



## Strategy for Revitalizing the Role of Islamic Religious Education Teachers in Overcoming Bullying Behavior at North Luwu Vocational High School

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**Abstract :** This research begins with the observation that we saw at SMKN North Luwu City that we found that there was quite a high incidence of physical bullying by students there. So that made us conduct research that aims to find out what forms of physical bullying behavior are carried out by students, what are the strategies of PAI teachers in dealing with physical bullying behavior in students and want to know what are the obstacles and solutions in dealing with these problems. This research uses a descriptive qualitative research type. The subjects in this study were PAI teachers and their supporting informants were school principals, student assistants, counseling teachers, teachers, security guards and students. This study used data collection techniques by observation, interviews with informants and documentation. To check the validity of the data obtained, we use a triangulation technique by re-collecting data if there is unclear data. Based on the data obtained, the following research results were found, namely forms of bullying by children such as pushing a friend's body, kicking, hitting, pushing the head, and so on. There are two strategies used by PAI teachers in dealing with bullying behavior physically, first by using the lecture strategy, namely giving directions and advice to students.

**Keywords :** Islamic religious, Education, Overcoming bullying

### INTRODUCTION

This study discusses the role of PAI teachers at SMKN Luwu Utara in overcoming behavior bullying who saw that bullying it is not only in physical form but also in verbal form. So this study aims 1) To determine the form of behavior bullying that happened at SMKN Luwu Utara. 2) To define the role of Islamic religious education teachers in overcoming behavior bullying at SMKN Luwu Utara. 3) To decode the revitalization strategy for the role of Islamic religious education teachers in overcoming behavior bullying at SMKN Luwu Utara. (Adiyono, 2022).

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Child Protection in Indonesia is regulated in Law Number 23 of 2002 which has been amended by Law Number 35 of 2014 concerning Child Protection. Based on Article 1 number 1 of the Child Protection Act, what is meant by a child is someone who is not yet 18 years old, including children who are still in the womb. Regarding bullying, it is regulated in Article 76C of Law Number 35 of 2014 which reads: "Everyone is prohibited from placing, allowing, doing, ordering to do, or participating in violence against children." The penalty for violating this article is imprisonment for a maximum of 3 (three) years and 6 (six) months and/or a maximum fine of Rp. 72,000,000 (Seventy Two Million Rupiah).

Case bullying or better known bullying to child continues to appear in Indonesia. (Batubara, Armi Sari Pratiwi, 2022) In 2020, the Indonesian Child Protection Commission (KPAI) recorded 119 cases of child abuse. This number has jumped from previous years which ranged from 30-60 cases per year. One of the cases that has shocked the public in the last few days is the bullying of F (11), a boy from Singaparna District, Tasikmalaya, West Java. Allegations of this boy's bullying are circulating on social media. In the 15-second video, the victim is seen being forced to commit sexual acts against a cat. In the video, the voices of a number of children laughing at the recorded actions can be heard (Adiyono, 2022).

Cases of bullying also occurred in North Luwu Regency, particularly at SMKN 6 North Luwu. Based on the results of an interview with the Guidance and Counseling teacher Mr. Syamsul Bahrie at SMKN 6 North Luwu that there is a behaviorbullying that often happens and is done by students. Bullying What often happens is disputes, fights, teasing, and ridicule of fellow friends during lessons, recess or outside of school. (Aini, 2020). The results of the author's other observations are that when the author surrounds the school environment during recess, there are several students doing itbullying verbal in the canteen, for example calling names that are not good and shouting at the school canteen seller. Apart from that, the writer also found students calling them unpleasant animal names and also called "The Stupid". (Ariesto, 2019).

The process of implementing Islamic religious education at the vocational school level takes place with a short learning duration because the intensity of Islamic religious learning takes place only once a week in the classroom. (Azyumardi, 2016) This happens because education programs in schools (SMK) in general have training programs for mastery of skills in the world of work by providing direct work experience (real) to students in order to instill a positive work climate that is oriented towards caring for the quality of processes and work results so that the intensity of Islamic religious education in vocational schools is very less so

this attracts the attention of researchers to explore more deeply about the "Strategy for Revitalizing the Role of Islamic Religious Education Teachers in Overcoming Behavior Bullying at SMKN Luwu Utara"

## **RESEARCH METHOD**

The method used in this study is a qualitative approach which is limited to trying to reveal a problem and in what condition it is so that it is only a disclosure of facts. The study examines the perspective of participants with multiple strategies. The strategies used to collect the data were environmental observation, participant observation, in-depth interviews, documents, equipment techniques such as photos, and recordings. The population involved in this study was teachers and students of SMKN Luwu Utara. The subjects in this study were:

- 1) Islamic religious education teachers who teach in the SMKN environment in North Luwu.
- 2) The school officials in question are every head of SMKN in North Luwu, vice principals for curriculum, student affairs, guidance and counseling teachers.
- 3) The student in question is students in SMKN of North Luwu who was selected as a respondent based on information from the school that the student had been involved in a behavior casebullying in the school environment. The study was conducted for a month and the object is behavior bullying experienced by students at SMKN Luwu Utara and overcome through the role of Islamic religious education teachers.

## **RESULT AND DISCUSSION**

The role of PAI teachers at SMKN 1 Luwu Utara in overcoming behavior bullying to students based on interviews: I am a PAI teacher in preventing and handling casesbullying what we do is convey to students to always behave well to anyone and not discriminate between one and another because by getting used to good behavior it can prevent students from various negative influences that exist, by doing good it will make students more calm and peaceful of course and also can keep us away from various bad things.

However, in a different way, the PAI teacher at SMKN 2 Luwu Utara is as follows: I, as a PAI teacher, what we do is motivate students, it is important for students to increase self-awareness, give punishment to students who do bullying it is very natural that these students do not repeat mistakes and provide reports about student attitudes is a good thing we do as teachers to be able to find out student progress.

The results of the interview above become the role of the teacher in increasing discipline through the interactions carried out. However, students' behavior in internalizing discipline tends to be influenced by various factors. In this case, the environment around students can influence the process of instilling discipline in them.

The role of PAI teachers at SMKN 7 North Luwu in overcoming behavior bullying to students namely: We, as PAI teachers as well as counseling teachers, always tell students to always behave well, at school we also apply a point system, and if there are students who behave bullying of course we call both those who are being bullied and those who are bullied. ROHIS organizational activities are intra-school activities that work specifically in the field of religion, the purpose of which is to deepen students' religious understanding or to practice religion.

The role of PAI teachers at SMKN 8 Luwu Utara in overcoming behavior bullying to students is explained as follows: This is very important to explain and convey to students because knowledge without ethics is meaningless, ethics and good behavior above all. Under any circumstances always motivate students to behave well, the third is giving sanctions or punishments to students who do bullying it is necessary so that such actions do not continue to be repeated.

While the role of PAI teachers at SMKN 2 North Luwu in dealing with students, both perpetrators and victims, namely: One very important person with an important role is the collaboration between PAI teachers, BK teachers, homeroom teachers and all subject teachers. The existence and participation of teachers in schools is very necessary. One of the functions of guidance and counseling is a function or prevention efforts, namely intervention efforts before the need for assistance is recognize. BK teachers must cooperate with parents. Parents as educators of children at home should teach respect and respect for people, including teaching children the ability to control themselves and teaching children to be able to communicate what they want to convey to others while avoiding violence.

The form of activity that we do is habituation and exemplary. From this information, an explanation was obtained that the PAI teacher's strategy was in overcoming behavior bullying is the habit of performing midday prayers in congregation before going home, and this habit is also supported by Mr. Syamsul Bahri as the counseling teacher. So we support the program carried out by Ms. Sriayu as a PAI teacher because prayer has great benefits for the performers of the prayer itself, moreover this congregational prayer requires habit and we as teachers must be an example of what it means, we teachers must also

participate in congregational prayers so that students follow their teacher's example. , actually this is a good program, because solving problems students do not have to scold them.

From This statement was also supported by the head of the school, as the results of the interview with the head of SMKN 6 North Luwu, he explained as follows: The application of the habituation method carried out by Mrs. Sriayu as a PAI teacher by getting used to praying in congregation at the Mushallah has become a school program in order to minimize the violence that occurs in this place. The efforts that have been implemented by Mrs. Hayarna, S.Pd.I. as a PAI teacher at SMKN 7 North Luwu on Thursday 17 November 2022, he explained as follows: In dealing with bullying among students, we as PAI teachers here, provide intensive coaching through the ROHIS organization, namely (Islamic spirituality).

From this information, an explanation was obtained that the PAI teacher's strategy was in overcoming behavior bullying is coaching through ROHIS activities, and this coaching is also supported by Ms. Fenti as a counseling teacher at SMKN 7 North Luwu on November 17, 2022, along with the explanation given. In my opinion, the ROHIS organization is in line with school programs in the aspect of religiosity, especially the MABIT activity, which stands for Faith Development Night and Piety. Based on Mrs. Fenti's explanation, it can be seen that MABIT activities are activities that shape the noble character of students, but what the authors found in the field was that not all students of SMKN 7 North Luwu participated in this activity.

Give students deep knowledge and understanding of what it is bullying and what impact. The step taken is to make sure the child understands Bullying it is dangerous, both yourself and for the children who are victims of it. For PAI teachers, explaining to students is not acceptable to anyone. stop any aggressive actions experienced by students, and discuss what can be done to change these behaviors into positive actions.

While the activities of handling PAI teachers in overcoming bullying at SMKN 1 North Luwu, according to the results of an interview with Hidayanti, S.Ag, explain as follows: After reviewing based on interviews with informants and observations through direct observation of activities carried out by PAI teachers at SMKN Luwu Utara, according to researchers there are several things that can minimize the occurrence of bullying as well as a form of revitalizing the role of PAI teachers including: (1) developing CARE (Caring, Respect, Educate). This method is a prevention that needs to be done so that it can help victims earlier and create a conducive SMK environment. behavior and culture bullying by eliminating image that bullying bad attitude; (2) Developing Programs PPM (Peer Patnering and

Motoring). This prevention is part of a prosocial intervention strategy through utilization peer group to protect, assist, and look after weak students who are prone to being bullied victims; (3) Developing writing therapy which this prevention is an expressive form that is done by asking the victim to write down the traumatic event; (4) Developing Behavioral Therapy that aims to form new behavior; (5) Develop Cognitive Therapy Prevention that identifies or recognizes negative thoughts; (6) Growing spiritual values; (7) Growing empathy; and 8) Froming time to time play videos related to grave torture, the Day of Judgment so that students always remember to die.

According to Zakiyah Daradjat's view, that type bullying physically including hitting, choking, elbowing, punching, kicking, biting, pinching, clawing, and spitting on the oppressed to a painful position, damaging and destroying the clothes and belongings of the oppressed child. Behavior bullying physically carried out against the background of the existence of power possessed by the perpetrator over his victim. In this case, the example is the case of Rahmat Ramadhan, who is a classmate and is respected by his friends so that he has the power to membully classmate. This is in line with Miriam Budiarjo's theory, said bully means to bully and bully someone who is weaker.

This statement is also in line with what has been explained by Aini that bullying is aggressive behavior that is done intentionally and occurs repeatedly to attack someone or a victim who is weak, easily humiliated and unable to defend himself. According to Tohirin, the power possessed by the perpetrator over the victim, as an opportunity that exists in a person to carry out his own will in a social action, even though he is challenged by other people who are involved in the action as the perpetrator on the victim bullying.

Causes of behavior bullying it is because of hurt or jealousy that is owned by the perpetrator towards his victim. According to the adolescent psychologist Thahroni, envy is the biggest factor that makes people do it bullying especially those who have great potential to be jealous of what other people have, because they are physical, popular and liked by many people. The ideal for perpetrators who have hurt feelings is to be happy to see people suffer, because that is their goal.

Behavior bullying in verbal form also according to Islamic teachings is clearly prohibited because it harms others. If traced in the history of behavior bullying actually been around since humans began to live in groups when humans interact with one another. Because humans, according to Imam al-Gazali, have an animalistic soul power called bahimiyah elements included ghazab or angry and lust or called lust. Since the pre-Islamic era so much

behavior bullying. Strong tribes used to bully weaker tribes. In the era of the archipelago kingdom, the big kingdoms bullied the smaller kingdoms. Bullying because of an imbalance of power. There is no equality of position, so the big ones do whatever they want with the smaller ones. So, behavior bullying it's painful, and it's happened through out human history. (Mayasari, Amiirohana 2019).

Bullying according to Islamic historian Hasan Ibrahim. Islam was revealed precisely to eradicate behavior bullying in various forms. Culture bullying occurred in pre-Islamic Arab society, even in ancient human history. The emergence of slavery in world history due to war, kidnapping, and poverty. The slavery system is a form bullying the most obvious because of the imbalance and Islam. (Junindra, Arespi 2022). Bullying As explained by Azyumardi Azra, oppression of the weak (such as slavery), acts arbitrarily, tyranny, gender injustice, and others were the most obvious enemies of Islam at that time. Islam came to bring order, order, respect for human dignity by respecting one another, upholding honor, and other noble behavior.

PAI teachers have a very important role in overcoming behavior bullying which then has Islamic values so that in everyday life students are able to show noble behavior, which is based on religion which will be used as a guide for life, because religious values are absolute and apply through out life, not affected by time, place and circum stances. This is in line with the opinion of Haidar Putra Daulay that the role of the PAI teacher is in dealing with bullying namely providing Religious Education to Students. PAI teachers in preventing behavior bullying provide strong religious education to students, teach students good behavior and good morals. The intended role of the PAI teacher is not only as a teacher in school, but also dealing with a set of components related to the development of student potential. besides that, basically the role of the PAI teacher is to be able to include cognitive, affective, and psychomotor aspects in each learning process, besides that the main role of the PAI teacher is to form noble character in students so that it can be applied in everyday life.

In psychological theory, as explained by Sri Wahyuningsih, she reminded every religious teacher, especially teachers who teach at the senior high school level, to ensure that teaching and learning activities take place in a conducive situation. The education unit environment is well preserved from fears of incidents bullying which is part of the 3 very troubling sins. Three sins of education that must be handled seriously and responsibly. Namely bullying, sexual violence, and intolerance. Violence that occurs in schools does not have to be covered up, but must be resolved. And all of this can happen if a conducive atmosphere is built in the education unit.

According to Abuddin Nata that in Islam the PAI teacher is an important component, so the PAI teacher must see his role as an educator, in his operations that the PAI teacher has the first role as giving advice or lectures, namely giving an understanding that behavior bullying that is not good. Meanwhile, the role of the PAI teacher in giving punishment is to give educational punishment. This may be based on the fact that the punishment respects students as human beings, this is in line with Hasan Langgulung's opinion, that at the age of middle school students are partners in a teacher's position. If it becomes a severe case, the PAI teacher will take action, namely discussing it with the subject teacher, homeroom teacher, BK teacher and calling the parents of the students concerned. This is also in accordance with Tohirin's view that the next punishment that will be given to students is the result of a mutual agreement and does not originate from the PAI teacher alone, such as giving a student a 2-week suspension. However, if the PAI teacher cannot solve it, then the case will be brought to the school principal.

PAI teachers do not directly give punishment to students if the student commits a casebullying, he only acts as an intermediary and asks for help from other parties to solve the child's problem. This is also because there are no written rules from the school to deal with problemsbullying. If these rules already exist, PAI teachers, homeroom teachers and counseling teachers will not discuss appropriate punishments for children because the guidelines for punishment already exist. The teachers have a role to prevent behavior bullying to students by applying the rules at school and even in every class there are rules of conduct regarding the prohibition of demeaning fellow students then giving lecture methods related to akhlakul karimah so that students get religious knowledge. This is in line with the teacher's role in preventing problems bullying this is especially true for PAI teachers, because PAI teachers hold an important role in perfecting character and morals and keeping children away from behavior that is not commendable. PAI teachers have a role that is expected to be a benchmark for minimizing behavior bullying. Namely: It is not enough to educate students by giving punishment but there needs to be guidance by providing additional activities such as being directly involved in helping at nursing homes, community service and social activities.

## **CONCLUSION**

Form of behavior bullying physically on students at SMKN Luwu Utara Forms of behavior bullying in the physical form of kicking, hitting, punching, taunting, and pushing. Whereas Bullying in verbal form by giving nicknames, disturbing, ridiculing, insulting the



way friends dress, slandering, ostracizing and cornering. The role of PAI teachers at SMKN Luwu Utara in overcoming behavior bullying towards students based on interviews is to convey to students to always behave well to anyone and not discriminate between one and another, cooperate with parents of students in guiding their children, there are ROHIS activities. PAI teachers also play a role in improving discipline through their interactions. Instill discipline in students. The role of PAI teachers in overcoming behavior bullying is the habit of performing midday prayers in congregation before going home, and giving students deep knowledge and understanding of what that is bullying and what impact. The step taken is to make sure the child understands Bullying it is dangerous, both yourself and for the children who are victims of it. For PAI teachers, explaining to students is not acceptable to anyone. stop any aggressive actions experienced by students, and discuss what can be done to change these behaviors into positive actions. Revitalization Strategy for the Role of PAI Teachers namely. Developing Programs PPM (Peer Patnering and Motoring), Develop Writing Therapy, Develop Behavioral Theraphy, Develop Cognitive Therapy, Cultivating spiritual values Spiritual values, Cultivate empathy. From time to time play videos related to grave torture, the Day of Judgment so that students always remember to die. Remember the purpose of this life.

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