

BULLYING BEHAVIOR TOWARDS STUDENTS IN ISLAMIC EDUCATIONAL INSTITUTIONS: IMPLEMENTATION OF PROBLEM SOLUTIONS

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ABSTRACT

This study aims to find out how to implement problem solutions to bullying behavior that tends to occur in Islamic educational institutions. Islamic educational institutions, which in their curriculum are ensured to have a lot of character education content, are considered not optimal in giving strict sanctions to students who are perpetrators of bullying and all other dishonorable acts. This research uses a qualitative descriptive approach. To obtain research data, researchers used open interview techniques with informants. The participants in this study were students from 4 Integrated Islamic Middle Schools in Medan City, totaling 4 students. Data triangulation techniques were also used in this study by checking records from interviews, field notes, surveys and also documentation records from various data obtained. The results of the study show that bullying that occurs in several Integrated Islamic schools does not receive serious attention, teachers and schools often ignore this behavior by not providing consequences or punishments so that bullies feel rewarded or empowered for their actions. The school should not tolerate the slightest bit of disgraceful actions committed by students so that it becomes a deterrent effect for other students and parents are also required to be responsible for providing good ethical education in the family. teachers and schools often ignore this behavior by not giving consequences or punishments so that bullies feel rewarded or empowered for their actions. The school should not tolerate the slightest bit of disgraceful actions committed by students so that it becomes a deterrent effect for other students and parents are also required to be responsible for providing good ethical education in the family. teachers and schools often ignore this behavior by not giving consequences or punishments so that bullies feel rewarded or empowered for their actions. The school should not tolerate the slightest bit of disgraceful actions committed by students so that it becomes a deterrent effect for other students and parents are also required to be responsible for providing good ethical education in the family.

Keywords: Bullying Behavior, Islamic Schools, Students

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INTRODUCTION

School is an educational institution that has the essence of developing the potential of students to become a quality generation. Schools cannot be separated from various learning processes. In a lesson, of course there will be targets to be achieved. In achieving these targets are often constrained in practice in the field. And what often becomes an obstacle is bullying behavior between fellow students and students against teachers and vice

versa. This is the main task of educators to minimize this negative behavior.

Bullying according to Hermalinda in (Samsudi & Muhid, 2020) is an aggressive reaction that occurs in children who occupy school benches where the cause is the differentiation of vitality between students. Another definition of bullying is also explained by (Menesini & Salmivalli, 2017) is that bullying is a behavior that refers to bullying against victims who feel they do not

have the strength to rebel and are carried out repeatedly with the aim of getting momentary emotional satisfaction. In this case, bullying behavior is a disgraceful behavior and becomes a problem that often occurs around the environment. It is very common that victims of this bullying experience psychological and physical trauma, which usually means that the victim will experience a reversal of self-concept (Nikolaou, 2017) (Liu et al., 2023; Wachs et al., 2018) (Ahmed et al., 2022; Goodboy et al., 2016; Holt et al., 2014; Menesini & Salmivalli, 2017).

Indonesia is a country of laws. Where there are laws that can provide protection rights for victims. Like article 9 of law number 35 of 2014 paragraph (1a) which explains that every child has the right to receive protection in an education unit from sexual crimes and violence committed by educators, education staff, fellow students, and/or other parties. For this reason, the Indonesian government continues to provide its policies to minimize bullying cases in Indonesia.

According to the Indonesian Child Protection Commission (Indonesia, 2020) recorded in a period of 9 years, starting from 2011 to 2019, there were 2,473 public complaints regarding bullying in direct or indirect ways (social media). The following is a graph shown by KPAI in (Pahlavi, 2022):

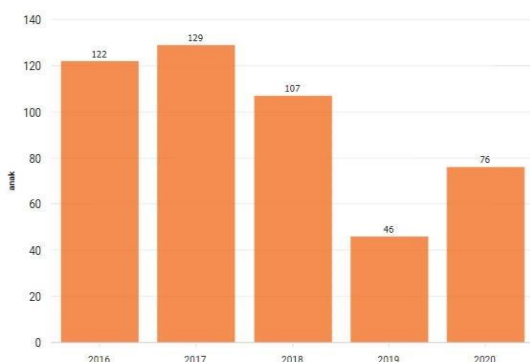


Figure 1 Data on Public Complaints Regarding Bullying

UNICEF (United Nations International Children's Emergency Fund) revealed the fact that Indonesia is a country that often finds public complaints due to cases of bullying that almost never end. UNICEF Indonesia (UNICEF, 2020) noted that 41% of children aged less than 15 years experienced bullying. The following is data on children under the age of 15 experiencing various types of bullying:

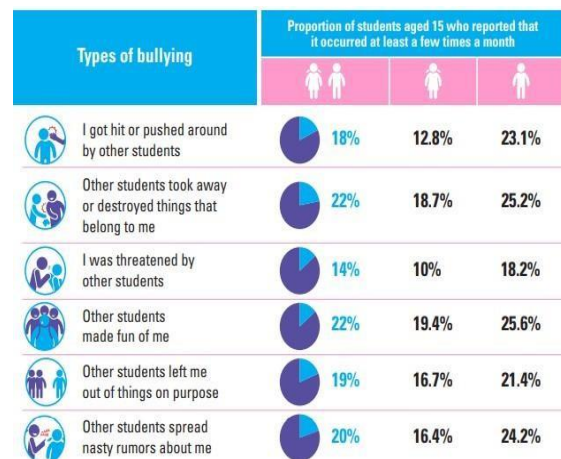


Figure 2. Data on Children Experiencing Bullying by Type of Bullying

Educational institutions in Indonesia focus on developing the knowledge, skills, and also the personality of students. However, this has not been done optimally, especially in terms of developing the personality of students. It seems clear that bullying behavior in schools is not responded to by educators. They think that bullying behavior is a behavior of adaptation and development of children in their social environment (Goddess, 2020). Schools which are places for children to study must be given a comfortable space so that the learning process can run optimally. Adolescents who are a period of transition from childhood to adulthood often experience emotional imbalances (M. Ali et al., 2021). Parents who give the mandate to educators to educate their children to become children who

have quality are the responsibility of educators. However, unfortunately cases of bullying often occur anywhere and at any time, even regardless of social status (Campbell & Bauman, 2018; Gaffney et al., 2019; Myers & Cowie, 2019; PK, 2019; Smith et al., 2019).

In Islam, bullying has existed since ancient times, one example of which occurred at the time of the prophet Yusuf as Prophet Yusuf experienced violence perpetrated by his brothers as recorded in the Qur'an. This started from the jealousy of Yusuf's brothers because their father, the prophet Ya'kub as, loved Yusuf and his younger brother Benjamin more. Actually it was natural because Joseph and Benjamin had been abandoned by their mother when they were small. However, his father's special treatment of Joseph made them jealous. Then they got together and planned something to harm Yusuf. At first one of them planned to kill Yusuf, but in the end they agreed to drown him in a well. But before Joseph was put into the well they persecuted Joseph first (Az-Zuhaili, 2013).

Even Islamic educational institutions which in their learning curriculum are ensured to have more character content than public schools, however, this dishonorable behavior often occurs in the realm of Islamic education. This is the main basis of this research, namely the lack of concern for educational institutions to anticipate bullying behavior in the school environment and the efforts of researchers to provide rational solutions in minimizing victims of bullying.

RESEARCH METHODS

This research uses a qualitative descriptive approach. To obtain research data, researchers used open interview techniques with informants (Open-Ended Interview). Participants in this study were students from 4 Integrated Islamic Middle Schools in Medan City, totaling 4 students. The reason for the

researchers in choosing research subjects was only 4 people, because it started from a discussion with one of the parents who complained about the education system in their school even though their school was a school with religious education as the main foundation. From the results of discussions with parents who complained about their problems with educational institutions, the researchers found that there were still many Islamic schools that were minimal in providing sanctions against perpetrators of bullying. In exploring this sensitive research, researchers experienced limitations in finding research subjects for reasons they did not want to be published, therefore researchers only found 4 research subjects. The 4 subjects of this study were willing to conduct interview sessions with researchers but had to hide their identities due to protecting the good name of themselves and their children who were victims of bullying.

Table 1. Informant Criteria

No	Initials	Parents' job	Parents' Last Education
1	SNM	Civil Servant	Bachelor of Economics
2	DA	Self-employed	Bachelor of Engineering
3	RA	Civil Servant	Bachelor of Law
4	MHA	Civil Servant	Master of Law

The questions posed to informants were aligned with the research topic, namely regarding information on the factors that led to intimidation or bullying behavior at the school. These factors were extracted into several themes of questions that would be asked to informants. The following are questions posed by the informants.

No	Question
1	How do students protect themselves from bullies?
2	What drives bullies to take action?
3	How do the victims' parents respond to bullying behavior?
4	What are the actions of the school to deal with bullying behavior?
5	Is there any disciplinary action for the bullies?

Table 2.Main Questions Given to Informants

In this research, the data analysis technique used is Miles and Huberman's interactive mode. Data triangulation techniques were also used in this study by checking records from interviews, field notes, surveys and also documentation records from various data obtained. The following is the flow or research design.

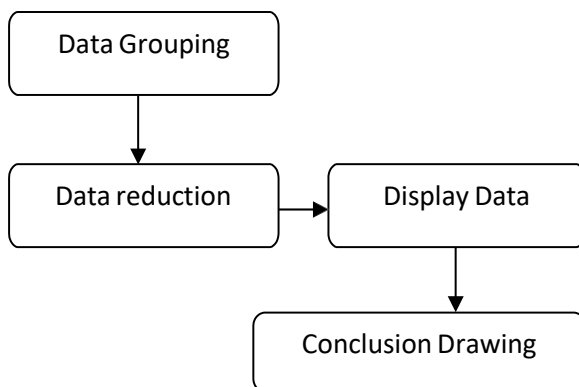


Figure 3. Research Flowchart

RESULTS AND DISCUSSION

This study describes the results of a survey of victims of bullying that occurred in Islamic educational institutions in the city of Medan with a total of 4 students from several integrated Islamic junior high schools.

The form of a self-defense mechanism for victims of bullying

The researcher asked 4 questions to the

themselves from bullies?" This question is coded A1. The following are answers from informants with the initials SNM regarding the questions posed by researchers

Usually when he starts making fun of me by saying that I am ugly and fat I just keep quiet and ignore what he says, because in my opinion by replying to those words I am just like him.

Informants, one of the questions which refers to this subtitle is "How do students protect

The informant with the initials SNM carried out a Self Defense Mechanism by ignoring what the bully had said to him. Based on this in line with the theory (Ryan et al., 2013) Self Defense mechanism is a behavior that is not realized by individuals that comes from the subconscious by not accepting anything that is not in accordance with their wishes. With this in mind the actions taken by SNM constitute a form of self-defense by using rationalization methods. Mechanizing rationally is not saying anything to anyone to create logical reasons to justify behavior that is generally unacceptable (Ilu, 2020).

The informant with the initials DA, the researcher also asked the same question. The following are answers from DA regarding the questions posed by the researcher.

I often complain about these actions to more mature people like my teacher when I am at school, the unpleasant behavior that I get from the bully is that he often throws my bag on the grounds that my bag is ugly and many are torn so he throws my bag because he said unfit for use while stomping my bag on the floor. Apart from that, he also mocked me as a poor person like "oh poor, why change your bag, do you know that? Your bag fits in the trash can!"

Based on DA's answer that the individual carried out a form of self-defense called Turning back the self, namely by conveying to people who are more mature and trusted about the problems they are experiencing (Ryan et al., 2013).

Furthermore, the same questions were asked to the initial RA and MHA informants with RA's answers as follows.

I am often told that I am thin and malnourished. My teeth are also a joke for them, so that makes me feel inferior and afraid to come to school. This is what causes my absence at school to be a lot.

Furthermore, the answer from the MHA is as follows.

I often when I want to go to the canteen, I hide when a group of friends who often bully me are there. I waited until they left the canteen so that I would avoid being crushed by them. They often take my money by force. If I don't give it, my feet are trampled on by them.

Based on the answers from the two informants, they used isolation to defend themselves. According to (Subroto & Wahyuningsih, 2015) By means of this isolation, they avoid or distance themselves from what hurts them so that the inappropriate feelings they are experiencing emotionally are not exposed.

Bullying motives in carrying out the action

Based on the answers from 4 informants to the questions posed by the researcher, it shows that there are various causes or factors that encourage bullying. Among them is the desire to look down on others. Usually they will feel satisfied if the victim succeeds in feeling sad or angry at the ridicule made by my bullying partner. Other informants said

that the motive that drives bullying behavior occurs because the behavior seeks attention in front of those around it with the intention of showing that he is in control in his school environment. For children who lack attention, it will be disastrous if people around ignore the behavior they are doing. By teasing, making fun of other children will draw attention around to the bully.

Among the other answers is that the perpetrator of bullying considers himself different from the victim of bullying such as being physically too thin, fatter or shorter than other children. They do not understand the meaning of difference, so they use differences as entertainment which causes them to make fun of their friends as "thin", "black", "big eyes", and so on. Another informant said that the bully was happy and satisfied when he took the victim's property, such as taking money, pens, pencils and so on. The perpetrator of bullying feels that the victim is showing off the items owned by the victim so that the bully feels that he has to teach the victim a lesson by robbing or seizing what the child has.

Most of the perpetrators of bullying think that bullying is a tradition or a place of revenge because they have been treated the same way in the past. This causes them to have low self-esteem and are easily influenced by their friends and follow the behavior of their friends who do bullying. In addition, envy is also a factor in the motive for bullying. The perpetrator feels that the victim is too conspicuous and stylish not in accordance with the surrounding environment so that by doing bullying the perpetrator gets his own satisfaction.

Parents' Responses to Bullying

bullying is an action that often occurs in the school environment, the surrounding environment and so on. Bullying behavior is usually carried out by seniors against their juniors or peers. Bullying is done by

suppressing the weak. According to (Goodwin et al., 2019) one of the causes of the occurrence of acts of bullying behavior is that the perpetrator wants himself to appear powerful in front of the general public with the aim of seeking attention in the surrounding environment. In the Islamic view, bullying behavior is a disgraceful and bad character. This is because bullying includes attitudes that hurt other people by damaging the image or dignity of humanity.

Bullying behavior is carried out in various ways, starting verbally and non-verbally. This makes parents feel anxious about the abuse that the perpetrator has committed against their child. Based on the answers from the 4 informants, many parents are worried that their children will experience long trauma from this incident. Various kinds of parents' actions in response to this, such as simply listening to complaints from the child because they do not want to interfere with children's affairs and giving directions to children not to be afraid if they are in the right position.

Some parents feel very worried because the high number of bullying cases that occur in schools makes parents decide to move their children to another school or choose Home Schooling. Parents are worried that their child will experience trauma, feel intimidated in that environment and make their child have low self-esteem because they often get insults in that environment. According to parents, by moving their children to another school, it is hoped that their children will no longer get unpleasant behavior and oppressive actions, both physically and non-physically.

School action against bullies

Based on the results of interviews with 4 informants, 3 of the 4 informants in response to this action were just silent and did not defend themselves when they received

bullying behavior. This was expressed by the informant as follows:

SNM: "When I'm being ridiculed, when I'm being ridiculed, my response is just to be quiet, I keep it in my heart even though it actually hurts, but because they have often ridiculed it so I feel like I'm used to it, I'm already immune. It can be said that.

RA: "I just kept quiet, holding back my tears, I didn't want to reply either because what did I do? Later, they bullied me even more. So I rarely come to school because I'm lazy to meet those who often insult me physically. That made my self-confidence decrease.

MHA: "I'm afraid that if I fight it it will take a long time, if I report it to the teacher I'm afraid they will take revenge and carry out even more acts of bullying against me outside of school.

From the explanations given by 3 informants, they were afraid that they would get worse bullying if the bully was reprimanded by their teacher or parents. They believe if they report the bullying the bully will retaliate with more violent behavior. This is what makes them keep the bullying behavior secret from their parents. Bullying victims also feel that they are powerless to fight back, giving rise to the perception that reporting this is pointless.

Related to bullying that occurs in schools, according to the results of research conducted by (Borualogo & Gumilang, 2019) the thing that is very concerning is that teachers often think that bullying is an act of joking that is generally done to children, let alone just mocking or calling other children bad names. In this case it can cause a child not wanting to report unpleasant actions against

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himself because he does not have the opportunity to explain his experiences.

According to (Sari & Azwar, 2018) In his research, bullying that occurs in schools gets less attention, teachers and schools often ignore this behavior by not giving consequences or punishments so that bullying feels rewarded or empowered for its actions. This is in line with social learning theory, according to Bandura bullying occurs because of two methods, namely, instrumental learning, that is, if an action or deed is given reinforcement or reward, a person will always repeat his actions. Furthermore, observational learning is through observation or observation.

Disciplinary action for bullies

Based on the results of interviews obtained from informants are as follows:

RA: "I hope that those who often insult me physically, hopefully they will soon realize that all humans have flaws, as for the actions taken by the school to my friends who bullied me, I don't know because I didn't complain to the teacher, but I was defended a lot by my friends who saw me being made fun of by them.

DA: "after I reported them for what they did to me, my teacher gave him a second direction, a kind of advice in the hope that they would realize that what he was doing was wrong."

SNM: "I didn't report it to my parents or teachers, so I just prayed, hopefully they will get caught up in what they did was wrong, don't have any other victims next."

MHA: "I don't want to prolong the problem, after all, in the past I reported

my friends who often made fun of me, but there was no action taken from the teacher's side. since then I don't want to report it anymore because I feel it's a pointless act."

From the results of these interviews it can be concluded that the informants hoped that the perpetrators of bullying should be more introspective in the future, so that they realize that every human being has deficiencies both in terms of physical, scientific and economic. This is because, humans have the same degree before Allah SWT. So that each individual does not have the right to feel that he is superior to others. In addition, there is great hope from the informants as victims of bullying that teachers and schools will immediately take the right steps to deal with this problem.

According to (Kartika et al., 2019) many teachers or educational institutions are silent about cases of bullying that occur in schools, creating the perception of victims that the school allows this behavior and considers it just ordinary juvenile delinquency. So that with this the victims feel increasingly powerless to report the aggressive behavior they get from the bully.

School is an educational institution to gain knowledge, and form noble morals as a preparation in the future to live in society, the higher the understanding and actualization of Muslim personality in everyday life, the lower the bullying behavior (Budiman et al., 2018). However, the biggest cases of bullying occurred in the school environment, including an integrated Islamic school in North Sumatra. In responding to this phenomenon, the school should provide firmness and a deterrent effect on perpetrators of bullying by imposing penalties or making contractual agreements using stamp duty between the school and parents of students that if their children are

involved in crimes such as drugs, immorality, bullying, and so on, then the The school unilaterally has the right to expel the child from school.

CONCLUSION

Today, the phenomenon of bullying is rampant, which can happen anytime and anywhere, not even considering their social status. Even Islamic education institutions are also trying to provide curricula to provide provisions for educators to minimize bullying cases, but this dishonorable behavior still often occurs in the realm of Islamic education. This is of more concern to educational institutions and parents in supervising their children to behave in accordance with Islamic teachings. This is the main basis of this research, namely the lack of concern for educational institutions to anticipate bullying behavior in the school environment and the efforts of researchers to provide rational solutions to minimize victims of bullying.

Bullying that occurs at school gets less attention, teachers and schools often ignore this behavior by not giving consequences or punishments so that bullying feels rewarded or empowered for its actions. In responding to this phenomenon, the school should provide firmness and a deterrent effect on perpetrators of bullying by imposing penalties or making contractual agreements using stamp duty between the school and parents of students that if their children are involved in crimes such as drugs, immorality, bullying, and so on, then the The school unilaterally has the right to expel the child from school.

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