



The Role of Pai Teachers in Overcoming Bullying at SMK Muhammadiyah 1 Genteng Banyuwangi

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Abstract

This study aims to analyze the role of Islamic Religious Education Teachers (PAI) in overcoming bullying at SMK Muhammadiyah 1 Genteng Banyuwangi. Bullying is a problem that often occurs in the school environment and can have a negative impact on student development, both psychologically and socially. PAI teachers have an important role in instilling moral and religious values that can prevent and overcome acts of bullying. This study uses a qualitative approach with a descriptive method. Data was collected through interviews, observations, and documentation with informants consisting of PAI teachers, students, and school staff. Data analysis was carried out using the interactive data analysis technique of the Miles and Huberman model, with the validity of the data tested through source triangulation. The results of the study show that the bullying school case at SMK Muhammadiyah 1 Genteng is caused by: students' ignorance of limitations or excessive joking, misunderstandings, shortcomings, lack of education about anti-bullying, negative use of social media, and lack of supervision carried out. In overcoming bullying incidents in the school environment, Islamic religious education teachers at SMK Muhammadiyah 1 Genteng provide guidance and direct students in the teachings of kindness. With various steps and strategies, including: understanding and identifying behavior first, providing activities to develop social skills, providing education about *bullying* and religious understanding, collaborating with parents and school staff, and enforcing discipline by providing punishment according to school policy.

Keywords: PAI teachers, bullying, character education, SMK Muhammadiyah, Islamic values.

Abstract

This study aims to analyze the role of Islamic Religious Education (PAI) Teachers in overcoming bullying at SMK Muhammadiyah 1 Genteng Banyuwangi. Bullying is a problem that often occurs in schools and can have a negative impact on student development, both psychologically and socially. PAI teachers have an important role in instilling moral and religious values that can prevent and overcome bullying. This study uses a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation with informants consisting of PAI teachers, students, and school staff. Data analysis was carried out using interactive data analysis techniques of the Miles and Huberman model, with data validity tested through source triangulation. The results of the study showed that cases of school bullying at SMK Muhammadiyah 1 Genteng were caused by: students' ignorance of the Limits or being excessive in joking, misunderstandings,

deficiencies, lack of education about anti-bullying, negative use of social media, and lack of supervision. In overcoming bullying incidents in the school environment, Islamic Religious Education Teachers at SMK Muhammadiyah 1 Genteng provide guidance and direct students in the teachings of goodness. With various steps and strategies including: understanding and identifying behavior first, providing activities to develop social skills, providing education about bullying and religious understanding, collaborating with parents and school staff, and enforcing discipline by giving punishment according to school policy.

Keywords: *Islamic Religious Education Teacher, bullying, character education, Muhammadiyah Vocational High School, Islamic values.*

Introduction

The phenomenon of bullying or *Bullying* in schools is a serious issue that occurs in various countries, including in Indonesia. KPAI (Indonesia Child Protection Commission) stated that there were at least 2,339 cases such as: physical, psychological and sexual violence against children, of which 300 were cases *Bullying*.(Hasan et al. 2013) Cases of violence in the world of education are increasingly rampant, so it is very troubling and concerning for educators and parents. Where school is a place to gain knowledge for students which should be a comfortable place and can help form a positive personal character, it turns out to be a place where practices thrive *Bullying*. The existence of this behavior can give fear for children to enter school, because it has a negative impact on the victim, the perpetrator, and also the school environment as a whole.(Hasan et al. 2013)

In an effort to overcome *Bullying* in school, One of the factors that can help is the role of teachers. Where teachers play the role of leaders (managers) in educational institutions, providing subject matter as well as acting as educators to ensure that students are intelligent and have noble character.(Heriyansyah 2018) Especially religious teachers who have a unique position in shaping students' character and morals through religious teaching that involves spiritual values, ethics, and ethos.

However, there are still many religious teachers who do not fully understand *Bullying* and how to overcome *Bullying* at school. They have the opportunity to integrate religious principles into students' daily lives, building awareness of the importance of mutual respect, empathy, tolerance, and diversity. So that the role of religious education teachers can be a valuable potential in overcoming bullying. With religious subjects that must be taught in schools. Religious education teachers have a good opportunity to shape the character of students by teaching positive moral and ethical values.

Bullying can occur anywhere, including in the school environment which is currently rampant in Indonesia, including in Banyuwangi Regency, among which there are cases of *Bullying* or child abuse in Banyuwangi. Based on the news published in the mass media, there are many examples of cases *Bullying* occurred in the school environment, including the case of a junior high school student who had to undergo fracture surgery, after becoming a victim of bullying by one of his classmates. In fact, the doctor was forced to cut the thigh bone 4 centimeters long, because there was an infection in the wound suffered by the victim. (Ardian fanani, Junior High School Students in Banyuwangi Bullied Until Their Thigh Bones Must Be Cut 4 cm, Junior High School Students in Banyuwangi Are Bullied Until Their Thigh Bones Must Be

Cut 4 cm (detik.com) accessed May 25, 2024 n.d.)

Then there was bullying at SMPN 4 Banyuwangi that resulted in cracked hand bones. (Student, Suspected of Being a Victim of Bullying, SMPN 4 Banyuwangi Student Fractured Hand Bone, <https://banyuwangihits.id/berita/diduga-jadi-korban-perundungan-murid-smp-negeri-4-banyuwangi-retak-tulang-tangan.html>, accessed December 20, 2023 n.d.) with various actions *Bullying* that happens, can allow him to become bigger because of revenge or not accepting the occurrence of brawls between groups or schools.

Based on these conditions, this research was conducted at SMK Muhammadiyah 1 Genteng, By looking at the phenomenon of *bullying* that has occurred, the researcher is interested in knowing more about the handling carried out by Islamic religious education teachers to overcome bullying cases in schools. This study was conducted with the aim of finding out the causes of *bullying behavior in schools* that occurred at SMK Muhammadiyah 1 Genteng and the strategies carried out by religious education teachers in overcoming bullying cases in schools.

Research Methods

This research is a field research (*Field Research*). That is research that aims to conduct an in-depth study of a social unit in such a way that it produces a well-organized and complete picture of the social unit. (Azwar 1999) While this research model is qualitative, that is, research that intends to understand the phenomenon of what is experienced by the object of research, for example: behavior, perception, motivation, action, and others, holistically. (Moeleong 2007)

To obtain the required data and information sources, this study uses methods: observation, interviews, and documentation. The subject of the research is a person, place, or object that is observed in the context of turning as a target, where a resource person must have experience and knowledge about the conditions of the location being researched. (Prastowo 2016) Related research subjects can include: Religious Education Teachers, BK Teachers, and Students.

Discussion And Research Results

A. Causes of Bullying

The phenomenon of *bullying* that occurs in the Muhammadiyah 1 Tile Vocational School can be triggered by various factors. Each case may have different dynamics and contexts, so it will create different patterns and motives for bullying incidents. In the learning process of students at school, there are many unexpected incidents, one of which is *bullying* or bullying. Where this behavior is very detrimental and cannot be left alone, so there needs to be action from teachers and school staff in overcoming *bullying* itself. Namely by looking for information related to the cause of the student committing the action.

In the research at SMK Muhammadiyah 1 Genteng, there are several reasons why students commit *bullying*, as revealed by Mrs. Rausya Andisida, S.Pd as a Counseling Guidance Teacher at SMK Muhammadiyah 1 Genteng, including:

1. Not knowing the limits or excessive in joking about the occurrence of bullying at SMK Muhammadiyah 1 Genteng there are many factors. Where the main factor is peers who do not know the limits and are excessive in joking, this is revealed because they do not

have an age gap, so they easily make a joke that can be excessive. As recorded in the records of bullying cases that occurred at SMK Muhammadiyah 1 Genteng, on average, the incidents were experienced by fellow classmates or different classes (one generation) which were triggered because they were too much in joking.

2. Misunderstandings

Misunderstandings are the beginning of bullying cases. As revealed by Mrs. Rausya, the latest case that occurred was a trigger with a glance of the eye and others, where for teenagers it is a very sensitive thing. This behavior for those who do it looks ordinary, but for those who are glanced at such as cynical gazes or so on, and this is what makes the initial trigger for physical bullying.

3. There are shortcomings

Cases of bullying that occur in the classroom include verbal. Like the case of a student who has a small posture, so he is called a child by his friend. This is the cause of bullying because the student has a posture or deficiency, which makes them bullied by their friends.

4. Lack of education about anti-bullying

One of the causes of bullying is a lack of understanding and understanding of a person with the consequences or impact of the actions he or she does. Most of the bullying perpetrators come from those who are not active in extra-school organizations, in contrast to children who join the organization, they understand and understand that bullying is a bad behavior to do. Ignorance about the impact and consequences of bullying behavior can increase the chances of bullying occurring. Students may not fully understand how much of a negative impact their behavior can have on victims. They may not realize that their actions can cause long-term psychological trauma, damage the victim's self-confidence, and even potentially disrupt the victim's learning process.

5. The use of social media that makes the main trigger in bullying or quarrels between schools is none other than misunderstandings that occur on social media. For example, the case between SMK Muhammadiyah 1 Genteng and other schools that made them clash (brawl) because of misunderstandings on social media, so that social media became very vulnerable as a trigger for bullying such as: mutual insinuation, and so on

6. Lack of oversight

Then there is also the cause of clashes (brawls) is the lack of supervision of the course of matches or competitions that are attended by schools.

B. Strategies of Islamic Religious Education Teachers in Dealing with Students Involved in Bullying.

In overcoming *bullying* incidents in the school environment, staff and teachers will definitely try to deal with bad behavior committed by their students. Teachers who teach Islamic Religious Education subjects are no exception, who have an important position in fostering and directing students in the teachings of goodness. Therefore, there are many steps and strategies of Islamic education teachers in dealing with the situation of students involved in bullying behavior. The strategies used by Mrs. Siti Muawanah, S.Pd as an Islamic Religious Education Teacher at SMK Muhammadiyah 1 Genteng in dealing with students involved in bullying include:

1. Understanding and Identifying behaviors

In handling it, the PAI teacher did not immediately punish or take action on the spot, but invited the relevant parties to meet 4 eyes by calling him, then asking the feelings experienced by the victim whether he felt bullied or ordinary. Then also ask the victim if what you are experiencing hurts or not, if the victim feels that what you are experiencing is normal or fine and does not hurt him, then he concludes that the child does not feel bullied so that treatment is not needed to heal himself

from the effects of bullying that he received. Taking an action if the victim feels bullied by providing understanding, then it will also call the perpetrators to find out what motives they have done. So that when the victim and the perpetrator are finished knowing what the motive and problem are, he will gather them for mediation. So that to understand the situation, you can look at the background of the students first.

2. Providing insight and motivation or advice through religious materials conveys motivation and understanding to students regarding the negative impact of their actions. He also uses religious subject matter as material to teach moral values such as empathy, kindness, and respect for the lives of fellow humans.
3. Providing activities to develop social skills to hone and develop broader insight and knowledge, teachers and the school carry out religious activities in the school environment, such as: studies, Ramadan huts, and others that can provide motivation and advice in religion, so that students can get a positive side and reduce bad behavior that has a negative impact. With these activities, students can learn how to handle emotions in themselves, whether aggressive behavior or bullying. These activities can also shape students' character into responsible and empathetic individuals among friends.
4. Providing education about bullying in promoting the values of tolerance, justice, and unity, in schools hold an anti-bullying ambassador program, in order to convey motivation and understanding to students regarding the negative impact of their actions, provide understanding to students to learn to appreciate and accept differences. So that the existence of the program can create an inclusive school environment, where every student feels accepted and valued, regardless of their background.
5. Collaborate with school staff and parents in preventing bullying between schools caused by triggers such as social media and sports matches, cooperate with security to secure and discipline students for the activities to run properly. Thus, teachers do not only play the role of educators who help students to grow and develop into responsible individuals and respect others. but also as an enforcer of discipline in the school environment to provide a conducive learning environment.
6. Enforce consistent discipline with the punishment given to the perpetrators of bullying, namely giving a letter of summons to the perpetrator's parents as the first step in dealing with this behavior. at SMK Muhammadiyah 1 Genteng in providing a deterrent effect and building good behavior, the school held a student control book. The book is like a kindness journal that contains good activities carried out by bullying perpetrators, such as: reciting and good behavior, etc., also when at home such as: helping parents and others. The deadline given in the kindness activity is carried out for one month. With the existence of a student control book, in addition to ensuring that the student does not bully again, but also to help the student understand their mistakes and learn to behave better in the future

Thus, the role of religious education teachers is very strategic in overcoming *bullying* behavior in the school environment because the teacher can directly observe and foster the development of student behavior and morals.

Conclusion

Based on the results of the research that has been conducted, the bullying school case at SMK Muhammadiyah 1 Genteng is caused by: students' ignorance of limitations or excessive joking, misunderstandings, shortcomings, lack of education about anti-bullying, negative use of social media, and

lack of supervision carried out. In overcoming bullying incidents in the school environment, Islamic religious education teachers at SMK Muhammadiyah 1 Genteng provide guidance and direct students in the teachings of kindness. With various steps and strategies, including: understanding and identifying behavior first, providing activities to develop social skills, providing education about *bullying* and religious understanding, collaborating with parents and school staff, and enforcing discipline by providing punishment according to school policy.

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