

## **The Role of Islamic Religious Education Teachers in Overcoming Bullying Behavior in Public Elementary Schools 237 Palembang**

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**Abstract:** Finding out about the everyday habits of the kids at State Elementary School 237 Palembang is the goal of this study, to ascertain what kinds of bullying are perpetrated at State Elementary School 237 Palembang, and to learn how State Elementary School 237 Palembang's Islamic Religious Education instructors assist students in combating bullying behavior. In this study, documentation, interviews, and observation are the methods used to collect data. The study's findings indicate that, daily, students at Palembang 237 State Elementary School exhibit a mixed bag of behavior. While some students follow the rules and behave appropriately—for example, by not pulling their friends' headscarves or throwing their friends' stationery in or out of class—some behave poorly, breaking the rules, acting rudely toward their friends by pulling their friends' hijabs, making fun of their parent's names, and so on. Students who call their parent's names, remove their friends' headscarves, or toss their friends' stationery inside or outside the classroom are examples of bullying conduct that takes place at school. For the students at the 237 Palembang State Elementary School, the role of the Islamic Religious Education teacher is crucial. This role includes disciplining bullying behavior, counseling students who engage in bullying behavior, instilling religious values in students, and hosting anti-bullying seminars in the school.

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

### **INTRODUCTION**

The purpose of education, as a formal educational institution, is to help students reach their full potential and become human beings who are virtuous, virtuous, healthy, knowledgeable, capable, creative, independent, and responsible citizens. This is stated in Law Number 10 of 2003, Article 3 of the National Education System. To acknowledge this, it goes without saying that various factors affect how well educational programs are implemented in classrooms. Additionally, because schools serve a diverse range of kids from various backgrounds, they can bring various issues to class that interfere with their ability to study (Adiyono, 2022).

To help pupils develop stronger, more mature character traits, teachers should serve as positive role models for their students by modeling appropriate behavior both within and outside of the classroom. One of the responsibilities of educators is to generate more competent students—people who are intellectually, skillfully, socially, emotionally, and spiritually developed. Islamic Religious Education teachers promote and develop their students' faith and piety in addition to their teaching duties, which always involve imparting religious knowledge. They also have the responsibility of teaching all scientific subjects to their students and helping them develop their morality and personalities (Harris, 2023).

Religious Education in Islam Because Islamic Religious Education is linked to morality, teachers are critical. Since morality is an integral part of human faith, morality will be developed and taught beginning in the household and continued through the realm of religious education. Additionally, religious education can raise awareness among all kids, helping them to avoid negative attitudes and conduct, such as bullying at school. To create a welcoming social environment that is acknowledged by all facets of society, students can serve as a reminder to their peers to act morally and support one another (Firman Mansir, 2021).

The effectiveness of learning in school is greatly influenced by teachers. Instructors are crucial in assisting students in developing the behavioral patterns necessary to meet expectations for themselves, other students, and school personnel. Thus, in addition to teaching, Islamic Religious Education teachers play a crucial role in schools. Teachers of Islamic Religious Education must also be capable of preventing bullying by addressing issues at the school.

Religious Education in Islam Additionally, educators need to be able to stop issues at school before they become bullying. To help pupils become better people, the prevention strategy must be founded on the Islamic faith and impart spiritual and moral principles. As stated in Surah Al-Hujurat verse 9 of the Qur'an.

Meaning: Let peace be established between two groups of people who believe in war! However, if someone betrays another person's agreement, you have to battle that person until they abide by Allah's instructions once more. Act justly and, when he has retreated, mediate a just peace between the two; Allah does, after all, adore just people (Veda Al-Hujarat 9).

Islamic Religious Education is an intentional, planned, and purposeful process of action and guidance that results in the development of students' personalities in line with the standards established by religious teachings. Through instruction, training, and the application of experience, Islamic Religious Education also aims to prepare students to understand, respect, believe, be pious, and uphold noble morals when practicing the teachings of the Islamic religion and its primary sources, the holy books of the Qur'an and Hadith. Islamic religious education is an endeavor to provide pupils with direction based on Islamic teachings, both physically and spiritually so that their adherence will serve as a valuable guide for life in the future and help them reach happiness in the hereafter.

Bullying frequently starts because of several issues that many students are facing. These issues stem from their need to be worthy of respect from others around them or to enjoy the privileges enjoyed by their pals. A student will conduct to get attention from

others by upsetting his friends if he has not been able to locate and position himself to choose his circle of friends in a way that makes him feel acceptable in that environment.

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Observations conducted on November 5, 2023, indicate that bullying is still occurring among students at State Elementary School 237 Palembang. Within the school's boundaries, bullying behaviors include hiding friends' belongings, hitting friends for no other reason than to make jokes, and frequently making fun of friends by using their parents' names. This conduct typically takes place during recess or outside activities, such as sports classes. It also frequently happens during instructional periods. Bullying's effects can result in mental illness, depression, and in extreme circumstances, even death.

It is clear from the aforementioned issues that bullying needs to be stopped, either through a solution or by taking action. Bullies may believe that what they are doing is okay, and they are unaware of the unease and distress that their victimized buddy is experiencing. Despite their seemingly moderate bullying, it has a significant psychological impact on students. In the examples that were discovered, it all began with little things that happened to all students. But if these often-considered little things are not watched over and addressed, they could end up being a catastrophic catastrophe for the educational field. Students' behavior will be based on their character education and the foundational instillation of religious beliefs. As a result, educators in schools require greater attention.

In light of the aforementioned issues, the researcher will investigate "The Role of Islamic Religious Education Teachers in Overcoming Bullying Behavior at State Elementary School 237 Palembang." In light of the foregoing context, the research's problem formulation is: 1) How do the pupils of State Elementary School 237 Palembang behave daily? Is State Elementary School 237 Palembang a place where bullying occurs? 3) How can teachers of Islamic Religious Education at State Elementary School 237 Palembang address bullying behavior?

## **METHODS**

This study employs a qualitative approach grounded in postpositivism to investigate the conditions of natural objects. It falls under the category of qualitative field

research, which necessitates direct fieldwork by researchers to gather data on phenomena as they exist in the natural world.

Two types of data sources were used in this study: primary and secondary. Primary data is information gathered from respondents via surveys, focus groups, panels, and interviews with sources conducted by researchers. Field data or data collected on-site at the research site are the primary sources of information. Here, the researcher collected secondary data as well as teacher interviews at State Elementary School 237 Palembang. Secondary sources are those that give data collectors access to information indirectly.

The research's secondary data is derived from written records, photos, and notes as well as observational findings about the study's topic. Secondary data for this study was obtained from records about the contribution of Islamic Religious Education instructors to the prevention of bullying at State Elementary School 237 Palembang. The methods of observation, interviews, and documentation together with technical data analysis, data reduction, data presentation, and conclusion drawing are used in this study's data collection approaches.

## **FINDING AND DISCUSSIONS**

### **Daily behavior of students at State Elementary School 237 Palembang**

Behavior can be defined as a series of responses to events or as an individual's activities that become habitual due to their values. A more reasonable way to understand behavior would be to think of it as an organism's or person's reaction to external stimuli. There are two forms for this response: the passive form and the active form. The passive form is an internal response that happens inside humans and is not visible to others, whereas the active form is when the behavior is immediately noticed (Adventus, 2019).

Based on the findings of the research analysis concerning the mitigation of bullying behavior at State Elementary School 237 Palembang, the following conclusions were drawn:

Following an interview, Mrs. Henny Supiyati, S.Pd.M.M., said that thank God, most students behave well in class regularly. whatever, some students choose to act whatever they wish when they are around their friends. Regarding the outcomes of the interview with Mrs. Desy, S.Pd., she clarified that each student has a compelling reason why they bully others, of course. Bullying between children is motivated by this powerful reason alone. If the bully gains dominance over his buddies, he will feel satisfied with himself. Through bullying, his friends will acknowledge and defend the child, showing them that he is a wonderful, powerful, and large person.

In addition, based on an interview with Mrs. Oktalibriyanti, S.Pd., he clarified that in the course of a typical school day, some students act naughtily toward their peers during recess or study sessions, while other students behave well toward one another by sharing food when their friends are short on cash for snacks.

It may be inferred from the foregoing explanation of the analysis's findings that pupils at State Elementary School 237 Palembang behave as follows daily: a) Students at SDN 237 Palembang generally behave decently, staying out of their friends' way when they're studying or not in class; b) Some students still behave poorly daily at SDN 237

Palembang by frequently making fun of their friends; c) Daily conduct at SDN 237 Palembang reveals that some students still enjoy being mischievous and upsetting their friends.

The findings of a study on the prevalence of bullying behavior between pupils were presented by Haris under the research title "The role of Islamic religious education teachers in overcoming bullying behavior at SMPN 2 Takalar," which made the same claim. Students who are uneducated and bother their friends engage in many sorts of bullying at SMPN 2 Takalar, such as calling each other offensive names or making fun of classmates who are physically challenged (Haris, 2023).

Is bullying occurring at State School 237 Palembang in any way?

Bullying is a social activity that happens frequently in schools, according to Adiyono. Students can be both bullies and victims of bullying. Additionally, bullying conduct has several detrimental effects on the victim as well as the bully (Adiyono, 2022).

Based on the findings of a study by Mandiri titled "The Role of Teachers in Overcoming Bullying Behavior in Upper Class Students at SD Muhammadiyah 6 Surakarta" Bullying that takes place in the upper grades at SD Muhammadiyah 6 Surakarta involves both verbal and physical forms. The physical forms of bullying include tugging, shoving, and poking. Additionally, there are verbal bullying practices such as calling other pupils by their parents' names without using the pronouns father or mother, or providing nicknames to them (Mandiri, 2017).

According to the explanation of the findings from the investigation into the types of bullying conducted at State Elementary School 237 Palembang, the following conclusions were reached:

Following an interview, Mrs. Henny Supiyati, S.Pd., MM, revealed that jokes are typically the source of children's bullying, and the majority of the youngsters come from homes where misbehavior and a lack of parental attention are commonplace. According to the findings of a joint interview with Desy's mother, S.Pd., bullying conduct was caused by parents' neglect, which led to pupils engaging in bullying behavior.

Additionally, as per the findings of a collaborative interview conducted with Mrs. Selvi Zanariah S.Pd, the Islamic Religious Education teacher, bullying is defined as any purposeful act of violence or oppression committed regularly by an individual or group to cause harm to others. It may be inferred from the preceding analysis's presentation of the findings that bullying behavior at State Elementary School 237 Palembang takes the following forms: a) The form of bullying behavior that exists at State Elementary School 237 Palembang is the background of children who are not paid enough attention by their parents; b) One of the main causes of bullying at Sekolah Dasar Negeri 237 Palembang is students who frequently criticize their classmates as if they were the cause of their problems; c) At State Elementary School 237 Palembang, taunting classmates by making fun of them regularly is bullying behavior.

Adiyono made a similar claim in her research paper, "The Role of Teachers in Overcoming Bullying Behavior." Al-Madrasah" including study findings on the types of bullying behavior among students at MI Al-Hikmah Tabudarat Hilir MI. Bullying typically takes the shape of vocal and nonverbal behaviors. Making fun of friends,

pushing away or isolating friends who are less popular in class, and making fun of friends when they are learning or taking breaks in the classroom are all common forms of bullying (Adiyono, 2022).

### **How teachers of Islamic Religious Education at State Elementary School 237 Palembang can combat bullying**

Mulyasa asserts that a teacher's primary responsibility is to guide students. Drawing from their expertise and life experiences, teachers must be able to oversee and direct students' growth and development. The following conclusions were drawn from the analysis of the impact of Islamic Religious Education instructors in curbing bullying behavior at State Elementary School 237 Palembang:

Findings from the interviews with S., Pd., MM. Mrs. Henny Supiyati. Islamic Religious Education instructors play a crucial role in helping pupils overcome bullying behavior by helping them develop respect for others, a strong sense of morality, and a caring attitude toward one another.

The outcomes of the conversation with Silvi S.Pd. Teachers of Islamic Religious Education have a responsibility to help children comprehend the value of respect, unity, and togetherness to combat bullying behavior. Because bullying is an action that religion does not condone.

In addition, the interview with Mrs. Silvi, S.Pd. revealed the importance of Islamic Religious Education instructors in addressing bullying by teaching students appropriate behavior and offering guidance to those who bully others.

The following can be inferred from the explanation of the analysis's findings above regarding the contribution of Islamic Religious Education instructors to the reduction of bullying at State Elementary School 237 Palembang: a) Islamic religious education instructors at State Elementary School 237 Palembang have a positive role in combating bullying behavior by enforcing sanctions against students who engage in bullying conduct; b) By giving bullies advice, Islamic religious education instructors at State Elementary School 237 Palembang can stop bullying behavior; c) Education in Islamic religion Instructors also impart religious knowledge regarding the negative behavior of bullying in schools.

Mandiri's research study, "The Role of Teachers in Overcoming Bullying Behavior in Upper-Class Students at SD Muhammadiyah 6 Surakarta," also made the same claim and presented research findings. The role that teachers play in bullying upper-class students at SD Muhammadiyah 6 Surakarta, specifically as someone who mentors or advises and 6 directs and develops students to help them overcome cases or problems about bullying and to reduce bullying that takes place at school to improve student behavior (Mandiri, 2017).

### **CONCLUSION**

The research can make conclusions about the daily behavior of students at the State Elementary School 237 Palembang based on the data analysis results regarding the role of Islamic Religious Education Teachers in overcoming student bullying behavior. Some students behave well daily, while others behave less well. Bullying behaviors in the

following forms: Pupils like making fun of their mates by calling their parents names and pulling their headscarves. At State Elementary School 237 Palembang, Islamic Religious Education Teachers play a crucial role in helping children overcome bullying behavior by offering guidance, disciplining bullying kids, and instilling moral values in them.

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