

## THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN PREVENTING BULLYING BEHAVIOR AT SMP MUHAMMADIYAH 5 SURAKARTA

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### *Abstract*

*Bullying behavior is considered commonplace nowadays, even though the impact is very large on the perpetrators and victims of bullying. Bullying behavior does not only occur in public areas but also educational buildings, not only regarding the use of inappropriate names but also rough touching. Researchers took Muhammadiyah 5 Surabaya Middle School as one of Islamic education to get a solution for handling bullying behavior that should not occur in educational buildings, especially in pre-adolescent or junior high school students.*

*Researchers took a qualitative research method using a descriptive approach through observation of research subjects in a personal way. The results of this approach are translated into a description in the form of a detailed sentence. In this study, the role of the PAI teacher is very influential in solving students who are victims or even perpetrators of bullying at school because religious immunization plays a very important role in reducing bullying behavior in schools. The role of the PAI teacher continues beyond giving theory in the classroom but also assists in the learning process by providing stimulus and motivation. Besides that, the teacher must also set a good example for his students in teaching and behavior inside and outside school.*

**Keywords:** Oppression, The Role of PAI Teachers

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## INTRODUCTION

One of the phenomena that have recently captured the attention of the world of education, even since decades ago until now has not been resolved, is the act of violence/*bullying* in schools, both committed by teachers and students. Bullying behavior has a negative impact, both for victims and perpetrators. The impact of physical bullying on victims is that they experience headaches, chest pain, bruises, scratches, sharp objects, and other physical pain. Even in some cases, physical bullying results in death (Bulu et al., 2019). According to Rigby, children who are victims of bullying will feel psychologically disturbed, such as nervousness, anxiety, lack of sleep, fear, not wanting to do anything, hating school and feeling stressed every morning when they have to go to school (Harahap & Saputri, 2019). Even the most severe impact is that the victim wants to commit suicide to avoid pressure and *bullying*.

In recent years, one of the phenomena that has grabbed attention in education is violence in schools (*bullying*), both committed by teachers against students and by students against other students (Nugroho, 2019). *Bullying* is a big obstacle for a child to self-actualize. *Bullying* in schools is associated with many physical, mental and social consequences that can be detrimental in the long term and for all involved in this process, such as the aggressor, the victim and those forced to witness the act of *bullying* (Novilia & Budiman, 2021).

*Bullying* does not provide a sense of security and comfort, makes victims of *bullying* feel afraid and intimidated, inferior and worthless, difficult to concentrate on studying, embarrassed to socialize with their environment, reluctant to go to school, individuals who are not confident and difficult to communicate, difficult to think clearly so that their academic performance is threatened to decline. It is also possible that victims of *bullying* will lose confidence in the environment that hurts them a lot (Magfirah & Rachmawati, 2017). *Bullying* negatively affects not only the victim but also the perpetrator. Students who bully have the potential to become criminals early or later in life (Suhendar, 2020).

Not only in the world of education, but in the environment around us, such as workplaces, playgrounds, at home, on the street, in entertainment places, and

others often find *bullying behavior* (Faizah, 2017). Even cases of *bullying* can occur in the family environment. The family environment, such as parenting, influences children's behavior. Children in a family environment that tends to behave in a negative direction usually often occur violence, cursing with dirty words, and watching TV with violent scenes can impact children's behavior and are at risk of bullying (Devita & Dyna, 2019).

KPAI recorded that in 9 years, from 2011 to 2019, there were 37,381 violence complaints against children. Bullying in education and social media reached 2,473 reports, and the trend continues to increase (KPAI, 2020). "The trend continues to increase, data on child complaints to KPAI is like an iceberg phenomenon" (Dwi, 2020). KPAI also encourages education units to have the courage to admit and announce cases of sexual violence and bullying within the education unit with an apology." Do not be covered up by considering it a disgrace, but must report to the police so that the perpetrators are in the legal process so that there is a deterrent effect and there are no more victims in the education unit" (Friastuti, 2021).

Ironically, some societies, even teachers, consider *bullying* a normal or trivial thing in adolescent life and not much of a problem. Even some bullies think that what they do is fun and usually done to their fellow friends (Nurvadila et al., 2020). Although no regulation requires schools to have an anti-bullying program policy, article 54 of Law No. 23 of 2002 states: "Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends in the school concerned, or other educational institutions" (Novan et al., 2012).

Bullying behavior must be stopped immediately, even though realizing it requires help from various elements of education. One of them is by implementing religious character education in adolescents to minimize the occurrence of *bullying* because, through religious character education, adolescents are expected to be able to independently improve and use their knowledge, study and internalize and personalize character values and noble morals so that they are manifested in daily behavior (Trisnani, 2018). "Complete and comprehensive character education not only shapes young people into intelligent and good

individuals, but it also shapes them into good actors for changes in the social order of society to be more just, good, and humane" (Guru et al., 2018).

Teachers are one of the factors that succeed in educational activities in schools. In addition to teaching insight and knowledge, the teacher's behavior must be a role model that can be emulated by students, especially Islamic Religious Education teachers who are responsible for the personal formation of students and transferring Islamic values so that they follow the teachings of Islam (Maulida, 2020). Islamic Religious Education teachers have an urgent task of internalizing morals with Islamic values so students can show noble moral behavior in everyday life. For the reason that moral values based on religion will be used as a guide to life because religious values are absolute and valid throughout life, not influenced by time, place and circumstances (Sari & Muslihah, 2020).

Al-Nahwi stated that the role of the teacher should be modeled after the role of the Prophet of Allah, namely studying and developing divine knowledge. Based on the words of Allah Almighty in the Qur'an surah Ali Imran verse 79 and QS Al-Baqarah verse 129, Al-Nahlawi concluded that the main task (main role) of the teacher of Islamic Religious Education is the Purification Duty. Teachers should develop and cleanse students' souls to get closer to Allah SWT and keep them from evil in their nature. As well as Teaching Tasks, teachers should convey various knowledge and experiences to students to be translated into their behavior and life (Ramayulis, 2019). Furthermore, Syaiful Bahri Djamarah, in his book entitled "Teachers and Students in Educational Interaction", mentions and explains the role of Islamic Religious Education teachers as described in several roles, namely Corrector, Inspirer, Informator, Organizer, Motivator, Initiator, Facilitator, Supervisor, Class Manager, and Evaluator (Tamadarage & Arsyad, 2019).

SMP Muhammadiyah 5 Surabaya is a school that prioritizes morals and global insight. SMP Muhammadiyah 5 Surabaya excels in science and technology, achievement, skills and noble character. One of the objects of Islamic education that emphasizes regeneration is to be ready to face global challenges. SMP Muhammadiyah 5 Surabaya is the place chosen by researchers to conduct

research. Based on the background of the above problem, researchers wanted to know the role of Islamic Religious Education teachers in preventing *bullying behavior* at SMP Muhammadiyah 5 Surabaya.

## **RESEARCH METHOD**

This research used qualitative research methods; qualitative research is a descriptive research method whose implementation is scientific or interacts directly through social interaction and in-depth communication between researchers and the subject under study (Novita et al., 2022). Researchers used a qualitative approach or descriptive research and through observation of the research subject in a personal way. The results of this approach were translated into a description in the form of an explicit sentence (Hadi et al., 2021).

## **FINDINGS AND DISCUSSION**

### **Student Condition of SMP Muhammadiyah 5 Surabaya**

SMP Muhammadiyah 5 Surabaya is a school that prioritizes morals and global insight. The background students at SMP Muhammadiyah 5 Surabaya have a majority of good cognitive track records because they graduated from excellent elementary schools. SMP Muhammadiyah 5 Surabaya students were mostly from middle to upper-family backgrounds and understood education. Students of SMP Muhammadiyah 5 Surabaya improve their psychomotor through extracurriculars. They participate in activities in various fields ranging from academic and non-academic.

The fruits of his extracurricular activity were not a few SMP Muhammadiyah 5 Surabaya students giving birth to athletes who won in various national and international competitions, such as wushu athletes, swimming athletes, Koni athletes, karate athletes, and many others. SMP Muhammadiyah 5 Surabaya students develop their interests and talents through extracurricular activities in the arts and sports as a provision to continue to the next level.

Throughout the journey at SMP Muhammadiyah 5 Surabaya, *bullying behavior* has not reached the stage of severe cases, which occurs only in mild cases such as calling friends' names inappropriate or inappropriate. The lack of *bullying behavior* was due to several factors starting from strengthening student

identity by providing stimuli according to *syar'i*. Bullying behavior may be familiar in public places and educational buildings, not stopping at mild cases but severe cases. Started from the mention of profanity, calling inappropriate personal names to rude touches. So far, at SMP Muhammadiyah 5 Surabaya, there have been no cases of *severe bullying*. Calling names inappropriate or inappropriate is included in the category of mild case bullying. Because at SMP, Muhammadiyah 5, Surabaya emphasized *this bullying behavior* so that it did not occur because heavy sanctions were applied.

### **The Role of Islamic Education Teachers in Preventing *Bullying Behavior* at SMP Muhammadiyah 5 Surabaya**

According to Zakiyah Darajah, the teacher of Islamic Religious Education is a religious teacher. In addition to carrying out the task of teaching, namely providing religious knowledge, he also carries out the task of education and coaching for students; he helps the formation of personality and moral formation and also grows and develops the faith and devotion of students (Nangimah, 2018). Islamic Religious Education teachers also have a strategic role in achieving specific learning and learning objectives. When learning objectives are achieved optimally, it will have an impact on the learning outcomes of students. Learning outcomes can be seen by changes in behavior in students that can be observed and measured in the form of knowledge, attitudes, and skills (Pratami & Siregar, 2020).

In addition, Islamic Religious Education teachers must have the ability to master the field of study integrally with the ability to understand students, be able to design, also be able to carry out the learning process and evaluate learning processes and outcomes. With this ability, it is hoped that Islamic Religious Education teachers can make students have good faith abilities and are implemented in their attitudes and behaviors (Mujiono et al., 2022). A teacher of Islamic Religious Education is also required to be able to play his role in carrying out teacher duties whose main purpose is to create a generation of believers with *ulul albab* personality and *insan kamil*. More than teachers are needed to transfer religious knowledge *to their students* (transfer of knowledge), *teachers must be*



*able to guide, plan, lead, nurture, and become religious consultants for their students (transfer of value) (Rahayu, 2019).*

Students at SMP Muhammadiyah 5 Surabaya were similar to other schools. Each student has a different character; teachers or educators are required to be able to adapt to diverse students. Teachers are expected to be able to create an effective classroom atmosphere so that teaching and learning activities achieve educational goals.

The implementation of Islamic Religious Education subjects at SMP Muhammadiyah 5 Surabaya has followed official regulations; for one week, each class carries out teaching and learning activities for 3 lesson hours. However, at SMP Muhammadiyah 5 Surabaya, the subject of Islamic Religious Education is integrated into several subjects, and its implementation is more than 3 hours per week.

In Islamic Religious Education, students were given moral theories explaining *Khaimah and Mahmudzah's* moral attitudes. Meanwhile, in practice, students are guided directly by the teacher and monitored directly by the implementation. Teachers of Islamic Religious Education and teachers of other subjects cooperate in implementing Islamic Education. SMP Muhammadiyah 5 Surabaya is very close to the teachings of Islam because SMP Muhammadiyah 5 Surabaya is an Islamic school. The school's preparation for this effort is that every time it wants to recruit teachers of all subjects, it is very tightened in its ability to know religion to carry out the goals of joint education.

Bullying behavior may be familiar in public places and educational buildings, not stopping at mild cases but severe cases. Starting from the mention of profanity, calling inappropriate personal names to rude touches. So far, at SMP Muhammadiyah 5 Surabaya, there have been no cases of *severe bullying*. Calling names inappropriate or inappropriate is included in the category of mild case bullying. Because at SMP, Muhammadiyah 5, Surabaya emphasizes *this bullying behavior* so that it does not occur because heavy sanctions are applied.

However, pre-teen students or big new children who cannot control themselves make their emotions unstable. Moreover, trend *circles* or gangs that want to be seen as recognized by other gangs create gaps between groups and

result in *bullying* behavior occurring for groups that are seen as lower or less dominant. Emotions that are volatile and difficult to control result in direct temperament. According to Warna (2017), emotion stability plays an important role in preventing conflicts among people. This conflict includes bullying.

Prevention of *bullying behavior in schools* starts with the cooperation of teachers and school residents, where teachers must always develop their knowledge and broad insight into religion and special science in handling adolescent psychological conditions so that teachers can easily overcome problems in their students.

If there is bullying behavior, *the teacher's actions* will be immediately overcome with verbal and non-verbal approaches by looking for the student's background and why he became a victim or perpetrator of *bullying*. Teachers will try to comfort their students, starting by giving more affection, being friends and being a *support system* during their education.

Teacher control cannot be separated from school and remains assisted and cooperate with families to overcome problems. The rest of *the broken-home children* are more devoted to handling given different times outside of class hours. The role of Islamic Religious Education teachers in preventing *bullying* behavior does not stop at providing theory in the classroom but also provides stimulus and motivation. In addition, Islamic Religious Education teachers must be public *figures* which are presented, imitated, and have a good background or *track record* to always support students in the implementation of worship and more control for the improvement of religious knowledge and practice.

Islamic Religious Education teachers always provide opportunities for students to share problems and answer questions tailored to improve their knowledge and religion. Not only teachers of Islamic Religious Education, together with teachers of other subjects, teachers at SMP Muhammadiyah 5 Surabaya also jointly apply moral life systems that refer to *syar'i teachings*.

SMP Muhammadiyah 5 Surabaya has a special program for improving teacher resources, carried out on Saturdays. Programs such as *this, murrojaah bersama*, studying the latest issues about religion and education, workshops, seminars, and others. These programs were run to improve teachers' ability, both



in terms of soft and hard skills, always to upgrade knowledge and practice during learning. In addition, the program run specifically for teachers was also to improve personal attitudes to become role models for students regarding morals, religion, knowledge and good character.

## CONCLUSION

This study discusses the "Role of Islamic Religious Education Teachers in Preventing Bullying Behavior in SMP Muhammadiyah 5 Surabaya" based on observations and interviews at school, the researcher came to the following conclusions:

1. There has been no *severe bullying* at SMP Muhammadiyah 5 Surabaya. Calling names inappropriate or inappropriate was included in the category of mild case bullying. Because at SMP, Muhammadiyah 5, Surabaya emphasizes *this bullying behavior* so that it does not occur because heavy sanctions are applied. Pre-teen students or big new children who cannot control themselves make their emotions unstable. Moreover, trend *circles* or gangs that want to be seen as recognized by other gangs create gaps between groups and result in *bullying* behavior occurring for groups that are seen as lower or less dominant.
2. The role of Islamic Religious Education teachers in preventing *bullying* behavior does not stop at providing theory in the classroom but also provides stimulus and motivation. In addition, Islamic Religious Education teachers must be public *figures* which are presented, imitated, and have a good background or *track record* to always support students in the implementation of worship and more control for the improvement of religious knowledge and practice. Islamic Religious Education teachers always provide opportunities for students to share problems and answer questions tailored to improve their knowledge and religion. Not only teachers of Islamic Religious Education, together with teachers of other subjects, teachers at SMP Muhammadiyah 5 Surabaya also jointly apply moral life systems that refer to *syar'i teachings*.

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