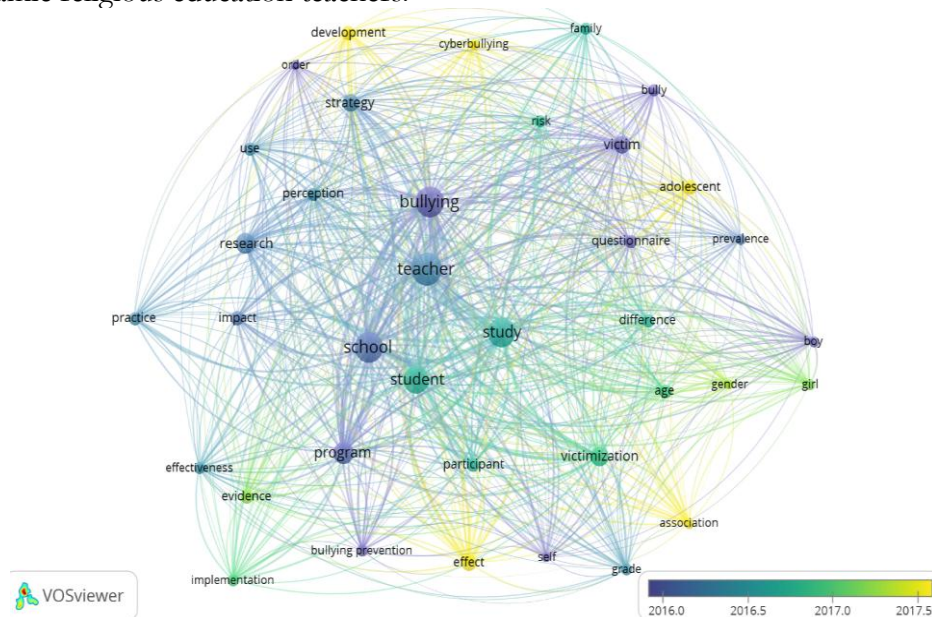


Fig 2. Result of analysis title & abstract by Vosviewer

Based on the results of Vosviewer's analysis of the title and abstract, bullying is an action that has a negative impact on the perpetrator and victim in the long term. Therefore, preventive efforts are needed so that this action does not develop into a habit. The strategies for minimizing bullying behavior include that the school, namely teachers, must act firmly against students who bully at school by applying appropriate punishment, the aim of which is to provide a deterrent effect to the perpetrators of bullying and teach other students about bullying behavior. This is strictly prohibited. Furthermore, there will be cooperation, including discussion between teachers and parents in determining

alternative solutions to protect victims of the impact of bullying and restore the victim's physical and mental condition to normal.

This is where the role of adults such as parents or teachers becomes very important to monitor, identify and control actions that lead to bullying behavior (Panggabean et al., 2023). The family environment has a very important role in a child's development. Parents are the first place where a child receives their first education (Hopeman, 2020). Children will imitate the various values and behaviors of family members that they see every day so that they become the values and behaviors that they carry out (Muhopilah & Tentama, 2019). Lack of education and upbringing from parents makes children have a temperamental soul.

Apart from that, the role of teachers in schools also has an important role in overcoming cases of bullying in schools, this is because teachers are the second parents for students (Nurlelah & Syarifah, 2019). This is where teachers who have an important role as *murabby* (educator, observer, supervisor), *mu'alim* (teacher) and *mu'addib* (values planter) are really needed (Fitria, 2021). Islamic religious education Teachers are closely related to education based on Islam by instilling spiritual moral values so that students become better individuals.

In schools, the teacher plays a very important strategic role because he is responsible for directing his students in mastering knowledge and its application in life as well as providing a good example to his students regarding Islamic religious education. Islamic religious education Teachers are not only tasked with transferring knowledge, but what is much more important is directing and forming better behavior or personality in children by instilling Islamic values in them (Fitria, 2021).

LITERATURE REVIEW

Data from the National Center for Educational Statistics (2016) shows that more than one in every five (20.8%) students report being bullied. Data from the International Center for Research on Women (ICRW) reports that 84% of Indonesian children experience violence in the school environment. This data shows very worrying figures, considering that schools are a place to gain knowledge, so it can be said that this condition is really tarnishing the world of education. Data obtained from the Indonesian Child Protection Commission (KPAI) in 2018, found 161 cases in the education sector, 36 (22.4%) were cases involving children who were victims of violence and bullying, while there were 41 cases of children who were perpetrators of violence and bullying (25.5%) (Rahayu & Permana, 2019).

This case is very contrary to the human rights that exist in Indonesia, especially in the world of schools, as stated in Law Article 4 Number 23 of 2002 concerning child protection which explains that "every child has the right to live, grow, develop and participate fairly in accordance with human dignity, and receive protection from violence and discrimination" (Readussolihin, 2019). In Law Number 23 of 2002, article 54 also explains child protection, stating that children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends at the school concerned, or other educational institutions. In other words, students have the right to receive education in an environment that is safe and free from fear (Readussolihin, 2019).

Bullying is a form of violent behavior in which psychological or physical coercion occurs against someone or a group of weaker people by someone or a group of people (Hamidah, 2019). Bullying behavior tends to be carried out by individuals who have high levels of neuroticism and extraversion and low levels of agreeableness and conscientiousness.

Bullying behavior in children is caused by many things, such as the emergence of an instinct to attack and fight which is based on feeling angry about something, especially because they feel threatened or their needs are not met. So bullying is a form of releasing suppressed emotions (Kandiri & Arfandi, 2021).

The rise in bullying cases that occur in schools should be a concern for education managers or schools to immediately address bullying cases that occur in order to protect children from bullying that occurs, especially at school. Parents who often punish their children excessively, or the home situation is full of stress, aggression and hostility. Children will learn bullying behavior when observing conflicts that occur with their parents, and then imitate it to their friends (Hamidah, 2019). The family is a place for children to learn to behave and develop interpersonal relationships. Children's relationships with their families can predict bullying behavior. This is because parents are the first teachers for their children, the parenting style of parents forms the main character of the child (Hasan et al., 2013; Muhopilah & Tentama, 2019).

Furthermore, the influence of social media which is currently starting to develop is also a major factor in a child carrying out bullying. News of violence that is spread freely on television and social media can give them examples of violent behavior. Schools, which should be a place to gain knowledge, are the main cause of bullying cases which are currently rife (Tohet & Hayati, 2022).

This needs to be a reference for teachers in carrying out their approach. The teacher's approach is very influential on students in changing attitudes and behavior, by using a behavior modification approach the teacher directs students to change their attitudes to be better (Yulianto, 2018; Yunika et al., 2013). In this approach, the teacher provides direction so that students have an understanding that bullying behavior is a bad action by explaining the causes and effects and the worst impacts caused by bullying behavior (Dewi, 2015). Apart from that, teachers can also take an individual approach to their students, by inviting them to tell stories directly, asking them where they live, what their parents do, which is useful so that teachers know the background of their students (Fauziyah et al., 2021; Afifah & Yulaiyah, 2022; Syafril et al., 2020; Fitriani et al., 2022; Purnomo et al., 2023; Nasril et al., 2023).

From several factors above, it can be seen that the role of teachers is very important in overcoming this. This is because teachers are people who educate and provide instruction to their students. If the student makes a mistake, it is the teacher's job to advise and guide him (Yulianti, 2015; Feilasifa & Sutoyo, 2022; ; Muslan et al., 2023; Yaumas et al., 2023). Religious education can also make all students aware so that they can stay away from bad behavior or attitudes, including bullying, because Islamic religious education is interconnected with morals. Because morals are part of human faith (Adiyono et al., 2022; Mansir, 2021; Satria, 2022).

METHODS

This research uses a qualitative method with a phenomenological approach (Bartlett & Vavrus, 2016; Bolton, 2021; Crowe et al., 2011; Gustafsson, 2017). Data collection was carried out through individual in-depth interviews and group discussions with thirty informants consisting of fifteen Islamic religious education teachers, five school principals, five parents and five students in fifteen elementary schools in one of the provinces in Indonesia. To enrich the main data, the author also made direct observations regarding the actions taken by teachers to prevent bullying behavior (Clarke & Braun, 2018; Hamuddin et al., 2020; Herzog et al., 2019; Terry et al., 2017; Engkizar et al., 2018). All data from interviews and observations were analyzed thematically using the Miles and Huberman interactive analysis model with the help of Nvivo software (Murniyetti et al., 2016; Amnda et al., 2020; Damri et al., 2020; Asril et al., 2023; Rasdiany et al., 2022; Namira et al., 2023).

RESULT AND DISCUSSION

Based on the results of interviews conducted with thirty informants consisting of fifteen Islamic religious education teachers, five school principals, five parents and five students in fifteen elementary schools in one province in Indonesia, the results of the analysis clearly found six themes of teacher attitudes. Islam in preventing bullying among students as seen in figure 3 below:

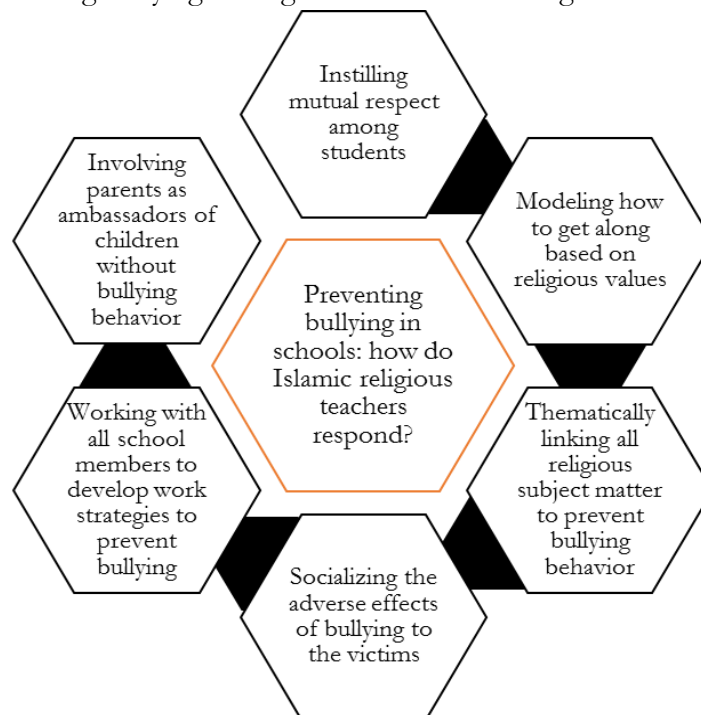


Fig 3. Describe preventing bullying in school: how do Islamic religious teachers respond

Based on the picture, the author can explain that after holding in-depth interviews with informants, there are six themes of attitudes of Islamic religious teachers in preventing bullying among students: i) instilling a sense of mutual respect among students, ii) giving examples of how to get along based on religious values, iii) linking all religious subject matter thematically to prevent bullying

behavior, iv) socializing the bad impacts of bullying to victims, v) working together with all school members to develop work strategies to prevent bullying, vi) involving parents as ambassadors for children who doesn't bully. To make it more interesting, below the author will describe quotes from interviews with informants based on the six efforts as explained above. The description of the interview that the author will display is a quote from a short statement from the informant when the interview was conducted.

First, instill a sense of mutual respect among students. According to the informant, this effort is an effective way to shape a child's character. This theme was conveyed by several informants. The interview excerpt is as follows.

...the first step that can be taken in overcoming this case is to instill religious teachings in children by instilling a sense of mutual respect between students (I-1), a sense of mutual respect needs to be instilled in students (I-2), as a teacher it is necessary to remind students about mutual respect between each other (I-3), mutual respect is an important point in learning Islamic religious education (I-4).

Religious education is a very important part of education which deals with aspects of attitudes and values, including morals and faith. Islamic education has a big influence on students regarding the issue of social violence in schools. The aim of Islamic religious education in schools is to develop people to be able to carry out Islamic teachings well and perfectly so that they reflect attitudes and actions throughout life (Hamidah, 2019). In the world of education, everyone knows that the task of an Islamic religious education teacher is not just to teach and provide knowledge to students, but more than that, namely to instill Islamic religious values so that a personality with good moral character is achieved (Pusitaningtyas, 2016).

The teacher's attitude towards religion is also a form of personality. Teachers who are indifferent to religion will show attitudes that can cause students to be carried away by this current and sometimes even cause disruption to students (Alamsyah & Nuralan, 2020; Firmansyah, 2022). This is where the role of teachers is really needed, teachers do not just teach and spread goodness but rather invite their students to do good (Viviani et al., 2018).

One of the real roles that a religious teacher can play is to invite students to pray in the school environment and also instill a sense of mutual respect among students (Wirmando et al., 2021). It is hoped that religious values will be embedded in their souls so that they can become a shield for students to be able to prevent themselves from committing deviant behavior (Iqbal, 2014). Religious activities within the school, such as midday prayers, noon prayers, and Asr prayers in congregation, are also given a little *taushiah* in between congregational prayers so that they have a positive impact on all of them. Children who are taught religious values will influence the child's character (Inawati, 2017). The existence of character education in the world of Indonesian education provides its own color despite the fact that character education already existed with the birth of the Islamic education system (Mansir, 2021).

Therefore, having an Islamic religious education teacher is very important to shape a child's morals, because morals are part of human faith. Religious education can also make all students aware so that they can stay away from bad behavior or attitudes, including bullying at school.

Second, modeling how to get along based on religious values. According to the informant, this effort was carried out as an Islamic religious education teacher

to prevent bullying among students by providing examples in the form of direct action to students. This theme was conveyed by the informant as in the following interview excerpt.

... in daily interactions as a teacher who will be emulated by students, teachers need to provide examples of good social interactions according to the rules of the Islamic religion (I-5), as a teacher I must model how to interact with other people based on religious values (I-6), then it is also necessary to teach how to socialize in accordance with religious ethics (I-7), and must be able to show examples of social interactions based on religious values (I-8).

The presence of a teacher in teaching and learning activities is a figure who will be a role model for all students who interact with him. The personality and example of a teacher will certainly be a challenge for teachers, considering that all activities involving teachers will be in the spotlight for students (Kandiri & Arfandi, 2021). Teachers often imitate everything about themselves, such as their style of dress, way of speaking and other actions. This confirms to teachers the importance of being able to provide an example for students in carrying out their activities in teaching and learning activities (Rahayu & Permana, 2019).

There is often a saying that refers to the teacher's personality, namely as a figure who must be an example and imitated. This is the ideal figure that every nation dreams of. This figure is what requires a teacher to be a role model in the application of character education. Good moral development is not based on teachings that are simply commands or prohibitions. However, it must be based on providing a good example from a teacher in the school environment (Kandiri & Arfandi, 2021).

In the school environment, the role of teachers is very important in supervising children in socializing with their peers. Teachers sometimes still take some of their students' behavior for granted, which perhaps without realizing it, is one of the things that can trigger bullying. Knowledge and awareness from teachers is really needed in preventing bullying, because sometimes even small things can have a big impact on a child's future development (Pratiwi & Sugito, 2021). This is where a teacher's approach to his students is needed. Take an approach that pays more attention to a child's behavior (Misky et al., 2021). This aims to ensure that a teacher can see or know changes in their students' behavior if suddenly their students become quiet or vice versa. As parents of two students, the teacher's job is not only to teach, but teachers also need to supervise students and be sensitive to the conditions experienced by their students.

The next step is establishing communication with students. The communication pattern that occurs between teachers and students is an interpersonal communication pattern (Adhi, 2022). Communication interactions will bring comfort to students and teachers at school, thus having a positive impact (Triwardhani et al., 2020). A child can freely tell his teacher what he is experiencing without fear. In this way, the teacher will provide solutions to the problems experienced by his students. Therefore, the role of teachers is very necessary, both in terms of education, the norms and values that apply in society in educating students to avoid bullying. Bullying can be prevented and stopped by maintaining good communication and creating time to communicate, we can recognize the potential for problems to arise and help children face the problems they face (Viviani et al., 2018).

Third, thematically linking all religious subject matter to prevent bullying

behavior. According to the informant, one of the efforts that Islamic religious education teachers can make in an effort to prevent bullying behavior in students is to provide examples or links to each material taught with attitudes or behavior to avoid bullying. This effort can be carried out as explained by the informant in the following interview excerpt.

As a teacher, it is necessary to connect all topics in religious lessons thematically to avoid bullying behavior...(I-9), I always link all aspects of religious lessons thematically to prevent bullying (I-10), in my learning process as a teacher Islamic religious education organizes religious subject matter thematically to overcome bullying behavior... (I-11).

Considering the large number of bullying behaviors that occur in schools, it is a task for schools to make efforts to prevent bullying from occurring. Anti-bullying programs that can be implemented in schools, namely incorporating bullying material into learning, will have a positive impact on students' personal development (Perdana et al., 2023; Rahmat et al., 2023; Sakti & Widayastuti, 2020). This means that learning does not only focus on the realm of knowledge, but must also be balanced with the cultivation of good morals. So that later students will not only be intellectually intelligent but also superior in morals.

Fourth, socialize the negative impact of bullying on victims. As an Islamic religious education teacher, providing explanations regarding the negative impacts of bullying behavior is important. This makes students reluctant to carry out bullying. This statement was conveyed by the informant in the following interview excerpt.

Providing explanations to students regarding the dangers of bullying behavior is one of the efforts that teachers can make (I-12), ... when teaching in class I always remind and explain to students the dangers that can occur if they bully other people (I -13), ...many students understand the consequences of bullying behavior after receiving an explanation regarding the negative impact of bullying on victims (I-14).

There are several impacts of bullying that need to be watched out for because they can affect the mental health of victims and perpetrators, such as triggering emotional disorders, mental problems, sleep disorders, and decreased achievement (Fatmawati et al., 2023). Bullying is a serious problem, because it can have a long-term impact on serious psychological problems, such as low self-esteem to deep depression, aggression, and school refusal or children refusing to go to school which can lead to dropping out of school. School as an educational institution which should be a safe and comfortable place for students to develop themselves has instead become the place for most cases of bullying which are currently occurring in Indonesia. This rampant bullying situation should be the duty of Islamic religious education teachers to provide socialization on the negative impacts of bullying behavior.

Fifth, working with all school members to develop work strategies to prevent bullying. Bullying behavior cannot only be prevented by one or two people. However, it is necessary to collaborate with all school members and the surrounding environment to prevent bullying among students. This effort was explained by the informant in the following interview.

In preventing students' behavior towards bullying behavior, the role of all parties in the school environment is needed (I-15), Islamic religious education Teachers cannot prevent students from avoiding bullying, for this it requires the cooperation of the school principal, guidance and counseling teachers and parents in that case (I-16).

Bullying cases continue to increase without realizing it. This is done without

realizing that this action could cause injury and trauma to students. The role of schools and teachers is certainly very important to prevent bullying in children at school (Aswat et al., 2022; Junindra et al., 2022; Maemunah et al., 2023). Prevention of bullying behavior can be done by providing information about the dangers of bullying to students or providing education in the form of posters, pictures or videos regarding the negative impact of bullying on students.

Sixth, involving parents as ambassadors of children without bullying behavior. According to the informant, this effort was made because after all parents are the most influential in shaping a child's mindset. This theme was conveyed by several informants as in the following interview excerpt.

... we as teachers, especially religious teachers, are required to form good morals for a child, but apart from that, we also need to work together with parents so that there are no differences in education (I-17), the role of parents is very important In preventing bullying behavior in students, parents are an example while the child is at home (I-18).

The teachers also mentioned that communicating with parents is one of the keys in determining how to minimize this behavior from continuing to occur, because parents are the people closest to the child (Adhi, 2022; Triwardhani et al., 2020). The length of time children spend meeting with parents is certainly longer than with teachers at school, so discussing with parents regarding the child's behavior will make it easier to find the best solution (Pusitaningtyas, 2016).

Communication between teachers and parents must always be maintained as long as the child attends the school. One form of communication that can be done by teachers and parents is through parenting. In this parenting program, parents can find out the appropriate parenting style for children, how to overcome problems that are occurring in children, and in general parents often do not know the impact of their behavior on children's development. Parents who are involved in the process of early prevention of bullying behavior in children can also play an important role in supporting their children's personal development in the future (Adiyono et al., 2022; Dewi, 2015).

CONCLUSION

This research has succeeded in uncovering six efforts that an Islamic religious education teacher can take to prevent behavior and treat bullying perpetrators in elementary schools. The results of this research reveal six themes of attitudes of Islamic teachers in preventing bullying among students: instilling a sense of mutual respect among students, providing examples of how to get along based on religious values, linking all religious subject matter thematically to prevent bullying behavior, socializing the negative impacts of bullying to victims, working together with all school members to develop work strategies to prevent bullying, involving parents as ambassadors for children who do not bully. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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