The Role of PAI Teachers In Dealing With *Bullying* at MI Nurul Hidayah Rancang Kencono Lamongan

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ABSTRACT

Bullying is a social behavior that often occurs in schools and even in Islamic boarding schools, it is not uncommon for these cases to sometimes involve seniority. Bullying can also involve students as perpetrators and victims. Bullying behavior also has several negative impacts, both for the victim and for the perpetrator himself. If this act of bullying occurs in SD/MI, then the role of PAI teachers will be really needed because PAI teachers are considered the most appropriate teachers to provide advice to students. The aim of this research is to find out what PAI teachers' strategies are in dealing with bullying behavior at school. This research approach uses a qualitative approach, with a case study method. The results of this analysis show that the role of PAI teachers regarding bullying among students is as someone who guides or gives advice and direction and develops students so that they can overcome cases or problems that occur regarding bullying in order to minimize bullying that occurs at school. Teachers must also be able to shape students' personalities and build positive relationships with students, and teachers need to be aware of violent acts committed by their students. For this reason, PAI teachers play a very important role in overcoming bullying towards students, so that bullying behavior does not continue into adolescence.

Introduction

Education is the primary institution that plays a crucial role in building civilization. The progress or decline of a civilization greatly depends on education. Education not only serves to build civilization but also provides structure, color, and character to that civilization. Therefore, education must be well-designed to provide structure, color, and a positive character for the development of human civilization (Habibah et al., 2023). Based on Law Number 20 of 2003 Article 1

Paragraph (1), the purpose of education is to shape individuals who possess spiritual strength in religion, personality, intelligence, good morals, and the skills needed by themselves, society, the nation, and the state.

To achieve that goal, a conducive learning environment free from violence is necessary. Educational institutions, as places for cultivating human resources, are expected to continue the development of this nation. However, what often happens is that there is torture and violence. This raises concerns about the emergence of potential dictators and individuals with weak mentalities who are exhausted from continually being victims of violence.

Bullying is aggressive behavior carried out by individuals or groups repeatedly with the intention of hurting the victim, both physically and mentally. Children who are victims of bullying can experience psychological and physical disorders and are more likely to feel lonely and have difficulty making friends. On the other hand, children who engage in bullying tend to have low academic performance (Udus, 2020).

The discussion about bullying in schools cannot be separated from the role of a teacher. All teachers should know what their students are doing in the school environment. In this context, the role of Islamic Religious Education (PAI) teachers is also very important. A PAI teacher not only has the duty of conveying religious knowledge but also plays a vital role as a Murabby (educator, observer, supervisor), Mu'alim (teacher), and Mu'addib. (pembina moral). (pembina moral). A teacher is a second parental figure for students. When something undesirable happens or there is bad behavior among students, a teacher must be able to address and provide a good solution to resolve the issue. For example, the bullying incidents often experienced by students in elementary school require more attention from teachers. Here is where the important role of a teacher, especially an Islamic Education teacher, comes into play in instilling moral and spiritual values in students (Futaqi & Mashuri, 2023; Mashuri et al., 2024). The role of Islamic Education teachers in preventing bullying can be carried out by providing advice and instilling Islamic values in each student to ensure it does not happen again (Larozza et al., 2023).

Teachers as educators in the school environment must have techniques and strategies to address bullying in schools. A good teacher surely explains to their students by demonstrating good and noble behavior through polite words and actions so that the students can emulate that good behavior. Serta imposes sanctions on students who engage in bullying in the form of punishment and reprimands.

Therefore, the role of teachers or other educators in schools, in addition to teaching and educating, is also necessary to take preventive actions against the problems caused by bullying.

Research by the International Center for Research on Women (ICRW) shows that 84% of children in Indonesia experience bullying at school. The rate of violence in schools in Indonesia is higher compared to Vietnam (79%), Nepal (79%), Cambodia (73%), and Pakistan (43%). According to a survey conducted by the United Nations International Children's Emergency Fund (UNICEF), 50% of students aged 13–15 in Indonesia experience bullying at school, ranking fifth (Dhamayanti, 2021).

Method

In this research, a qualitative approach was used with a case study method. Qualitative research aims to understand the phenomena experienced by research subjects, including behaviors, perceptions, motivations, and actions, in a comprehensive manner, which are described in the form of words and language in a natural context (Hadi. Abd dkk, 2021). The case study approach in this qualitative research aims to provide a real depiction of the conditions and realities, particularly regarding the role of teachers at MI Nurul Hidayah Rancang Kencono Lamongan in addressing bullying cases. The researchers first interviewed the teachers as primary informants, as they play a role as trainers and creators of a supportive and inclusive social environment that does not tolerate aggressive behavior and violence in schools. Therefore, it is hoped that teachers will be able to educate students to behave in accordance with the norms of Pancasila in social, national, and state life so that they do not violate these norms, such as engaging in acts of violence(*bullying*). Through interviews, researchers are expected to obtain more comprehensive and in-depth data regarding the signs of bullying occurring among students. The data collection techniques in this research include interviews, observations, and documentation.

Results and Discussion
The Role of PAI Teachers in Addressing Bullying at MI Nurul Hidayah Rancang Kencono Lamongan School

Bullying is an unworthy act of oppression carried out by an individual or a group of people with the aim of hurting others, both physicalAggressive

Traitslogically. This action is generally aggressive, intimidating, and carried out repeatedly or continuously. According to data from the Indonesian Child Protection Commission (KPAI), bullying cases have shown an increase ranging from 30 to 60 cases per year. In fact, Indonesia ranks fifth in cases of bullying globally. Therefore, the role of parents and teachers is essential in every phase of a child's development, and they must always be vigilant and cautious. *This bullying constitutes a violation of human rights as regulated in Article 1 paragraph 6 of Law Number 39 of 1999 concerning Human Rights.* There are several forms of bullying that occur most frequently, both on social media and in the real world. The negative impact experienced by bullying victims can include mental disorders such as depression, anxiety, feelings of sadness and loneliness, changes in sleep and eating patterns, a decrease in interest in hobbies or activities they usually enjoy, and other health issues. The bullying incident does not only occur in simple interactions between the perpetrator and the victim, but can also arise among peers, family members, and school friends. The following are some research findings and discussions regarding the role of teachers at MI Nurul Hidayah Rancang Kencono Lamongan in addressing bullying behavior.

Factors Causing Bullying
1. **Internal Factors**
    Internal factors are those that cause bullying behavior originating from within the individual, among these internal factors are:
    1) Sifat Agresif
        One of the internal factors causing bullying is aggressive behavior. Students with aggressive physical and verbal characteristics tend to want to dominate the situation they are in, which can lead to bullying. Students with this trait will try to oppress their peers in order to assert their own existence (ZAKIYAH et al., 2017).
    2) Vengeful
        Children with vengeful traits are often difficult to recognize or detect, as this trait is not always accompanied by clear aggressiveness. However, students who harbor resentment towards someone tend to look for opportunities to retaliate at the right moment, which can lead to bullying behavior.
    3) Wanting to Show One's Existence/Popularity

Another internal factor that plays a role in the occurrence of bullying is the desire to assert one's existence or seek popularity. Some students may engage in bullying as a way to become popular or feared in the school environment. They believe that by bullying their friends, they can gain attention and feel more powerful. In their view, bullying can make them seem strong or brave in front of their peers.

2. External Factors

Factors that cause bullying behavior originating from outside an individual include the following external factors:

1) Family

The main external factor that influences bullying behavior is the family environment. Research shows that children who are victims of bullying often feel afraid to talk to their families or experience a lack of communication patterns with their parents (Permata et al., 2021). According to Soejanto, the communication pattern is a simple depiction of the communication process that involves various other components. Communication patterns can be defined as the ways or methods of interaction between two or more individuals in the process of delivering and receiving messages, so that the messages can be understood accurately.

This may be caused by parents who are too busy with their work or personal matters. Family communication includes the delivery of important messages regarding the child's future, work, education, and other matters between parents and children. If there is openness, attention, and sufficient love within the family, the child will not feel afraid to talk about their experiences with bullying and will be more likely to report it to their family.

2) Peers/environment around.

According to the definition provided by Santosa and cited by Nilam Permata in her journal, peers are adolescents who are within a similar age range or level of maturity and interact with one another. They play a unique role in their habits. Misbehavior or bullying often occurs among individuals within peer groups. For example, if one child mocks another friend, the other friends tend to join in on that behavior. Usually, the impact of bullying causes the victim to feel like crying, sad, disappointed, or angry.

Meanwhile, Benites and Justicia explain that peer groups, such as gangs, facing problems at school can influence their members. Children are often

driven to engage in bullying both at school and at home as an effort to be accepted in certain groups. Some children may engage in bullying to prove that they can be accepted into the group, even though they themselves feel uncomfortable with their actions.

3) The Influence of Media

According to a survey conducted by Saripah published in Kompas, 56.9% of children imitate scenes from the films they watch, while 64% imitate movements and 43% imitate speech from those shows. In Indonesia, there are cases of bullying triggered by television soap operas that depict violence, brutality, and fighting. Shows like this indirectly have a negative impact on society, especially on teenagers and children who are still in school. As a result, children may adopt harsh and aggressive behaviors that could potentially trigger bullying towards their peers at school.

Forms of Bullying Behavior

1. Verbal bullying

Verbal bullying is a type of bullying that involves the use of words to hurt or belittle others. This is usually the initial form of bullying that can develop into more serious violence. Some examples of verbal bullying behaviors include: Extortion (threatening to obtain something from the victim), coercion (forcing the victim to give something under threat), threatening or intimidation (using words to scare the victim), incitement (encouraging others to harm or injure the victim), mockery, etc. This verbal bullying can have serious impacts on the mental and emotional health of the victims and often requires attention and intervention to address it (Yuliani, 2019).

2. Physical bullying

Physical bullying is a form of bullying that involves physical actions designed to hurt or intimidate someone. This form of bullying is often easier to identify, as it involves actions that are real and visible. Although not as prevalent as other forms of bullying, physical bullying can lead to more serious violence. Examples of physical bullying behaviors include: biting, pulling hair, hitting, kicking, locking, punching, pushing, using weapons (using dangerous objects to threaten or harm), committing criminal acts, etc. These forms of physical bullying can lead to physical injuries and deep emotional trauma for the victims, and often require prompt action to address and resolve the issues.

3. Rational bullying

Rational bullying is a type of bullying that is carried out by severing someone's social connections to systematically undermine the victim's self-esteem. This form often involves dedication. Examples of rational bullying include: aggressive stares (looking at the victim in a frightening or demeaning way), cynical glances (looking at the victim with a dismissive gaze), and sneers. (mengeluarkan kometar sinis atau meremehkan secara terselubung). (mengeluarkan kometar sinis atau meremehkan secara terselubung).

This form of bullying is often difficult to detect because it is more subtle and hidden, yet it can have a significant impact on the emotional well-being of the victim.

4. Electronic *bullying*

Electronic bullying is a type of bullying that occurs through digital media such as mobile phones, computers, the internet, websites, chat rooms, emails, SMS, etc. This form of bullying usually aims to terrorize the victim using various digital methods such as: writing (sending insulting or belittling text messages), animations (creating or sending animations intended to mock or intimidate), images. (menyebarkan gambar yang merendahkan atau menyinggung korban). (menyebarkan gambar yang merendahkan atau menyinggung korban). This form of bullying is designed to intimidate, hurt, or corner the victim through digital media, and often has serious emotional impacts.

Factors Causing Bullying Behavior Among Students of MI Nurul Hidayah Rancang Kencono Lamongan.

Based on the results of the interviews conducted by the researcher, the factors causing bullying behavior among students at MI Nurul Hidayah Rancang Kencono Lamongan generally stem from family conditions and the surrounding environment. The forms of bullying that often occur include mocking friends who struggle to complete school assignments, avoiding or ostracizing classmates who are less liked, and teasing friends during the learning process as well as during school breaks.

1. **The Role of PAI Teachers in Addressing Student Bullying Behavior**

The teacher, as a guru, is not only responsible for the academic grades of students but also has a responsibility in shaping their behavior and character. Based on the data collection through interviews, observations, and documentation, it can

be concluded that the PAI teacher at MI Nurul Hidayah Rancang Kencono Lamongan has made efforts to address bullying behavior by advising the students who engage in bullying. Therefore, as a teacher, face the perpetrator with patience and do not corner them with interrogative questions. Maintain the students' dignity, be gentle with them, and ask what the student (the bully) did to the other child. The teacher invites the perpetrators of intimidation to feel the emotions of the victims when they are bullied and to develop empathy. By building the strengths and skills of the perpetrators of intimidation in positive areas, so that they can channel their energy into positive outlets (Adiyono et al., 2022).

2. **The Role of PAI Teachers in Preventing Bullying Behavior at MI Nurul Hidayah Rancang Kencono Lamongan.**

Based on the interviews conducted by the researcher, the prevention of bullying at MI Nurul Hidayah Rancang Kencono Lamongan has been pursued by all teachers, especially by the PAI teacher, class teachers, and the guidance counselor. The Teacher plays an important role in understanding, preventing, and addressing bullying behavior. PAI teacher often approaches students who engage in bullying with a religious perspective, emphasizing that bullying is bad behavior, sinful, and a form of oppression against others. They explain that those who commit wrongdoing will face consequences in hell. This kind of religious approach tends to be effective because it is more easily accepted by students.

In addition to the religious perspective, class teachers also play a crucial role in addressing bullying behavior. They often implement strategies such as group discussions, role-playing activities, and individual counseling sessions to help students understand the impact of their actions. The guidance counselor also provides support by offering a safe space for students to express their feelings and concerns about bullying. Together, these educators work collaboratively to create a positive and inclusive school environment where all students feel respected and valued.

At another time, a historical approach is also used, for example by recounting the morals of the Prophet Muhammad and his companions, such as Abu Bakr and Umar bin Khattab. The guru explains how Muslims should be firm against ignorance and arbitrary actions, yet gentle towards fellow Muslims. Nevertheless, not all students respond positively to this religious approach, especially those from troubled families or those who frequently witness arguments between their parents, compounded by a lack of religious education at home.

In addition, PAI teachers need to have a well-planned method to prevent bullying. The steps to prevent bullying at MI Nurul Hidayah Rancang Kencono Lamongan include:

The teacher provides advice to students both individually and in groups, building awareness and understanding of bullying and its impact on all parties, especially the students. They collaborate with parents, instilling character education in students, and encourage the use of free time for positive activities such as working together to complete assignments or forming groups to work on them collectively. Activities such as reading and writing the Quran are also carried out, along with enhancing supervision of the students. The teacher pays special attention to students involved in bullying, advising them and imposing sanctions such as cleaning the classroom or reciting Istighfar 100 times, reading the Quran, and so on. It is even recommended to include educational content on reading the Quran with proper tajwid, while explaining that each letter has rights that we must fulfill, and if we do not, we have also committed injustice against the verses of Allah (Syukri, Abdul Rouf, Wismanto, 2023).

In addition, there are several things that all elements of society need to pay attention to, both at home and in school, regarding the issue of bullying. Some ways to address bullying include: (1) Encouraging the child to seek counseling, (2) Providing full support to the child, (3) Teaching the child to stand up for themselves, (4) Listening to the child when they talk about their feelings, (5) Reminding the child that revenge is not the right solution, and (6) Encouraging the child to engage in activities they enjoy.

Conclusion

From the results of the research conducted by the researchers, it can be concluded that the bullying behavior occurring at MI Nurul Hidayah Rancang Kencono Lamongan is influenced by many factors, such as family factors, the local environment, social media, a desire for revenge, wanting to be a hero, and so on. So the level of bullying in this Madrasah is not as severe as that in Junior High Schools (SMP) or Senior High Schools (SMA). However, as a teacher who observes signs of children exhibiting negative behaviors leading to bullying, it is essential for the teacher to promptly take on the role of a mediator as well as a guide in the school. For this reason, the role of madrasah teachers is crucial in addressing or helping to steer students away from bullying behaviors. If this intimidating behavior does not

lead to success soon, the consequences will only widen. The achievements of students, the reputation of teachers, and the school are at stake, and eventually, at a certain point, the madrasah no longer gains the trust of the community in providing education

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