

Teachers Efforts in Preventing Bullying Behavior

Ansori,¹ Fatik Lutviana Anggraini,²

^{1,2}. Institut Agama Islam At-Taqwa Bondowoso, Indonesia
chansori99@gmail.com,¹ fatiklutviana20@gmail.com,²

Abstract

This study describes the forms and efforts of teachers in preventing bullying behavior in students at Madrasah Ibtida'iyah At-Taqwa Bondowoso. Qualitative methods produce naturalistic data in the form of reasonable explanations. Data from observations, documentation, and interviews were analyzed descriptively. The results of the study indicate that teachers' efforts in preventing bullying behavior have been maximized and are very effective and can prevent and minimize the occurrence of bullying behavior. Schools become more conducive and the learning process can run well. The success of preventing bullying in schools can be seen from the attitudes and behavior of students in everyday life who respect each other, teachers, parents and people around them, do not say bad things, act compactly and dare to take responsibility, and fear Allah by avoiding all things that are forbidden and doing what He commands.

Keywords: *bullying; teachers; students; efforts*

INTRODUCTION

Education is the most important thing in the process of human life, because education is the main pillar of an effort. Every effort certainly needs training, guidance, teaching which can be obtained in schools such as Elementary School/Madrasah Ibtida'iyah, Middle School, High School, College, but not only can it be obtained in school, education can also be obtained outside of school. Education is also an effort, influence, protection and assistance given to children which aims to help children to be sufficient or capable of carrying out their own life tasks when they are adults. So that children can play their roles well according to their portion. The purpose of education is to provide an overview of good, appropriate, true and beautiful values for their lives.¹

Students at the elementary education level (Elementary School/Madrasah Ibtida'iyah) are those who are undergoing the childhood development stage and entering early adolescence. During elementary school, students are expected to gain knowledge that is considered very important for the next level of education. The role of teachers in this learning is also very important, teachers have many important roles in educating students at school, one of which is that teachers have a role as student guides. This includes guiding students who have bullying behavior. In addition to being a student guide, class teachers also play a role in providing advice and mediating perpetrators and victims. In fact, class teachers have various roles. Not only as guides, advisors, mediators or facilitators. Teachers are also responsible for understanding the characteristics of students in the class, which number in the dozens. The many roles and responsibilities carried out by teachers require a method that can be used to handle personal problems and social problems of students in the form of bullying to make it easier for teachers to act when there is a case so that the learning process in the classroom is not disturbed.² Bullying behavior is a bad act, one of which is a form of violence and discrimination that occurs in the school environment. Bullying is a problem that generally affects almost everyone, both in the family, school, business, and community environments, as well as age, gender, race, religion, or socio-economic status. The phenomenon of bullying in schools is nothing new. However, until now it has not really received special attention and been handled seriously. Bullying behavior must be handled

not only for the perpetrators but also for the victims. This is the responsibility of various parties in overcoming it. In educational institutions, schools play a very important role because bullying mostly occurs in schools. One of the problems of children in schools should not be left alone, because it will hinder their development. Bullying can occur in expensive private schools to free public schools, in secular schools or religious schools, in schools with a national curriculum or international curriculum, in schools with homogeneous or heterogeneous students, in schools that have been established for a long time to “new” schools that do not even have graduates. The type of school does not make it free from bullying behavior. Bullying behavior is also explained in the Qur'an which reads:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرْ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا تَنَابَزُوا بِاللُّغَابِ بِبُحْسٍ ءَلَسْمِ الْفُسُوقِ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ (القرآن, الحجر, ١١)

Meaning: “O you who believe, don't let a group of men look down on another group, it could be that the one being laughed at is better than them. And don't let a group of women demean other groups, it could be that the one being demeaned is better. And do not like to criticize yourself and do not call with names that contain mockery. The worst call is the bad call after faith and those who do not repent, then those are the wrongdoers.” (QS. Al-Hujurat: 11).³

Based on the verse above, it can be explained that bullying behavior is a despicable behavior that should not be done by anyone because it can harm themselves (the perpetrator) or others (the victim). No human being is perfect, they have shortcomings and advantages, by having high self-awareness, a person will not belittle others and not see their shortcomings. Bullying is a desire to hurt. This desire is shown in physical, psychological or verbal actions, which cause someone to suffer. This action is carried out directly by a person or group that is stronger, irresponsible, repeated, and done with a feeling of pleasure.

Based on the first observation that the researcher did in the field, it turned out that the researcher found facts in the field, there had been a case of bullying, this bullying case fell into the category of verbal bullying where students mocked other students. And this was also acknowledged by the class 1 teacher and the principal. From this incident, the researcher raised it into a title, which is the right title for the researcher to conduct research. Here the researcher wants to conduct research in classes 1 and 5 because later in higher classes the same case will not happen again.

This first observation is needed to ensure that the title of the research made by this researcher fits the object of research that the researcher wants to study. If there is no fact of bullying, how can researchers obtain accurate information on how to prevent bullying. Therefore, the researcher conducted this first observation to prevent invalid data.

Based on the statement above, it can be concluded that bullying is an act of violence carried out by groups or individuals that can hurt others either verbally, physically, or psychologically. According to Suharto in the book *Abu Huraerah*, it is explained that victims of bullying usually have the following characteristics: coming from poor families, children with physical disabilities, coming from broken homes (parental divorce) or families who marry early so that the psychological thought process is not yet mature.

Therefore, it is hoped that parents have a good understanding of the problem of bullying, schools should also socialize the role of teachers in the problem of bullying, so that students know where they should go and talk about the bullying problems they are facing. In real life, students are also social beings who cannot live alone and need help or encouragement from others. Teachers must be able to have the right strategies or methods that can help students overcome each problem.

LITERATURE REVIEW

Teacher efforts

Teachers are professional educators, because implicitly teachers have devoted themselves, accepted and shouldered some of the educational responsibilities that are usually borne by parents.⁴ According to Latifah Husein⁵ in the teaching profession book, teachers are educational or educational

personnel who have devoted themselves from members of the community who are appointed to support the implementation of education

According to Ngalim Purwanto⁶ a teacher is someone who has provided knowledge obtained in school to an individual or group of people, while a teacher as an educator is someone who has contributed to society and the State. Based on the several definitions above, it can be concluded that a teacher is someone who has a lot of knowledge and experience who is able to design, manage learning, with their main task being to educate, teach, guide, and direct, train, assess and evaluate students in formal education both at elementary school and secondary education levels.

Meanwhile, teacher efforts are efforts made by teachers as professional educators in educating, guiding, directing, and evaluating students by developing all potentials in students, both in terms of cognitive (intelligence), affective (attitude), and psychomotor (skills) starting from early childhood education, elementary education, and secondary education.

After researchers understand what teacher efforts are, researchers can conclude that the importance of an effort is to be able to regulate a person's behavior to a certain extent, and can also predict other behaviors. "Effort is an effort or requirement to achieve a goal or purpose." That effort is an effort made by someone to find a way out to solve a problem or issue.

While teachers are people who carry out education, educate students and provide knowledge to students. The role of teachers is very important in efforts to improve the quality of education. "Teachers as learning agents are required to be able to organize the learning process as well as possible within the framework of educational development." So teacher efforts are efforts made by teachers to solve problems that are being faced when the learning process is taking place.

The Role of Teachers

A teacher is required to be able to play his role and function in carrying out his teaching duties. This avoids any conflict of function and role, so that educators can place their interests as individuals, members of society, citizens and educators themselves.

Between teaching duties and other duties must be placed according to their proportions.⁷ Sometimes someone gets caught up in the term educator, for example there are some people who are able to provide and transfer knowledge to someone. In fact, educators are not only responsible for that, but educators are also responsible for management (manager of learning), director (director of learning), facilitator and planning (the planner of the future of society). Therefore, the duties of educators and the functions of educators in education can be summarized into three parts, namely: As a teacher (instructional) who is tasked with planning teaching programs and implementing programs that have been prepared and ending the implementation of assessments after the program is implemented; As an educator (educator) who directs students to a level of maturity with the personality of a perfect human being in line with the purpose of Allah SWT in creating them; As a leader (managerial) who leads, controls himself, students, and the related community concerning efforts to direct, supervise, organize, control and participate in the programs carried out. The position of teachers in Islam is that Islam highly values and respects people who are knowledgeable and serve as educators. In Islam, people who believe and are knowledgeable (teachers) have a very high position in the sight of Allah SWT than others. As the word of Allah SWT, which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - (المجادلة - ١١)

Meaning: O people who believe! When it is said to you, "Give room in the assemblies," then make room, surely God will give you room. And when it is said, "Stand up", then stand up, surely Allah will raise (rank) those who believe among you and those who have been given knowledge by several degrees. And God is very careful of what you do. (Q.S. Al-Mujadallah: 11).⁸

Duties and responsibilities of teachers

The position of teachers in Islam is noble. Because teachers provide education in the form of knowledge and good moral development for their students. Therefore, teachers have a high position, even the ink of a teacher is more valuable than the blood of the martyrs.⁹ The virtue of a teacher is due

to the noble duties he carries. The duties carried out by teachers in Islam are almost the same as the duties of a prophet, both sharing their knowledge with others.¹⁰ According Ghazali, while the main task of a teacher is to perfect, cleanse, and purify the human heart to get closer to Allah, and to educate, namely internalizing and transforming knowledge and religious values to humans.¹¹

A more detailed discussion of the duties of teachers is; Teachers must maintain, direct and guide so that students grow and develop according to their potential, interests and talents. Teachers as motivators, the learning process will be successful if students have motivation in learning. Teachers need to develop the potential that exists in students. Teachers do not only provide knowledge about knowledge but teachers must also balance it with good morals, and be able to follow the sunnah of the prophet. Teachers must also love students without discriminating between one student and another, and love them like their own children.

Bullying behavior

Bullying is a repeated negative behavior that is intended to cause displeasure or pain carried out by another person or several people directly against someone who is unable to fight back.¹² Bullying is a form of social interaction in which individuals are more dominant in showing aggressive behavior with the intensity they have and also have reasons to suppress weak individuals.¹³ Identifying bullying is negative behavior of one or more people towards bullying victims that is carried out repeatedly and occurs from time to time. In addition, bullying involves unequal strength and power, so that the victim is in a state of being unable to defend themselves effectively to fight the negative actions they receive.¹⁴

It can be concluded that bullying is a bluff that is carried out to disturb through acts of violence carried out either intentionally or unintentionally by a person or group of people who usually have the power and authority to commit violence against others. Bullying is a problem whose impact must be borne by all parties such as the perpetrator, the victim, and the person who witnessed the bullying. Bullying or often known as bullying, this is not a new thing that happens around us. Bullying can happen anywhere, in elite or famous schools, or in ordinary schools and bullying can happen to anyone.

Bullying is unpleasant behavior either verbally, physically, or socially in the real world or cyberspace that makes someone feel uncomfortable, hurt and depressed whether done by individuals or groups. Bullying is usually done by a group of people or someone either in the form of words or actions, so that it can cause pressure on the victim of bullying. Many cases of bullying have claimed victims, some are depressed, some become insecure (shy) and some even die. Therefore, as a researcher, I want to find a solution to the problem that occurs about bullying to reduce the occurrence of bullying again or prevent bullying from happening in schools.

Characteristics of bullying behavior and victims

Bullying tends to have a hyperactive, impulsive, active attitude, and whines, cries excessively, demands attention, is disobedient, challenging, destructive, wants to dominate others. Has a difficult temperament and only cares about his own desires. Difficulty seeing other people's points of view and lacks empathy. Feelings of envy, hatred, anger, and usually covering up feelings of shame and anxiety. Tends to have a stronger physique, more dominant than his friends.¹⁵

Children who are often victims of bullying usually lead to conditions are "different" both physically and non-physically, namely: Children who tend to have difficulty socializing who are often called nerdy/shy; Children whose physical appearance is different from others; too thin, too fat, have prominent physical characteristics, and others, and; Children who tend to be different from others, for example, come from very rich, very successful, very poor, very depressed families.¹⁶

METHOD

This study uses qualitative research, with primary and secondary data sources. Data collection techniques in this study are observation, interviews, and documentation. To analyze the data in this study using the Miles and Huberman model data analysis technique, namely data reduction, data presentation and conclusion drawing.¹⁷

RESULTS AND DISCUSSION

Schools as educational institutions are expected to have a positive influence on student development as well as families. Schools also teach values and norms that apply in society in addition to teaching various skills and intelligence to students. However, as with families, the function of schools is to form values in children. Students are given a strong foundation of faith and taught good morals so that they become students with strong faith and piety, students with an Islamic soul and are made students who excel according to the vision and mission at Madrasah Ibtida'iyah At Taqwa Bondowoso.

Forms of bullying behavior

Bullying behavior often occurs and can be found anywhere, not only in the community, bullying also occurs in the school environment, bullying also does not choose famous or unknown schools because without realizing it, bullying behavior can happen by itself. Bullying itself is an act of intimidating or disturbing through acts of violence carried out intentionally or unintentionally by a person or group of people who have the power or strength to commit violence against others. So the researcher can conclude that every human being who has the opportunity to bully can do it anytime and anywhere they are, therefore the researcher chose the title of teacher efforts to prevent bullying behavior in students at Madrasah Ibtida'iyah At Taqwa Bondowoso.

As explained in the previous chapter, the forms of bullying behavior that occur at Madrasah Ibtida'iyah At Taqwa are physical bullying, verbal bullying, and psychological bullying. Physical bullying is a type of bullying that is visible, anyone can see it because there is physical contact between the bully and the victim. Examples of physical bullying include hitting, tripping until falling, kicking, pushing, and so on. Verbal bullying is a type of bullying that can also be detected because it can be caught by the sense of hearing. Examples of verbal bullying include threatening or intimidating, making fun of, and saying bad words. Psychological or mental bullying is the most dangerous type of bullying because it is not caught by the eyes or ears, and is not easily detected. This bullying usually occurs secretly and outside the teacher's radar. The impact of psychological bullying is fear, lack of self-confidence, and shyness. Therefore, the forms of bullying behavior that occur at Madrasah Ibtida'iyah At Taqwa Bondowoso include physical bullying in the form of hitting, pinching, while mental/psychological bullying is in the form of fear, feeling uncomfortable, and verbal bullying in the form of making fun of, saying dirty words.

Teachers' efforts to prevent bullying behavior

The first teacher's efforts used to prevent verbal and physical bullying behavior are by means of lectures or in the sense of advising and providing an understanding to students that such behavior is not good to be done and practiced by a student. Lectures in this case can also be in the form of Islamic stories or stories that really happened in society related to the dangers of verbal bullying such as stories of violence that started from the mouth. So that teachers provide an understanding of the dangers and impacts caused with the hope that students can understand and stay away from verbal bullying.

Then the last is by using an approach strategy and holding socialization, with this strategy students will be more open to teachers, and by holding socialization will increase children's insight so that children will be able to distinguish between good and bad behavior. Not only holding socialization, teachers also supervise students because if students go the wrong way, the teacher advises students and shows the right path to students.

The results of teacher efforts to prevent bullying behavior

Based on the results of the study, it can be seen that teacher efforts to prevent bullying behavior can minimize the recurrence of bullying in schools. From the results of the research in the field, teachers made several efforts or actions to prevent bullying behavior at school. Teachers explained to students to always behave well with others, be able to accept differences that exist, and give warnings and punishments to students who do bad things to their friends. Bullying behavior at school can be prevented by forming attitudes, characters, and personalities of students or learners and

also providing understanding and advice continuously to students with full patience with that can prevent bullying from happening again at school.

Success in preventing bullying behavior at school can be seen from students' daily behavior in showing mutual respect for each other, teachers, parents and people around them, and not speaking badly (cakngucaen), being compact and brave in taking responsibility, also being pious to Allah by avoiding everything that is forbidden and doing what He commands. Thus, the results of teachers' efforts in preventing bullying behavior can be said to be a maximum of 90% can be prevented and also overcome properly. Finally, the learning that is carried out can run well in accordance with the learning objectives to be achieved.

CONCLUSION

The forms of bullying behavior that occur in Madrasah Ibtida'iyah At Taqwa Bondowoso include physical bullying in the form of hitting, pinching, while mental/psychological bullying in the form of fear, feeling uncomfortable, and verbal bullying in the form of teasing, saying dirty words. The teacher's efforts to prevent bullying behavior are strategies with lectures, namely providing understanding, advice, direction and guidance to students to stay away from bullying. Followed by providing inspirational stories or stories that occur in the community as learning materials for students about the negative impacts caused by bullying and expecting children to become better people. And the last is to use an approach strategy and hold socialization, with this strategy students will be more open to teachers, and by holding socialization will increase children's insight so that children will be able to distinguish between good and bad behavior. Not only socializing, teachers also supervise students because if students go the wrong way, the teacher advises students and shows the right path to students. The results of teachers' efforts in preventing bullying behavior can minimize the occurrence of bullying again in schools. By minimizing the occurrence of bullying in schools, schools will be more conducive and finally the learning that is carried out can run well in accordance with the learning objectives to be achieved.

REFERENCES

- ¹ Noviani Ade, 2021. *Pengaruh Literasi Keuangan dan Gaya Hidup Terhadap Perilaku Keuangan Mahasiswa Manajemen Universitas Islam Riau*. Skripsi. Riau: Program Studi Manajemen Universitas Islam Riau.
- ² Al Alawiyah; Galih Prasetyo; Siti Fatimah, Pengaruh Leverage dan Likuiditas Terhadap Kebijakan Deviden, *Jurnal Perspektif*, 19(2), 175–183, 2021. <https://doi.org/10.31294/jp.v19i2.11389>
- ³ *Al-Qur'an dan Terjemah*, Pustaka Al-Mubtin. Jakarta, 2017.
- ⁴ Zakiyah Darajat. *Ilmu Pendidikan Islam*, Bumi Aksara, Jakarta 1996.
- ⁵ Latifah Husain, *Profesi Keguruan Menjadi Guru Profesional*. Jakarta: Pustaka Baru Press, 2017.
- ⁶ Ngalm Purwanto. *Evaluasi Hasil Belajar*, Pustaka Pelajar, Yogyakarta, 2009.
- ⁷ Siti Maemunawati; Muhammad Alif. *Peran Guru, Orang Tua, Metode, dan Media Pembelajaran: Strategi KBM di Masa Pandemi Covid-19*. 3M Media Karya, Serang, 2020.
- ⁸ *Al-Qur'an dan Terjemah, Ibid.*
- ⁹ Abdul Mujib; Muhaimin, *Pemikiran Pendidikan Islam Kajian Filosofis Dan Kerangka Dasar Operasionalnya*, Trigenda Karya, Bandung 1993.
- ¹⁰ Al Abrasyi; Mohd. Athiyah, *Dasar-Dasar Pokok Pendidikan Islam*. Bulan Bintang, Jakarta, 1987.
- ¹¹ Aas Sholicha, et al., Anak Usia Dini dalam Tinjauan Neuroscience dan Al-Qur'an, *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak*, 1, 1, 2021
- ¹² D. Olweus, *Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds)*, Blackwell Publishing, Australia, 1993.
- ¹³ P.K Smith; DebraPepler; Ken Rigby, *Bullying in Schools: How successful can Interventions be?*. www.cambridge.org, Cambridge University Press, 2007.
- ¹⁴ D. Olweus. *Ibid.*

¹⁵ Al Ningsih, Y. R., Manfaat permainan tradisional bola bekel terhadap perkembangan anak usia dini, *Jurnal Penelitian Dan Pengembangan Pendidikan Anak Usia Dini*, 8, 1, 69–76, 2021.

¹⁶ *Ibid.*

¹⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta, Bandung, 2014.
