

**PAI Teacher's Strategy In Overcoming Bullying Cases
At Muhammadiyah SMP 5 Purbalingga**

¹Syifa Dhiya Azhari, ²Firdaus, ³Abdu Syukur Amin

^{1,2,3}Fakultas Agama Islam, Universitas Muhammadiyah Purwokerto

Email korespondensi: rizqiatbm@gmail.com

ABSTRACT

Bullying behavior is an act that in the sense has evil intentions. These actions can be carried out in the community or school environment. Bullying occurs because of an imbalance of power, which stems from physical strength, social status or minorities (such as appearance, family status, personal characteristics, and learning problems). From this phenomenon it is explained that prevention of bullying is a task that requires a long breath, which means that prevention is a process that must be maintained in schools. The purpose of this study is to find out the forms of bullying that occur, to explore the causes of bullying cases and to find out the strategies of PAI teachers in dealing with bullying cases in students at SMP Muhammadiyah 5 Purbalingga.

This research is a type of qualitative research with an approach of observation, interviews, documentation. The research subjects used were PAI teachers who were also counseling teachers, deputy student affairs and 3 students for 1 batch each. To carry out data analysis techniques, researchers perform data reduction, data presentation and drawing conclusions.

The results of the study show 1. The forms of bullying that occur are verbal bullying. 2. The causes of bullying cases are the lack of supervision from parents, wrong associations, watching students on the internet. 3. The PAI teacher's strategy in tackling bullying cases at SMP Muhammadiyah 5 Purbalingga is to take an approach in the form of monitoring student activities during class hours, inserting advice or outreach about the dangers of bullying during class hours and providing provisions to students about good morals.

Key words: Strategy, PAI Teacher, Bullying

ABSTRAK

Perilaku *bullying* merupakan tindakan yang memiliki niat jahat. Tindakan tersebut dapat dilakukan dalam lingkungan masyarakat maupun lingkungan sekolah. *Bullying* terjadi karena adanya ketidakseimbangan kekuasaan, yang berasal dari kekuatan fisik, status sosial atau minoritas (seperti penampilan, status keluarga, karakteristik pribadi, dan masalah belajar). Fenomena tersebut menjelaskan bahwa pencegahan *bullying* merupakan tugas yang membutuhkan konsistensi dan proses panjang yang harus dijaga oleh sekolah. Tujuan penelitian ini untuk mengetahui bentuk-bentuk *bullying*, mengeksplorasi penyebab terjadinya *bullying* dan mendeskripsikan strategi guru PAI dalam menanggulangi kasus *bullying* pada siswa di SMP Muhammadiyah 5 Purbalingga.

Penelitian ini merupakan jenis penelitian kualitatif. Subjek penelitian terdiri dari guru PAI yang sekaligus menjadi guru BK, Waka Kesiswaan dan 3 siswa masing-masing 1 per-angkatan. Peneliti melakukan teknik analisis data mulai dari proses reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan 1. Bentuk-bentuk *bullying* yang terjadi berupa *bullying* secara verbal. 2. Penyebab terjadinya kasus *bullying* adalah kurangnya pengawasan dari orang tua, salah pergaulan, tontonan siswa di internet. 3. Strategi guru PAI dalam menanggulangi kasus *bullying* di SMP Muhammadiyah 5 Purbalingga adalah melakukan pendekatan berupa memantau kegiatan siswa pada saat jam pelajaran, menyisipkan nasihat-nasihat atau sosialisasi tentang bahaya *bullying* pada saat jam pelajaran dan memberikan bekal kepada siswa tentang akhlak yang baik.

Kata kunci: Strategi, Guru PAI, *Bullying*

A. INTRODUCTION

One of the problems that children often experience at school is the practice of bullying or the act of taunting and hurting peers. This often happens between seniors and juniors, and is often referred to as "bullying new students or other students who are considered weak." It is not only students who commit bullying, sometimes teachers can also unintentionally do it by differentiating between students who are smart and those who do not understand the lesson. This often triggers bullying by students against other students who do not understand the material.

In 1996, the World Health Assembly stated that one of the health problems found in the community is violence or bullying, making member countries of the World Health Assembly firmly against bullying problems. Among children and adolescents, bullying has become a common form of violence in the world of education, especially in schools. Bullying jeopardises children's rights. It presents special risks for children affected by migration, ostracised children, children belonging to minority groups, or simply children who are different from their peer group (Fuad et al. 2021).

Bullying makes some children feel excessive fear in carrying out daily activities at school. The fear possessed by a child who is the target of bullying can usually be indicated by their feelings of fear of doing activities in the school environment such as being afraid to go to the bathroom, even those who are afraid of teachers can also be the target of bullying behaviour. The resolution of bullying behaviour requires a third party so that the behaviour can be resolved. For example, if a student is bullied by a stronger classmate, then the bullying victim needs the help of an adult, such as a teacher or parent.

Bullying behaviour in schools that do not receive enough attention until they become victims. The effects of bullying behaviour are not immediately felt, except in the case of physical violence. However, most bullying behaviour goes uncovered because many victims are unwilling to report the violence they experience, whether due to fear, confusion, threats or other reasons. A lot of bullying is visible to the naked eye such as jokes or teasing which are common among school children. Many parents or teachers find that a warning is enough to stop children

from bullying behaviour in the form of a joke. In fact, the psychological and emotional wounds experienced by victims of verbal abuse are much deeper and painful.

This is as stated by (Fuad et al. 2021) that bullying is caused by an imbalance of power between the perpetrator and the victim, provocation, family situation, personal characteristics, learning problems to students who often create gangs and also occurs because teacher supervision is still not optimal.

SMP Muhammadiyah 5 Purbalingga is one of Muhammadiyah's charities engaged in education. Muhammadiyah has thousands of educational institutions, ranging from PAUD to universities and even pesantren. All of these educational institutions are supported by a typical Al-Islam and Muhammadiyah curriculum design that is applied in learning (F Firdaus dan Hermawan 2021). Thus, it can be understood that Muhammadiyah schools allocate more class hours to study religion, especially Islamic Religious Education materials. Moreover, teachers today are required to be adaptive to the times and technology, so teachers must be creative and innovative in applying interesting learning strategies and models. In addition, Islamic Religious Education teachers have an important role in shaping morals and morals and preventing bad behaviour in children.

The research method used by the author is qualitative research through field studies. Anslem Strauss says that qualitative research is a type of research whose findings or results are not obtained through statistical or calculation methods. (Strauss dan Corbin 2007).

In this study, the research subjects were Islamic Religious Education Teachers, Waka Kesiswaan, Students at SMP Muhammadiyah 5 Purbalingga. The data collection techniques used are three, namely (1) Observation, The author will make direct observations to students and observe the condition of student friendships as well as how students and Islamic Religious Education teachers overcome bullying and what types of bullying occur at school; (2) Interview, The parties that the author will ask for data are Islamic Religious Education teachers and also 3 representative students from each study group and the Deputy Head of Student Affairs; (3) Documentation, The documentation method in this study serves to provide information about data regarding school profiles, school

conditions, the number of students and teachers as well as infrastructure and student activities. In addition, this research uses data analysis techniques.

The steps taken by the author in this study are (1) Data reduction is a selection process that focuses on simplifying, abstracting, and transforming raw data generated from written notes in the field (Agusta 2003); (2) Data presentation is an activity of collecting a series of information, drawing conclusions and creating opportunities to take action (Rijali 2019); (3) Drawing Conclusions, the author draws conclusions in the form of results from direct field research and the author develops them and a conclusion must be based on valid data.

B. RESULTS AND DISCUSSION

Strategy is the preparatory stage used before doing something so that the set goals can be achieved. Strategy in education means a plan for teaching and learning activities between teachers and students. The selection of strategies for learning activities must be clear and precise so that learning takes place well. (Firdaus Firdaus 2022).

Strategies in learning are related to lesson plans that include methods and stages of learning that have been well prepared so that teachers can apply them easily in the classroom. One of the functions of PAI teachers is to direct during the lesson while students are directly involved in learning must participate actively during the learning process and instil morals to students. Students are referred to as the second object of teaching, because lessons are made according to the teacher's instructions and input, in addition to the wishes and will of students who are indispensable for teaching design.

While the word "Bullying" comes from the English word "Bully" which means to deceive someone and is done repeatedly and deliberately hurting physically or mentally, threatening or disturbing the victim. Bullying is an action with the aim of demeaning or harassing someone who is considered weak, thus making the victim feel embarrassed, inferior, and so on. According to Coloroso, bullying is an act of intimidation carried out by someone who feels stronger against a party that is considered weak (Faizal 2022).

Bullying in schools is an aggressive act committed repeatedly by individuals or groups of students who have power over other weaker students with the intention to hurt and create an unpleasant environment for the victim and even for no apparent reason. Bullying in schools usually starts with acts of emotional terror or psychological intimidation. They bully the victim for various reasons, often seeking attention from peers, teachers and parents, or feeling powerful and wanting to control the situation. Bullying is often triggered by copying actions from adults, indifference from teachers, social conditions at school, television programmes, social media, and from parenting.

1. Forms of bullying cases

The forms of bullying that occurred at SMP Muhammadiyah 5 Purbalingga were verbal such as calling parents by name, fat, thin, and also being excluded without cause because other students were incited not to be friends with the victim. The bullying behaviour was usually received during recess and the respondent admitted that she was so hurt that when she was at school she always wanted to go home. The respondent admitted that she often received this bullying behaviour.

A person who receives unfavourable treatment will feel intimidated and can have even worse consequences such as losing the spirit to continue living. That unpleasant treatment can also affect his current life and his life in the future because it can cause trauma for someone who experiences it. The life experienced and lived at this time can be very disturbed and lose focus, causing everything that has been arranged or planned to fall apart as a result of this treatment (Fitrohana 2019) said that forms of bullying include calling by names that are not their real names, calling by parents' names, calling by the student's physical deficiencies and provocation.

This is also corroborated by (Azmi et al. 2021) who said that the confidence of students who experience verbal bullying tends to be low, they are also rarely able to understand something, and they are also always worried about the future. Verbal bullying causes victims of bullying to experience psychological problems which cause them to socialise less, feel inferior and their self-confidence decreases.

2. Causes of bullying cases

The causes of bullying cases in students are lack of attention from parents because parents work and children live with their grandmothers and grandfathers so that these students feel they want to be heard by others when they are outside the home, fights between parents while at home so that children imitate when they are outside the home, children have the wrong association which results in the child committing acts of bullying even though at home their parents have instilled morals but the child has the wrong association, watching children on cellphones is also one of the causes of children committing acts of bullying because children very easily imitate what they see. The following are the causes of bullying that occurred at SMP Muhammadiyah 5 Purbalingga:

- a. The absence of a special supervisor or counselling teacher who directly handles problems in students, including bullying. While the supervising teacher or BK in this school is held by the PAI teacher.
- b. Lack of attention from parents, teachers, and the environment so that students in using social media become uncontrolled, easy for children to access content that should not be watched and cause a tendency to imitate negative content including content about bullying.
- c. Students who feel they have less pocket money are likely to blackmail friends who have more pocket money, especially students who are seen as physically or mentally weak. Moreover, there are several students who have the same equation, namely lack of pocket money, so that they create a gang to carry out extortion in groups.
- d. The family situation greatly affects the maturity of students, if at home has a family that tends to be harmonious, it will produce good children, on the other hand, if the family experiences a broken home, it will cause children who are not controlled, easily associate with people who tend to be bad, like to drink alcoholic beverages, like to blackmail others and even like to fight parents and tend to do negative things.
- e. Even though the home environment is harmonious, it does not guarantee that a child will be good if when he is outside the home he associates with

people who have bad personalities. Because it is precisely the association of peers is very dominant to influence the behaviour of a child.

This is in line with (Fuad et al. 2021) who say that bullying is caused by an imbalance of power between the perpetrator and the victim, provocation, family situations, personal characteristics, learning problems to students who often create gangs and also occur due to teacher supervision that is still not optimal, fights between parents.

In addition, (Yuliani 2019) mentions several characteristics of children who have a greater tendency to become bullying perpetrators as follows:

- a. Children who are very concerned about popularity, have many friends, and enjoy being leaders among their peers. They usually come from financially well-off families, have high self-confidence, and do well in school. Usually, they engage in bullying to increase their status and popularity among their peers.
- b. Have been a victim of bullying. They may also have difficulty fitting in, face learning difficulties at school, get easily carried away, feel lonely, and experience depression.
- c. Have low self-confidence or are easily influenced by their peers. They may become bullies by copying the behaviour of their bullying friends either consciously or unconsciously.

The influence of social media that children watch can give them examples of violent behaviour that children will practice at school and if a child sees this continuously then his empathy for violent behaviour will fade and the child considers that violence is normal.

3. PAI teacher's strategy in overcoming bullying cases

Bullying behaviour that often occurs at school is usually overcome by PAI teachers by continuing to monitor the friendships of students by slipping advice during the learning process and giving understanding to other students when there are students with special needs. Then the PAI teacher usually if there has been an act of bullying calls the student who is the victim and the student who is the perpetrator to be reconciled and if the victim is on strike from school, the PAI teacher who is also the BK teacher in collaboration

with the Deputy Head of Student Affairs goes to the victim's house to encourage and so that the victim wants to go to school again.

The PAI teacher's strategy at the time of learning is usually to conduct open and transparent discussions with students. PAI teachers convey to students about the dangers of bullying in between lessons in moral subjects. PAI teachers also tell students not to be afraid to complain to anyone and PAI teachers must also be ready to be protective of students who convey problems whether it is extortion or bullying. Then if the PAI teacher gets a report on bullying, the PAI teacher solves the problem by calling both parties, both the victim and the perpetrator and asked what the motive of the perpetrator is to commit bullying. If the motive of the bullying action has been revealed, then the PAI teacher asks what steps the perpetrator will take after meeting with the PAI teacher. If it is felt that there is a severe act of bullying or the perpetrator still continues to repeat the same thing, the PAI teacher sanctions students who commit acts of bullying in the form of being called to the office and counselling and calling parents to work together to solve the student's problems and giving suspension with the approval of the principal.

These results are in line with (Akhyar dan Marliana Fitri 2022) which states that the strategy carried out by PAI teachers in overcoming bullying cases in students is to cure or correct children who make mistakes, by giving religious-related advice, fostering good morals.

C. CONCLUTION

The impact of bullying results in victims experiencing psychological problems that cause them to socialise less, feel inferior and their confidence decreases. Examples of verbal bullying include calling parents names, calling out physical deficiencies, and provocateurs. The causes of bullying cases include wrong associations, watching children on mobile phones, and children's social status.

The PAI teacher's strategies in minimising cases include monitoring students during class hours and breaks, inserting some advice about the dangers of bullying during class hours, conducting open and transparent discussions with students. PAI teachers also tell students not to be afraid to complain to anyone and PAI

teachers must also be ready to be a protector of students who convey their problems whether it is extortion or bullying. Then if the PAI teacher gets a report about bullying, the PAI teacher solves the problem by calling both parties, either the perpetrator or the victim, to do counselling.

REFERENCE

- Agusta, Ivanovich. 2003. "Teknik Pengumpulan dan Analisis Data Kualitatif." *Pusat Penelitian Sosial Ekonomi. Litbang Pertanian, Bogor*, 27 02, no. 1: 59.
- Akhyar, Yundri, dan Eka Marlina Fitri. 2022. "Strategi Guru Pendidikan Agama Islam dalam Menanggulangi Kenakalan Siswa di SMP." *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan* 19, no. 1: 123-129 Akhyar, Y., Marlina Fitri, E. (2022). St. <https://doi.org/10.46781/al-mutharahah.v19i1.472>.
- Azmi, Indriana Ulul, Nafi'ah Nafi'ah, Muhammad Thamrin, dan Akhwani Akhwani. 2021. "Studi Komparasi Kepercayaan Diri (Self Confidence) Siswa yang Mengalami Verbal Bullying dan Yang Tidak Mengalami Verbal Bullying di Sekolah Dasar." *Jurnal Basicedu* 5, no. 5: 3551-58.
- Faizal, M Agung. 2022. "STRATEGI GURU PAI DALAM MENANGANI PERILAKU BULLYING SECARA FISIK PADA SISWA DI SEKOLAH MENENGAH ATAS NEGERI 5 SELUMA." UIN Fatmawati Sukarno Bengkulu.
- Firdaus, F, dan H Hermawan. 2021. "Manajemen Kurikulum Berbasis Pesantren Di Smp Muhammadiyah Jono Bayan Purworejo." *TAMADDUN* 22, no. 2: 113-20. <http://journal.umg.ac.id/index.php/tamaddun/article/download/3610/2182>.
- Firdaus, Firdaus. 2022. "Relevance of Ta'lim Al-Muta'allim's Book in Character Education in the Era of Industrial Revolution 4.0." *ICIS:Proceeding.UINGusdur* 5: 641-48.
- Fitrohana, Mellynia Szasza. 2019. "Strategi Guru PAI dalam Menangani Kasus Bullying di SMAN 1 Kedungadem Bojonegoro."
- Fuad, Syaiful, Sumarwati Sumarwati, Asma Naili Fauziyah, dan Zaini Tamin AR. 2021. "Strategi Guru Pendidikan Agama Islam dalam Menanggulangi Tindakan Bullying Siswa." *EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam*

- 11, no. 1: 1–16. <https://doi.org/10.54180/elbanat.2021.11.1.1-16>.
- Rijali, Ahmad. 2019. “Analisis Data Kualitatif.” *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33: 81. <https://doi.org/10.18592/alhadharah.v17i33.2374>.
- Strauss, Anslem, dan Juliet Corbin. 2007. “Pengertian Penelitian Kualitatif.” *Pengolahan Air Limbah Domestik Individual Atau Semi Komunal*, 189–232.
- Yuliani, Nunung. 2019. “Fenomena Kasus Bullying Di Sekolah.” *Research Gate*.