

The Role of Islamic Religious Education Teachers in Minimizing Bullying Among Students at SMP Negeri 2 Perbaungan

Misnahwati^{1*}

^{*1}Muhammadiyah University of North Sumatra

^{*1}email: misnahwati21@guru.smp.belajar.id

Abstract: The aim of this research is to find out the role of Islamic Religious Education Teachers in minimizing bullying among students at SMP Negeri 2 Perbaungan. The method in this research uses a descriptive qualitative method. The data collection techniques used were interviews, observation and documentation. Data comes from the Principal, Deputy Principal for Student Affairs, and Islamic Religious Education teachers. The data analysis technique used in this research is the interactive analysis technique from Miles and Huberman which consists of data reduction, data presentation and drawing conclusions. The research results show that PAI teachers teach morals material that there needs to be an explanation of knowledge and morals, which are two things that cannot be separated, because knowledge without morals means there is no balance and can even be fatal or damaged. The role of the Islamic Religious Education teacher at SMP Negeri 2 Perbaungan in dealing with bullying consists of four roles, namely the role of the Islamic Religious Education teacher as an educator, the role of the Islamic Religious Education teacher as an advisor, the role of the Islamic Religious Education teacher as a role model, the role of the Islamic Religious Education teacher as a guide.

Keywords: Teacher, Islamic Religious Education, Bullying

Introduction

Education is a need for every human being. In particular, Islamic religious education is a lesson that teaches religious values, both in terms of theory and practice. (Harfiani, R. 2023). Education is the main institution that plays an important role in developing civilization. The progress and decline of a civilization depends on education. Education not only develops civilization, but also provides patterns, colors and models for civilization itself. Thus, education is designed in such a way as to provide good patterns, colors and models for human civilization (Chotimah et al., 2020).

Educational institutions as a forum for producing human resources are expected to be able to continue this nation's development relay. However, the process that occurred in it actually contained torture and violence. The decline in the problem of etiquette in the world of education has a huge impact on the destruction of future generations which results in more and more lies, low social awareness and greed, even violence which is very difficult for students to handle so that many students grow up forgetting their Islamic values (Zailani, 2023). It is feared that future dictators will be born and mentally fragile people who are tired

of being continuously victims of torture. The problem of bullying is interesting to research because the concerns above require finding a solution and efforts to prevent it.

The phenomenon of bullying behavior among students is widespread at school level, from elementary school to senior high school, and this is very worrying, because the school environment is actually expected to be a place for the formation of students' character. Bullying is known as "sorto/risak". One definition in Indonesian is anything in the form of abuse or attack that is carried out intentionally by a person or group of people who are physically and mentally superior to that person and one of the aims is to harm other people (Harris & Herlina, 2023).

The possibility of bullying occurring in educational institutions (schools) which have educational levels from junior to senior is very large. The results of a study by bullying intervention expert, Dr. Amy Huneck revealed that 10-60% of students in Indonesia reported being taunted, ridiculed, excluded, beaten, kicked or pushed, at least once a week (Aulia, 2017). Usually, bullying often occurs in school zones, classrooms, restrooms, courtyards or locker rooms schools, school shops and can also occur around the home area. Loser and Blesener also have a similar opinion where the results of research they conducted in Germany found that 60.1% of bullying occurred at school, 17.3% occurred during back-to-school trips, and 9.2% occurred in the classroom or bathroom (Elvigro, 2017).

Bullying is a term that is familiar to Indonesian society. Bullying is an intentional action by the perpetrator towards the victim, not negligence, it is truly intentional and occurs repeatedly. The impacts that occur must be borne by all parties. Be it the perpetrator, the victim, or the person who witnessed the action. In this case, the victim of bullying is unable to defend or defend himself because he is physically or mentally weak. What needs to be considered is not just the actions taken, but the impact of these actions on the victim (Priyatna, 2010).

This is where the important role of Islamic Religious Education (PAI) teachers is to shape the personal character of each student in the school environment. Teachers, especially PAI teachers who are professional and reliable, are needed in their field to give birth and form a generation of good character. SMP Negeri 2 Perbaungan is one of the state schools which in fact is a school that does not operate in a special religious field. However, with the religious program provided and fostered by Islamic Religious Education (PAI) teachers at SMP Negeri 2 Perbaungan which aims to create an Islamic character for students.

Realizing that a teacher must function as a reference for his students, providing good examples of practical actions in the routine at school and outside of school with the aim of producing and making students learn to have a better personality and develop better. One of the teacher's obligations is to create more qualified participants, mature personalities in academic, professional, social, emotional and spiritual ways. PAI teachers not only have the obligation to guide those who continue to deliver religious knowledge, but also have the obligation to guide all aspects of knowledge and happiness of their students, help develop character and manners, and promote and increase students' religious beliefs and piety (Wiyani, 2018).

Likewise what happened at SMP Negeri 2 Perbaungan. Bullying behavior between students often occurs. Some forms of bullying that occur at SMP Negeri 2 Perbaungan are carried out by students, namely teasing, making fun of, insulting and threatening, as well as making fun of their friends who have physical deficiencies. This makes the student who is the victim angry, upset, and makes the victim feel strange, avoiding his friends, what's worse, the student begs the school to move to another school because he can't stand the bullying attitude carried out by him. his own friend.

Based on the discussion above, the researcher is interested in raising the existing problem entitled "The Role of Islamic Religious Education Teachers in Minimizing Bullying Among Students at SMP Negeri 2 Perbaungan".

Literature Review

A. The Role of Islamic Religious Education Teachers

1. Islamic Religious Education Teacher

Teachers are professional educators with the main task of educating, teaching, guiding, deploying, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education (Chotimah et al., 2020).

Meanwhile, according to Ahmad Tafsir, a teacher is a person who is responsible for the ongoing process of development and growth of students' potential, both cognitive and psychomotor potential. Aditya and Wulandari stated that teachers are adults who are consciously responsible for teaching, educating and guiding students (Ananda, 2018). So from the explanation above it can be concluded that a teacher is a person who carries out both formal and non-formal learning who is required to educate and teach students, which is a very important role to achieve ideal educational goals. In teaching, teachers tend to educate students to become people who are smart in science, but the soul and character of these students are not developed and nurtured. Therefore, education plays an important role in shaping the soul and character of students because education is an activity of transferring a number of values to students (transfer of values).

Meanwhile, Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, appreciate and have faith, piety and noble character in practicing the teachings of the Islamic religion from its main sources, the holy books of the Koran and Hadith. Muhaimin believes that Islamic religious education means efforts to educate about the Islamic religion or Islamic teachings and its values so that they become a person's outlook and attitude in life (Mahmudi, 2019).

Thus PAI teachers are not much different from normal teachers, the difference is the material that will be presented in the lesson. In Islamic religious studies, students are expected to be able to understand the meaning contained in Islamic teachings as a whole, and be able to appreciate the meaning that can be applied in everyday life. Based on the description above, it can be concluded that a PAI teacher is an educator who sincerely imparts his knowledge to students about the concepts of the Islamic religion so that later, after they have finished their education, they can understand what is contained in the teachings of the Islamic religion as a whole, and can apply this learning. in everyday life.

2. Role of PAI Teachers

According to Zuhairini, Islamic Religious Education teachers have a role or authority, namely teaching Islamic religious knowledge, cultivating faith and devotion in the souls of students so that children can carry out religious commands and practice noble deeds (Sanusi, 2017). The task of PAI teachers as a profession is to educate, teach, train and assess or evaluate the process of the results of teaching and learning activities. Educating means passing on and developing life values. Teaching means continuing and developing science and technology. Meanwhile, training means developing students' existing skills. Assessing is an activity carried out by teachers to measure or find out the level of success of the process of teaching and learning activities in class (Sopian, 2017). According to (Ahmadi, 2017), the duties of Islamic religious education teachers include:

a. Religious teachers as educators

General educators are different from religious educators, if general educators only focus on imparting knowledge to students so they are good at that knowledge, while religious educators try to instill the soul and mind of students so they can put into practice the knowledge that has been given.

b. Religious teacher as a preacher

Apart from educating, teachers should be able to provide positive messages and invite students to do good.

c. Religious teacher as consultant

The teacher as a consultant means that the teacher must be a good listener and also provide advice, and can be invited to discuss any matter for his students. In this way, the role of Islamic Religious Education teachers is a conscious effort to prepare students to understand (know), be skilled at carrying out (doing), and practice (being) the Islamic religion through educational activities (Tafsir, 2018). Of these three aspects, practicing (religion or living life based on Islamic teachings and values) is the main goal of Islamic religious education in schools.

B. Bullying Behavior

1. Definition of Bullying

The term bullying is taken from the word bull (English) which means "fortress" who likes to gore. The perpetrator of bullying is usually called a bully. So the term bullying is a situation where there is abuse of power or authority carried out by a person or group (Yayasan Semai Jiwa Amini, 2018).

In Indonesian, etymologically the word bully means bullying or can be called a bully, someone who bullies weak people. The term bullying in Indonesian can use menyakat (derived from the word sakat) and the perpetrator is called penyakat (bully). Which means annoying, bothering and oppressing other people (Wiyani, 2017).

The definition of bullying itself, according to the National Child Protection Commission, is long-term physical and psychological violence carried out by a person or group against someone who is unable to defend themselves (Chakrawati, 2017). It can also

be said that bullying is an action carried out by someone who intentionally makes another person afraid or threatened, causing the victim to feel afraid, threatened, or at least unhappy. Based on the statement above, it can be concluded that bullying is deviant behavior carried out by a person or group deliberately against people they consider weak with the aim of frightening, threatening, oppressing, or making those bullied uncomfortable.

2. Forms of Bullying

Bullying is intentional behavior to hurt or injure the victim both physically and spiritually. And according to Colorado, forms of bullying are grouped into four forms as follows (Sapitri, 2020).

a. Verbal bullying

Bullying in verbal form is bullying behavior that is often and easily carried out. This bullying is usually the beginning of bullying behavior others and can be the first step towards further violence. Examples of verbal bullying include: name calling, insults, slander, false accusations, insults and so on.

b. Physical Bullying

Physical bullying is one of the bullying behaviors that is visible and easy to identify. However, bullying incidents are not as common as other forms of bullying. Children who frequently engage in physical bullying are the most problematic children and tend to turn to further criminal acts. . Examples of this form of bullying behavior include: bullying, blackmailing, threatening or intimidating, inciting, saying dirty things, mocking, saying pressure, spreading bad things about the victim, and not including friends.

c. Relational bullying

Relational bullying is carried out by breaking a person's social relationships with the aim of systematically weakening the victim's self-esteem through neglect, exclusion or avoidance. Bullying in this form is most difficult to detect from the outside. Examples of relational bullying include hidden behavior or attitudes, such as aggressive looks, glances, sighs, sneers, exclusion and mocking body language.

d. Electronic Bullying

Electronic bullying is a form of bullying carried out by the perpetrator via electronic means such as computers, cellphones, internet, websites, chat rooms, e-mail, SMS and so on. Usually aimed at terrorizing victims by using writing, animation, pictures or video recordings or films that are intimidating, hurtful or offensive.

Method

The method in this research uses qualitative, descriptive in nature. Descriptive research is a very basic form of research. With the aim of describing or explaining a number of existing events, whether natural events or human engineering. (Sugiyono, 2022) Qualitative

research is inductive in nature where data is collected through careful observation, including detailed context descriptions followed by in-depth interviews. (Sugiyono, 2022).

The location of the research is something important in accounting for the data obtained. Research at SMP Negeri 2 Perbaungan. Instruments for collecting data use observation guides, interview guides and recording equipment in the form of cellphones. The data collection method is by first observing and then conducting interviews with teachers at SMP Negeri 2 Perbaungan.

Results and Discussion

As a teacher of Islamic religious education in schools, you have a very big role in preparing the character of students to always believe in and practice Islam through various activities in the form of teaching and training, taking into account the demands of integrating other religions into inter-religious relations and keeping in mind there will be religious moderation. (Harris & Herlina, 2023).

The first is in PAI lessons with morals material that there needs to be an explanation of knowledge and morals, these are two things that cannot be separated, because knowledge without morals means there is no balance and it can even be fatal or damaged. Likewise, vice versa, without knowledge, the quality and quality of worship will decrease and can even be considered imperfect.

The role as a teacher always reflects good behavior patterns in different interactions with students and colleagues at school. The role of an Islamic religious teacher is: As a teacher, especially an Islamic religious education teacher who has an independent, disciplined and responsible personality who provides an example and example to everyone both in the school environment and in the community, teachers, especially PAI teachers, provide learning and teaching to students. regarding things they don't know yet, a teacher must develop their competence, namely in terms of teaching and learning in the classroom (pedagogy), in terms of expertise and skills of a PAI teacher (professional), behavior and actions of a PAI teacher (personality) and social, PAI teacher is a figure who always provides guidance to students with the aim of making adult humans who have social skills, religious education teachers As much as possible, Islam can help solve learning difficulties, and encourage enthusiasm for learning and foster harmony and discipline in students' learning. (Maulida & Rahman, 2022).

Based on the findings through interviews, observations and documentation, the role of Islamic Religious Education teachers in dealing with bullying consists of four roles, namely the role of Islamic Religious Education teachers as educators, the role of Islamic Religious Education teachers as advisors, the role of Islamic Religious Education teachers as role models, the role of the Islamic Religious Education teacher as a guide.

a. The role of Islamic Religious Education teachers as educators

Based on the research results, the role of Islamic Religious Education teachers as educators is as educators, namely teachers maintaining authority, responsibility and discipline. And to provide knowledge, skills, noble morals and be able to

think intelligently. Not only teaching in the classroom, the role of Islamic religious education teachers as educators is also very much needed to produce a good generation. The researcher's findings answer the fact that in accordance with this theory, the role of Islamic Religious Education teachers as educators is that teachers as educators must have certain personal quality standards, which include responsibility, authority, independence and discipline. Another theory: According to Kenneth D. Moore, teaching is an action of someone who tries to help others achieve progress in various aspects as optimally as possible according to their potential. (Mulyasa, 2018).

b. The role of Islamic Religious Education teachers as advisors

Based on the research results, the role of the Islamic Religious Education teacher as an advisor is as an advisor, that is, the teacher gives advice to students according to what the students need. The researcher's findings answer the fact that in accordance with this theory, being a teacher at any level means being an advisor and being a confidant, learning activities also place him in that position. Students are always faced with the need to make decisions, and in the process will run to their teachers. Students will discover for themselves and surprisingly, perhaps even blame what they find, and will complain to the teacher as their trusted person. The more effectively the teacher handles each problem, the more likely students are to turn to him for advice and confidence. (A. Marimba, 2019).

c. The role of Islamic Religious Education teachers as role models

Based on the research results, the role of Islamic Religious Education teachers as role models is that teachers provide exemplary examples or *uswatun hasanah*, which means providing good and good examples to students. The researcher's findings answer the fact that in accordance with this theory, according to E. Mulyasa, teachers as role models, of course, their personality and what they do will get the attention of students and people around them who see them as teachers.

Another theory according to Jamal Ma'mur Asmani. Exemplary is often referred to as a powerful weapon in an effort to provide an example or role model to students because there are no lies, fabrications and deception in it. Exemplary is something that must be practiced, practiced, not just fought for, realized and proven. Therefore, example can change things quickly and effectively. Exemplary behavior is behavior that is in accordance with state norms, values and regulations. (Jamal Mamur Asmani, 2017).

d. The role of the Islamic Religious Education teacher as a guide

Based on the research results, the role of Islamic Religious Education teachers as mentors is to provide guidance and direction to students, where teachers must also understand students and meet their needs. The researcher's findings answer the fact that in accordance with this theory, the presence of teachers in schools is to guide students to become capable, moral adults. Without guidance, students

will experience difficulties in dealing with their own development. Thus, students' lack of ability causes them to depend more on teacher assistance. However, as students become older, this dependency will decrease. So, after all, guidance from the teacher is very necessary when students are not yet able to stand alone (capable). (Maulida & Rahman, 2022).

Based on the findings above, Islamic religious education teachers are very important in building and instilling character values in students who have a more spiritual attitude.

Conclusion

Based on the results of observations and research regarding the role of Islamic religious education teachers in minimizing bullying among students at SMP Negeri 2 Perbaungan as follows:

The aim of this research is to find out the role of Islamic Religious Education Teachers in minimizing bullying among students at SMP Negeri 2 Perbaungan. The method in this research uses a descriptive qualitative method. The data collection techniques used were interviews, observation and documentation. Data comes from the Principal, Deputy Principal for Student Affairs, and Islamic Religious Education teachers. The data analysis technique used in this research is the interactive analysis technique from Miles and Huberman which consists of data reduction, data presentation and drawing conclusions. The research results show that PAI teachers teach morals material that there needs to be an explanation of knowledge and morals, which are two things that cannot be separated, because knowledge without morals means there is no balance and can even be fatal or damaged. The role of the Islamic Religious Education teacher at SMP Negeri 2 Perbaungan in dealing with bullying consists of four roles, namely the role of the Islamic Religious Education teacher as an educator, the role of the Islamic Religious Education teacher as an advisor, the role of the Islamic Religious Education teacher as a role model, the role of the Islamic Religious Education teacher as a guide.

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