

BULLYING: FORMS, FACTORS, AND ROLES OF RELIGION TEACHERS

(Case Study of Student SMAN 1 Astanajapura Kabupaten Cirebon)

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Abstract: *Bullying is one of the issues that persist today and has yet to be resolved because it is seen as a natural occurrence, even though it has both short- and long-term consequences for victims, offenders, and those who watch it. As a result, the purpose of this research is to identify the types of bullying that exist in SMAN 1 Astanajapura, Cirebon Regency, as well as the role of Religion Teachers in dealing with bullying in SMAN 1 Astanajapura, Cirebon Regency. At SMAN 1 Astanajapura, Cirebon Regency, and understanding the variables that lead to bullying. This sort of study combines qualitative and descriptive research methods. Observation, interviews, documentation using data reduction analysis, data presentation, and verification are all used in the data collection approach. The findings revealed that the most common form of bullying in SMAN 1 Astanajapura were verbal bullying, which included providing nicknames, mocking, and disparaging others' physical or mental flaws. Hitting, pinching, grabbing, and harassing are examples of physical bullying. Psychological bullying, such as ostracism, and media bullying, such as mocking on social media or in online games. Second, PAI teachers' role in dealing with bullying is divided into two stages: prevention and follow-up, which includes things like conducting supervision, socializing and extracurricular activities, guidance, teaching education and exemplary behaviour, and coordinating with all school members. Parents, friends, and social media were all contributors to the bullying that occurred at SMAN 1 Astanajapura.*

Keywords: *Teacher Role, Islamic Education, Bullying.*

Abstrak: *Perundungan merupakan salah satu permasalahan yang masih ada hingga kini dan belum berakhir, karena dianggap sebagai suatu hal yang wajar, padahal perundungan memiliki dampak baik jangka pendek maupun jangka panjang pada korban, pelaku maupun orang yang menyaksikannya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bentuk-bentuk, factor, Peran Guru PAI dalam perundungan yang ada di SMAN 1 Astanajapura Kabupaten Cirebon. Jenis penelitian ini menggunakan penelitian kualitatif dengan pendekatan penelitian deskriptif. Teknik pengumpulan data menggunakan metode observasi, wawancara, dokumentasi dengan menggunakan analisis reduksi data, penyajian data dan verifikasi. Hasil penelitian menunjukkan bahwa: pertama, bentuk-bentuk*

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perundungan yang terdapat pada SMAN 1 Astanajapura adalah perundungan verbal berupa memberi julukan, mengejek dan menghina fisik atau kekurangan orang lain. Perundungan fisik seperti memukul, mencubit, menjambak dan memalak. Perundungan psikologis berupa pengucilan serta perundungan media massa seperti mengejek dalam sosial media atau game online. Kedua, peran guru PAI dalam menangani perundungan melalui dua tahap yaitu tahap pencegahan dan tahap tindak lanjut, seperti melakukan pengawasan, sosialisasi kegiatan intra dan ekstrakurikuler, bimbingan, pengajaran pendidikan dan keteladanan serta melakukan koordinasi dengan setiap warga sekolah. Ketiga, faktor perundungan yang terjadi di SMAN 1 Astanajapura adalah faktor orang tua, teman sebaya dan sosial media.

Kata Kunci: Peran Guru, Pendidikan Agama Islam, Perundungan.

Introduction

The reality that has recently caught the attention of the world of education is cases of violence in schools. Often we are seen by the actions of students who mock, make fun of or encourage friends. Until now, this behaviour is considered normal, only as a form of social relations between children, even though this includes bullying behaviour. But we still don't realize the consequences if a child is bullied. Therefore, various parties must be able to understand what and how bullying is so that they can comprehensively make efforts to prevent unwanted consequences (Musbikin, 2012).

In addition, nine decades ago Ki Hadjar Dewantara with his endeavours was to make schools into parks. The term park for Ki Hadjar Dewantara is not without reason, the park is a metaphor for a fun place to be part of the child's growth and development process. Like parks, schools should be places that make children happy. No child is not happy when invited to go to the park. They even refused when invited to go home, as well as the school's efforts as a park. the entrance bell is the beginning of joy, and when the bell rings, they will feel sad (Novi Poespita, 2016).

However, based on the International Student Assessment (OECD) Program for International Student Assessment (PISA), as many as 41% of Indonesian students reported having experienced bullying, at least several times a month. This percentage of bullying in Indonesia is above the OECD average of 23%. Schools that are supposed to be safe places for children have become scary places (OECD, 2018).

In the case of bullying, the imbalance of power between the perpetrator and the victim prevents both from resolving their conflict and thus requires the presence of a third party. For example, small children who are bullied by their peers need help from adults, in the school environment, the third party is a teacher, an adult or someone who can guide their physical and psychological growth (Wiyani, 2017).

Some of the factors that cause someone to do bullying are also due to the influence of their peers who have a negative influence through spreading the idea that bullying is not a big problem but a natural thing to do. School and friends cannot be separated from a student. Even in their daily life, students consider friends more important than their parents. In addition, teenagers also spend more time with their friends than with family (Yunita Bulu, Maemunah, 2019).

Schools still have big homework as a source of bullying cases. Cases of bullying are one of the problems that still exist today and have not ended. every time there are problems or violations committed by students, generally, we know it is part of the main task of a counselling guidance teacher, but in this case, the author wants to know the extent to which Religion Teachers are also involved in taking a role in preventing and overcoming bullying behaviour in schools. Therefore, starting from the problem that the author described above, the writer is interested in knowing more about the forms of bullying that occur at SMAN 1 Astanajapura, the role of Islamic religious education (PAI) teachers in dealing with bullying, especially in the program religion to handle cases that occur in schools so that existing problems can be resolved and are not sustainable. and the last is to find out the factors that cause bullying at SMAN 1 Astanajapura, Cirebon Regency.

Research methods

The research method is a scientific way to obtain data with specific purposes and uses. the scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic. The research method used in this study is qualitative research according to Sugiyono (2021). the type of research used is field research (Field Research). In this field of research, researchers go directly to the field to make observations about a phenomenon in a natural state. In this study, the sources are primary data sources and secondary data sources.

Primary data sources

Namely the Deputy Head of Student Affairs, 2 Religion Teachers and 30 students from SMAN 1 Astanajapura, Cirebon Regency.

Secondary data sources

This secondary data source is a documentation study in the form of a review of personal documents, references and others that have relevance to the focus of the research problem (Khasanah, 2020).

Data collection can be done in various settings, sources and methods. when viewed from the setting, data can be collected in a natural setting, such as in schools with educational staff. When viewed from the source of the data, the data collection can use primary sources and

secondary sources. then when viewed in terms of data collection methods or techniques, the researchers carried out using observation (observation), interviews and documentation (Sugiyono, 2021).

Observation

According to Sutrisni Hadi. Observation is paying attention to something with direct observation including focusing on an object by using all the senses through sight, hearing, touch and taste (Robo, 2021). According to Mulhall, Observation as a method of collecting data is very important, not only to prove the truth of what informants say about facts, whether they say what they do, or on the contrary, the words are engineered to cover up real facts. Therefore, observation becomes very important to obtain data that occurs in real life (Rosyada, 2020).

Interview

the interview is a process of communication between researchers and data sources to explore data that is word view to reveal the meaning contained in the problems studied. Interview considerations are carried out to reveal information from research subjects directly related to the problem under study. interview considerations are used as a data collection technique because it has several advantages, namely: researchers can make direct contact with informants to allow informants to express their opinions clearly, then the relationship between the two can be fostered better, thus enabling informants to express their opinions clearly (Rukajat, 2018).

Interviews were conducted in a structured manner that was adapted to the conditions of understanding of each informant. Interviews were conducted randomly without prioritizing research subjects over each other. This is done to make it easier for researchers to explore information and data effectively and efficiently.

Documentation

Documentation study techniques are used to study various sources of documentation. the use of this technique is intended to reveal events, objects and actions that can increase the researcher's understanding of the symptoms of the problem under study. The existence of documentation techniques also aims to complete the researcher's notes in the field such as pictures, documents, biographies, regulations, policies, signatures and others related to research (Rukajat, 2018)..

The interpretation stage of the data obtained from research in the field is data analysis as an effort or step to describe in a narrative, descriptive or tabular manner the data obtained. conclusions or explanations from the data analysis carried out gave birth to research conclusions (Rusmini, 2017). In practice, data analysis activities include data reduction, displaying data and

making verification or conclusions. For more details, the author will describe the three flow of activities as follows:

Data Reduction

Data reduction is the process of selecting words with simplification, classifying and removing those that do not need to be displayed, so that the data produces meaningful information and makes it easier for researchers to conclude (Pangestu, 2021).

Data Display

Data presentation is the compilation of complex information into a systematic form, so that it becomes more selective and simple, and provides the possibility of drawing data conclusions and taking action. because by displaying data, it will be easier to understand what is happening and plan further work based on what has been understood (Sugiyono, 2021).

Verification (Conclusion)

The next step in data analysis techniques according to Miles and Huberman is concluding. The initial conclusions put forward are still temporary and will change if no strong evidence is found to support the next stage of data collection. but if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible (Sugiyono, 2022).

Results And Discussion

the forms of bullying that occurred at SMAN 1 Astanajapura, Cirebon Regency. From the results of the research conducted, it was obtained through interviews with Dea Amelia who is currently in class XI MIPA 1 on Wednesday, March 2, 2022, at 07:50 about the form of bullying she has experienced, saying that she has experienced verbal bullying such as insulting physical deficiency or body shaming, then insulting from an economic perspective as well then Mrs Siti Aliyah, as a teacher of PAI and also homeroom teacher in class XI, when interviewed on Tuesday, March 8, 2022, at 11:30, said that she had received reports related to verbal bullying such as calling children sloppycalling children by other names such as kriwil, cungkkring etc. Mr. Sahlan as a PAI subject teacher when interviewed on Wednesday, March 9, 2022, at 09:30, spoke about cases of bullying that occurred in schools, he revealed that he had received cases of bullying such as students who made excessive jokes to the point of injuring the other students consciously and take it as a joke that usually happens. From the results of observations and interviews, the data obtained are as follows, 4 forms of bullying occur at SMAN 1 Astanajapura, namely verbal, psychological, physical and cyberbullying bullying. The form of verbal bullying found at SMAN 1 Astanajapura is calling by

name parents, giving nicknames, mocking, and insulting the victim's physical or shortcomings. As for the physical bullying that occurred at SMAN 1 Astanajapura, such as hitting, pinching, grabbing, and harassing. Psychological bullying that occurs at SMAN 1 Astanajapura is the exclusion of children who are quiet and different or strange in their nature and behaviour. the form of cyberbullying that occurred at SMAN 1 Astanajapura is ridicule in social media such as Whatsapp, Facebook, and Instagram applications and ridicule in online games.

From the results of research conducted at SMAN 1 Astanajapura, Cirebon Regency, it is clear that every school or educational institution is not spared from bullying behaviour. Bullying behaviour is an aggressive and negative action of a person or group of people repeatedly abusing an imbalance of power to hurt the target either verbally, physically or mentally.

Adolescence can be said as a dangerous period because in that period a person will leave the stage of children's lives to go to the next stage, namely the stage of maturity, where this stage is the stage of self-identification which children want a lot know with something good it is something bad or good. Elwes Identifies two types of bullying, namely direct behaviour (Direct Bullying), such as physical attacks and indirect behaviour (Indirect Bullying), such as social exclusion (Wiyani, 2012).

Verbal bullying is the form of bullying that most often occurs at SMAN 1 Astanajapura, then followed by psychological bullying, namely a form of exclusion and physical bullying which can be said to be quite a lot caused by excessive joking behaviour. So far, bullying at SMAN 1 Astanajapura can still be resolved in a familial way, where students who do bullying are given advice and understanding about the dangers and impacts caused by bullying.

the role of Religion Teachers in dealing with bullying at SMAN 1 Astanajapura, Cirebon Regency from the results of observations and interviews obtained the following data, Religion Teachers are responsible for the formation of students' character and morals so that students have a good social spirit and have good communication. then there are many things to minimize the occurrence of bullying such as a problem-based learning system, namely problem solving which is student-oriented. The PAI teacher must also be an example and be able to adapt to the students. As for the role of Religion Teachers as teachers, in this case, there are many

relevant materials taught to students, such as material on avoiding promiscuity and adultery, tolerance, noble behaviour and about unity and harmony.

When interviewed about the role of Religion Teachers in dealing with bullying, Ms Siti Aliyah as Religion Teachers revealed that teachers as more mature human beings should be able to be wiser in seeing objectively what kind of problems students face and find solutions for students advised but not to make students feel pressured, because it could be that students will be traumatized and their self-confidence destroyed. then Religion Teachers must improve professionalism including giving and being an example for their students because students are human beings who can still be formed, when they see the teacher is good then the students will also be good. then as a teacher must be able to adjust to the needs of students, and as a teacher do not keep too much distance from students, most of the time a teacher feels proud if there are students who are afraid of the teacher, even though a good teacher is a teacher who can understand students with detail. The role of the teacher. Islamic religious education is a conscious effort to prepare students to believe, understand, appreciate, and practice Islam through guidance, teaching, and/or training activities by paying attention to the demands for mutual respect to realize national unity (Muhaimin, 2012).

the role played by Islamic religious education teachers in dealing with bullying at SMAN 1 Astanajapura Cirebon Regency obtained from the results of direct interviews. In this case, Islamic religious education teachers are very important in building and instilling character values that prioritize students' spiritual attitudes.

Bullying here when viewed from school procedures, the one who handles bullying is the homeroom teacher if the homeroom teacher is unable to handle it, it is left to the counselling guidance teacher, but at SMAN 1 Astanajapura Religion Teachers participate in dealing with bullying, even if it is just to provide supervision, guidance, and direction or advice.

Teachers at schools always try to understand the condition of their students so they don't necessarily judge for various behaviours that occur. Students who commit violations are not immediately sanctioned, but Islamic religious education teachers try to find out in advance the causes of why students engage in such behaviour. After the cause of the emergence of the behaviour, as far as possible the correct solution can be given so that students can end the negative behaviour that is often done

Factors causing bullying at SMAN 1 Astanajapura, Cirebon Regency

the results of research obtained through interviews with Mr Andrew Kusuma when interviewed about the factors that cause bullying reveal that bullying can occur because of the outside world, such as the environment of his friends and the existence of online media, because it will create students can easily contaminate and usually, students have the desire to imitate which is then vented to other friends. Bullying of any kind must be avoided, lest it happens in schools because as a result, it can make students lazy to go to school and then their academic achievement can decrease. After all, if that is the case, usually children will look for other outlets and the bad result is that children will fall on the unwanted. The mass media, which is now easily accessible by anyone, including children, creates a new phenomenon in their lives. Not only as a medium of information but also as an arena for online bullying or better known as cyberbullying. the existence of social media makes it easier for users to carry out cyberbullying, perpetrators can post cruel writings or upload photos related to other individuals to intimidate and damage the victim's good name (Fatma Utami, 2018).

The development of the era that has advanced rapidly has changed the lifestyle of teenagers. Teenagers can use any technology that can channel their interests, so sometimes using it without limits makes them act not according to their age, then behaviours that are not by the norms that exist in society so violate the law society. The occurrence of bullying in schools is caused by various factors that influence it.

Bullying occurs because there are factors that cause it, namely internal factors and external factors. Internal factors are factors from within the child, such as a child who is quiet and weak. External factors are factors that occur from outside the child. External factors that influence the occurrence of bullying are family, mass media, peers and the surrounding environment (Permata et al., 2021).

The attitude of parents who overprotect or educate their children makes them vulnerable to bullying. this is to research conducted by Ni Luh Devi Irayani, explaining that there is a relationship between parenting and family communication patterns on bullying behaviour (Irayani, 2021).

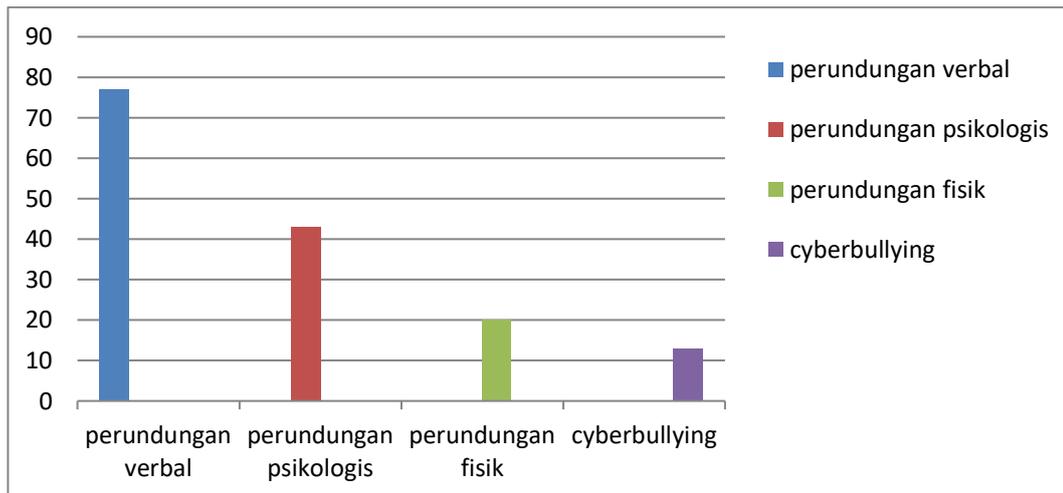
Ani Sarifah Hidayati in her research entitled Analysis of the Factors Causing Bullying Among Millennial Students. revealed that children who grow and develop in less harmonious families, and parents who are too emotional and lack parental

attention to their children can cause deviant behaviour, one of which is bullying (Hidayati, 2019).

Authoritarian parenting has involvement in bullying behaviour in children who do bullying behaviour. many people assume that bullying is just a problem that arises from the lack of strict school rules, even though it is clear from many studies it is known that parents play a very important role in raising the problem itself. The problem of parenting turns out to be able to lead to serious problems, especially in children's feelings of self-esteem (Maria, 2017).

The first factor that causes bullying at SMAN 1 Astanajapura is the lack of attention and affection from parents, which can trigger depression and stress in children. The second factor is the influence of peers who have a negative influence. In addition, teenagers also spend more time with their friends than with family. Next is the influence factor of mass media, which is now easily accessible by anyone, including children, creating a new phenomenon in their lives. not only as a medium of information but also as a place to carry out acts of oppression online, with various violent content both on television and on the YouTube page, apparently also influencing bullying behaviour, which students tend to imitate.

Based on data from research conducted for approximately 2 months, this data was obtained through interviews with 30 students of class XI, 2 teachers of Islamic Religious Education and the Deputy Head of Student Affairs of SMAN 1 Astanajapura. The results show that there are 77% of forms of verbal bullying, 43% of forms of psychological bullying, 20% of forms of physical bullying and 13% of forms of bullying in the mass media or cyberbullying experienced and carried out by students at SMAN 1 Astanajapura, Cirebon Regency.



Picture 1. Infografis presents the form of bullying that occurred in SMAN 1

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Conclusion

Based on the results of observations and research on the role of Religion Teachers in dealing with bullying at SMAN 1 Astanajapura, Cirebon Regency. that the forms of bullying that exist in SMAN 1 Astanajapura Cirebon Regency are: (1) Verbal bullying such as calling names with parents' names, giving nicknames, mocking and insulting the physical or shortcomings of others. (2) Physical bullying such as hitting, pinching, grabbing, and bullying. (3) Psychological bullying such as silence, and isolating friends, while the victims are students who tend to be inactive, and quiet, and students who have low self-confidence. (4) and the last is a form of bullying in social media such as being ridiculed and insulted on WhatsApp, Facebook, Instagram and online games. the role of Religion Teachers in dealing with bullying through the application of teachers as parents for students at SMAN 1 Astanajapura Cirebon Regency is by positioning themselves on all students through the use of language that is appropriate to their students to make the atmosphere comfortable when interacting and interacting students do not feel afraid to communicate. Then Religion Teachers carry out continuous supervision of students and involve themselves in school activities such as coaching related to juvenile delinquency, declarations of anti-violence, clean Friday activities, spirituality, and recitations in the classroom which interact a lot in their activities with students so that it is easier to recognize the character of their students. Religion Teachers as more mature people must be able to be a place to vent for children by being good listeners to all students and then offering solutions to get

out of the problems that students are experiencing. Furthermore, Religion Teachers collaborate with school residents so that together they can control and help create comfortable conditions for students, as well as make direct observations, to minimize the attitudes and actions of students. Religion Teachers guide the teaching and learning process through various religious programs such as reading the Koran before starting lessons, congregational midday prayers and guidance outside of learning hours such as in spiritual extracurricular activities, Religion Teachers provide motivation and direction for students to get used to good things so that students can reflect well and gradually bullying will decrease.

The factor that causes bullying at SMAN 1 Astanajapura Cirebon Regency is the lack of attention and affection from parents. then the influence of the environment outside of school such as the negative peer environment so that children can fall into it, and the influence of social media that does not control by parents because children tend to do what they have seen.

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