The Role of Islamic Religious Education Teachers in Overcoming Bullying Among Students in MIN 5 Boyolali

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Abstract:

The aim of this research is to explore more deeply the role of Islamic religious education teachers in dealing with bullying among students at MIN 5 Boyolali. This research is qualitative research. The subjects of this research are Islamic religious education teachers. Meanwhile, the informants in this research were school principals, Islamic religious education teachers, student affairs officers and students. Data collection was obtained through observation, interviews and documentation. Meanwhile, data analysis uses data reduction, data presentation and data verification. The results show that the role of Islamic religious education teachers is to socialize bullying among school members, the school collaborates with parents and the school implements social regulations between students. Then the PAI teacher's strategy for dealing with bullying is by instilling Islamic Moral Values and Ethics, providing counseling guidance and building social skills.

Keywords: teacher, PAI, bullying, madrasah

Introduction

Education is a part of life and is the first and foremost need for humans. Education is a need for every individual to develop their qualities, potential and talents. Law Number 20 of 2003 concerning the National Education System. Learning is a process of interaction between students and educators and learning resources in a learning environment. In learning, there are components related to the learning process, namely: teacher or lecturer, students, objectives, methods, materials, learning tools (media), and evaluation (Ministry of National Education, 2003).

Teachers have general roles, namely as instructors, mentors, and administrators. Teachers as teachers mean that teachers are tasked with fostering the development of each individual's knowledge, attitudes and skills. Teachers must be able to make things clear to students, and even be skilled at solving various problems (Yestiana, 2020). According to Nana Sujana, there are three roles that teachers must play in education, these three roles are as follows: (1) Teachers as teachers focus more on teaching material that is already contained in the syllabus; (2) Teachers as mentors focus more on how good morals can be embedded in students; and (3) Teachers as administrators. Learning is essentially a link between management in the field of teaching and management in the field of education (Nana Sujana, 2011).

Bullying behavior is widespread in schools, both at elementary and madrasa levels. So it is not surprising that parents want to find a school for their children that is best in terms of environment, teaching and education. The definition of bullying comes from English, namely the word bull, which means a bull who likes to duck here and there. Meanwhile, in Indonesian, the word bully is etymologically a bully, a strong person bullying a weak person. Olweous also

believes that bullying is negative behavior that causes someone to be in a state of discomfort and usually occurs repeatedly. (Wiyani, 2014).

This bullying behavior often occurs among school children, and is initially triggered by teasing or insulting, either physically or because they are behind. Such as small bodies or children who are often spoiled. Victims of bullying need to receive special attention so as not to cause prolonged trauma so that their mental state is affected so that they can harm themselves by injuring, isolating themselves or even thinking about committing suicide (Yunita, 2023). Bullying behavior at school appears to be caused by seniors or juniors or towards underclassmen. According to Pratiwi, bullying is said to be a form of child violence carried out by peers of the same age against the weaker children in order to gain instant gratification. The simplest example of bullying is making fun of each other. This happens in line with technological developments, so as to encourage digital literacy in students since 2017 by providing an independent learning policy by encouraging a sportsmanlike learning environment.

Based on the results of pre-field research, the bullying cases that occurred were still classified as low level bullying. However, in the period before Covid-19, bullying was at a moderate level, meaning that it had occurred to the point of physically injuring a friend. Bullying behavior is caused by the divorce or broken home of both parents. According to Nasution, the cause of verbal bullying is due to family factors including lack of attention, the effects of parents' divorce (Zuraida, 2019). This causes children to become targets of ridicule from parents. Another problem is that the role of teachers in minimizing bullying incidents among students is not optimal. Lack of socialization from schools regarding the dangers of bullying among students. Character education has begun to decline, resulting in widespread cases of bullying in schools (Junindra, 2022). Because prevention carried out by teachers is very important, namely educating and directing positive things.

The prevention carried out must be based on the Islamic religion by instilling spiritual, moral values so that students become better individuals. As explained in Al-Qur'an surah Al-Hujurat verse 9 which means: "And if there are two groups of those who believe that are at war, you should make peace between them! But if one violates the agreement against the other, you must fight the one who violated the agreement until it recedes to God's command. If he has receded, make peace between the two according to justice, and act justly; verily Allah loves those who act justly.

This research aims to find out more about the role played by Islamic Religious Education teachers in dealing with bullying between students. Bullying at school requires special attention and cannot be ignored. Therefore, solutions are needed on how to overcome bullying in schools and explore in depth the role of teachers in dealing with bullying cases, however teachers are responsible for the comfort and safety of students in school as a form of teacher responsibility.

Method

The research is qualitative research. Sutama states that qualitative research is research aimed at describing and analyzing natural phenomena, events and social activities (Sutama, 2012). This research design uses ethnographic methods. Ethnography is the description and interpretation of a culture or social group system, researchers examine the group and study behavioral patterns, habits and ways of life (Harsono, 2010). The subjects in this research were Islamic Religious Education Teachers, school principals, student affairs officers and students of Madrasah Ibtidaiyah Negeri 5 Boyolali. The research subjects are the parties who will be studied by the researcher, namely the parties who are the targets of the research (Azwar, 2004).

The data in this research was obtained through observation, structured interviews, and documentation. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions (Miles et al, 1984).

Results

The Role of Islamic Religious Education Teachers in Overcoming Bullying Among Students in Min 5 Boyolali

Bullying is a social behavior that often occurs in schools. Bullying can also involve students as perpetrators and victims. Bullying behavior also has several negative impacts, both for the victim and for the perpetrator himself. The teacher's role is really needed to recognize, identify and handle it. Teachers play an important role in improving education in Indonesia (Suhendri et al, 2022). Bullying is violent behavior, hurting other people, and deviating verbally, physically, or psychologically (Dewi, 2020). Bullying in elementary school is very harmful to children's mental and psychological health and can cause trauma and anxiety in the future. Bullying behavior must be anticipated by identifying the factors that cause bullying behavior so that it can be stopped immediately.

In the world of education, teachers are very important figures. The teacher's role is to educate, teach and train students to achieve educational goals. There are many opinions about the role of teachers in schools. The ideal teacher must be aware of and respond to changing times and continue to increase knowledge (Dhani, 2013). According to Musa (2016), professional teachers are those who are able to manage themselves when carrying out daily tasks. Teachers who act as educators are not only responsible for students' academic grades, but also have the responsibility to shape students' behavior and character. Based on data collection through interviews, observation and documentation, it can be concluded that the Islamic religious education teacher at Madrasah Ibtidaiyah Negeri 5 Boyolali has tried to overcome bullying behavior by advising students. Advise those who bully and as a teacher you must face the perpetrators of bullying patiently and not corner them with interrogative questions. Maintain students' self-esteem, treat them with love and ask about what students (bullies) do with other children (bullying victims).

The teacher invites the bully to feel the victim's feelings when they receive bullying, to grow their empathy. Highlighting the strengths and talents of the bully in a positive field that we know of, will be able to divert his energy in a positive field. From the results of interviews conducted by researchers, the Islamic religious education teacher at Madrasah Ibtidaiyah Negeri 5 Boyolali explained that bullying prevention needs to be done, especially by teachers. Teachers have an important role in understanding, preventing and dealing with bullying behavior. Teachers need to have a planned method to prevent bullying. Based on an interview with an Islamic religious education teacher, the way to prevent bullying at the Boyolali 5 State Ibtidaiyah Madrasah includes providing advice to students both individually and classically to all students, socialize the dangers of bullying to build awareness and understanding about bullying and its impact on all parties, especially students, madrasas collaborate with parents and madrasas provide regulations regarding interactions between students.

Table 1. Role of PAI Teachers in Overcoming Bullying

Socialization	Socialization about bullying to all Madrasah residents
Cooperation	Madrasah and parents

Madrasa Regulations	The head of the Madrasah makes policies regarding student interactions in the madrasah

PAI Teacher Strategies to Overcoming Bullying Among Students at MIN 5 Boyolali

Character education is an important aspect in efforts to prevent and overcome bullying among students at school. Islamic Religious Education Teachers play a key role in integrating the moral and ethical values of the Islamic religion into students' lives, so that they can form strong characters and prevent bullying behavior. Bullying at school has become a pressing issue and often has a negative impact on the students involved. In facing this challenge, Islamic Religious Education teachers have an important role in shaping student character and promoting attitudes of empathy and tolerance. The following are several strategies that can be used by PAI teachers at Madrasah Ibtidaiyah Negeri 5 Boyolali in dealing with bullying between students:

1. Education of Islamic Moral Values and Ethics: PAI teachers can use Islamic religious lessons to teach moral values such as compassion, mutual help, and respect for others. By guiding students to understand and apply these values in everyday life, PAI teachers can form a strong foundation for preventing bullying.
2. Developing Emotional Awareness: PAI teachers can help students develop emotional awareness about the impact of their actions on others. Through discussion, reflection, and empathy exercises, students can understand the feelings of others and become more sensitive to their needs and interests.
3. Building Social Skills: PAI teachers can help students develop the social skills necessary to establish healthy, supportive relationships. This includes communication, negotiation, conflict resolution, and cooperation skills, which can help prevent conflict and bullying.
4. Teaching Tolerance and Respecting Differences: Islam teaches the values of tolerance and respecting differences between individuals. PAI teachers can use religious lessons to discuss the importance of respecting diversity and not discriminating against people who are different from them.
5. Be Exemplary in Behavior: PAI teachers must be exemplary in their behavior and attitudes towards students and fellow staff. By showing a polite, fair and respectful attitude, PAI teachers can set a positive example for students and inspire them to follow in the same footsteps.
6. Collaboration with Schools and Parents: PAI teachers can work together with schools and parents to develop holistic and effective anti-bullying strategies, involving the entire school community.
7. Mentoring and Counseling: PAI teachers can provide assistance and counseling to students involved in bullying situations, either as victims or perpetrators, to help them overcome problems and develop strategies to avoid similar situations in the future.

Through this strategy, PAI teachers can contribute significantly to creating a safer, more respectful and supportive school environment for all students. With a holistic approach and based on religious values, they can help form a generation that has strong morality and good attitudes towards others.

Discussion

Bullying is an act that can affect a person's mental health and can impact the future of children. Research results from interviews and observations show that several factors cause

bullying, including many children who do not know or are not aware that it is bullying, so they casually behave rudely with friends such as mocking, insulting, even heating, and feel that this is normal. Ridicule and verbal insults can cause serious problems such as ongoing psychological and emotional disorders and even PTSD (Widya, 2020). Family is the second component. Internal factors such as the emotional level of parents, the spiritual level of the family, and the quality of time between parents and children are some of the causes of bullying in the family (Keke, 2019). The research results also show that seniority plays a role in causing violence against children, especially at MIN 5 Boyolali, where students who feel superior to their younger classmates will carry out actions they want, such as extortion and asking their younger classmates for pocket money. Violence will occur if desires are not fulfilled. This can be physical or non-physical violence.

Students themselves often expand seniority as an invisible event. For children and teenagers, the desire to continue seniority issues is for entertainment, letting go of grudges, jealousy, or looking for something new. For children and teenagers, the desire to continue seniority issues is for entertainment, channeling revenge, envy or seeking popularity, continuing traditions to show power (Ponny, 2018). Bullying literally means mocking and disturbing other people (Prasetyo, 2011). This definition shows that bullying occurs because of two things. First, there is a power imbalance between stronger perpetrators and weaker targets. This imbalance can be in the form of body size, physical strength, or speaking ability. Second, the imbalance of power is used by the perpetrator for his own interests by repeatedly harassing and attacking. This interest can stem from a desire to demonstrate the power or simply enjoy seeing others submit to them (Olweus, 1993).

PAI teachers at MIN 5 Boyolali do many things to prevent bullying. One way is to use an emotional approach, where teachers provide direction and understanding about bullying behavior to students, especially perpetrators and victims of bullying, so that they know the impact of this behavior. To ensure that students imitate what the teacher does, the teacher must choose the right approach to teaching. As a teacher at MIN 5 Boyolali does, he always teaches his students in a sincere and friendly way. This is done consistently so that these positive sentences enter the students' subconscious minds and they become students with good morals. To foster empathy towards other people, especially friends and younger classmates, teachers must communicate well. Heart is the ability to adapt to the environment to interact with other people. It is hoped that students' empathetic attitudes can prevent bullying at school (Alwy, 2021). PAI teachers at MIN 5 Boyolali also make efforts to help parents communicate well using current technology and talk about children's development at the madrasah via the WhatsApp group.

The family plays an important role in preventing bullying because children are a representation of the family. They pass on their genes, predispositions, and attitudes, which influence their likelihood of remaining resilient in the face of bullying or increase their likelihood of becoming victims, abusers, or both (Karyanti and Aminudin, 2019). Building an active communication network with parents and guardians of students via the internet is very beneficial for teachers. This helps them to deliberate issues that need to be discussed together rather than waiting until the end of the semester, report cards, or grade promotion (Kohut, 2007). Because this kind of active communication is open between teachers, students and parents, bullying will be reduced among students. Apart from that, schools are obliged to socialize bullying to parents, school residents and those around the school environment, so that bullying can be understood. Schools also make rules about how students socialize at school. This regulation will have an impact on perpetrators of bullying so that it will act as a deterrent.

The role of teachers in overcoming bullying cannot be separated from what is called strategy. Teachers really need strategies and of course they adapt to students' conditions. The strategy implemented by schools in preventing bullying is implementing character education programs and practicing manners and morals. The strategies implemented by teachers in overcoming bullying at MIN 5 Boyolali are by first knowing the root of the problem, by imposing punishment on each perpetrator of bullying, giving advice, providing services, and giving warnings to perpetrators of bullying. It is hoped that the various strategies implemented by schools will be able to provide changes in student behavior for the better. Guidance and counseling services need to be provided in every school as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia This article explains preventing and overcoming acts of violence in the education unit environment against students, by developing cooperation with parents/guardians of students, educators, education staff, education units, school committees, the community in accordance with the mandate of the laws in force in Indonesia. Number 82 of 2015 aimed at preventing and dealing with acts of violence in the school environment.

Teachers must be role models for their students. Everyone must feel the presence and influence of a teacher who will play a big role in their life. Whether it's learning the value of service, finding a love of a particular subject, or learning the confidence to speak in public. Teachers will always be guided to everything in this world. Teachers will follow the important developments of their students and be ready to become one of the influential people in their lives. Of course, after parents, children will learn from teachers at school. The teacher will be the figure responsible for instilling several important life values in students. For example, when starting school for the first time, perhaps a child meets children the same age as him and forms friendships for the first time. Although the teacher's role will decrease as students grow older, these early lessons will still influence a student how he or she interacts with others in the future.

Conclusion

Based on the discussion above regarding the role of Islamic religious education teachers in overcoming bullying between students at MIN 5 Boyolali, it can be concluded that the teacher's role is to socialize about bullying in the school community, collaborate with parents and the school implement social regulations between students. Then the PAI teacher's strategy for dealing with bullying is by instilling Islamic Moral Values and Ethics, providing counseling guidance and building social skills. It is hoped that future researchers will place more emphasis on the impact of bullying more deeply.

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