# THE ROLE OF ISLAMIC EDUCATION IN OVERCOMING *BULLYING* IN INDONESIA

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**Abstract**
School is a formal institution of education that functions to prepare or make its students become a person as well as a citizen with integrity. In addition, schools are also expected to be able to provide protection, direction, and supervision for children who are preparing for their lives later. But in reality there are still many students who have not achieved this development, this happens because there are still several problems that arise in the school environment, one of the significant phenomena is *bullying*. The phenomenon of *bullying* behavior in Indonesian educational institutions has become the main focus in various previous literatures, including: First, Yuyarti: Overcoming *Bullying* Through Character Education, in this study, the researcher focuses on the role of Islamic education in overcoming bullying. The expected purpose of this study is to formulate the contribution of Islamic education in overcoming bullying. This research uses a research method using an approach or a library *research* method. Islamic education is present as a solution in overcoming bullying that occurs in educational institutions by realizing the following steps: 1. The Active Role of Educators: a. Giving Advice, b. Guidance on Worship Practices, c. Supervision, d. Collaboration with Parents, 2. Actualization of Religious Moderation Materials, 3. Holding Anti-Bully Socialization, 4. Peer Education Program. For educational institutions to be able to implement these steps in overcoming and anticipating bullying.
**Keywords:** Islamic Education, *Bullying*, Indonesia

*Abstrak*
*Sekolah merupakan institusi formal penyelenggaraan pendidikan yang berfungsi untuk menyiapkan atau menjadikan peserta didiknya menjadi seseorang sekaligus menjadi warga negara yang mempunyai integritas.Selain itu, sekolah juga diharapkan mempu memberikan perlindungan, pengarahan, dan pengawasan terhadap anak-anak yang sedang mempersiapkan bekal hidupnya nanti. Namun pada kenyataannya masih banyak siswa yang belum mencapai perkembangan tersebut, hal ini terjadi karena masih terdapat beberapa masalah yang muncul di lingkungan sekolah, salah satu fenomena yang signifikan adalah bullying. Fenomena perilaku bullying di lingkungan instansi pendidikan Indonesia telah menjadi fokus utama dalam berbagai literatur sebelumnya, diantaranya: Pertama, Yuyarti: Mengatasi Bullying Melalui Pendidikan Karakter, pada penelitian ini peneliti memfokuskan kejian tentang peran pendidikan Islam dalam mengatasi bulliying.Tujuan yang diharapkan dari penelitian ini adalah untuk*

*merumuskan kontribusi pendidikan Islam dalam mengatasi buliyying. Penelitian ini menggunakan metode penelitian menggunakan pendekatan atau metode kepustakaan (library research). Pendidikan Islam hadir sebagai solusi dalam mengatasi tindakan bulliying yang terjadi pada lembaga pendidikan dengan merealisasikan beberapa langkah berikut ini: 1. Peran Aktif Pendidik: a. Memberi Nasehat, b. Bimbingan Praktek Ibadah, c. Pengawasan, d. Kolaborasi dengan Orang Tua, 2. Aktualisasi Materi Moderasi Beragama, 3. Mengadakan Sosialisasi Anti Bulyying, 4. Program Pendidikan Sebaya. Bagi lembaga pendidikan untuk bisa menerapkan langkah-langkah ini dalam mengatasi dan mengantisipasi terjadinya bullyying.*
***Kata kunci****: Pendidikan Islam, Bullying, Indonesia*

**INTRODUCTION**

School is a formal institution of education that functions to prepare or make its students become a person as well as a citizen with integrity. Then the school is responsible for shaping students to become individuals who are devoted to God Almighty, creative, independent, and responsible. This is under the goals of national education, in article 3 of the National Education System Law No. 20 of 2003 (Sisdiknas, 2003). In addition, schools are also expected to be able to provide protection, direction, and supervision for children who are preparing for their lives later. But in reality, there are still many students who have not achieved optimal development. This happens because there are still several problems that arise in the school environment, one of the significant phenomena is *bullying* (Bu'ulolo, F. L. Zagoto, B. Laia, G. (t.t).

We can find a culture of *bullying* in schools with the object of seniority by a person and a group of people who have power, are irresponsible, and continue to occur many times, and experience a feeling of happiness when carrying out their actions, (Ramadhanti and M. T. Hidayat, 2022). *Bullying* is a tendency among high school students, especially in situations where social relationships between students are often established, (A. S. P. Batubara, et al. 2022). According to Sejiwa*, bullying* is a situation where there is an abuse of power or power committed by a person or group. A strong party not only means strong in physical measure but can also be mentally strong, (Sejiwa, 2008). Based on Rigby's research, bullying victims have physical and mental health problems, become more anxious, more depressed, and tend to think about suicide, (Rigby, K., 2001). Furthermore, based on data compiled by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), bullying cases are still a terror for children in the school environment. Meanwhile, the types of *bullying* that victims often experience are *physical bullying* (55.5%), *verbal bullying (29.3%), and* psychological *bullying* (15.2%). As for the level of education, elementary school students are the most victims of *bullying* (26%), followed by junior high school students (25%), and high school students (18.75%), (School volunteers, 2024).
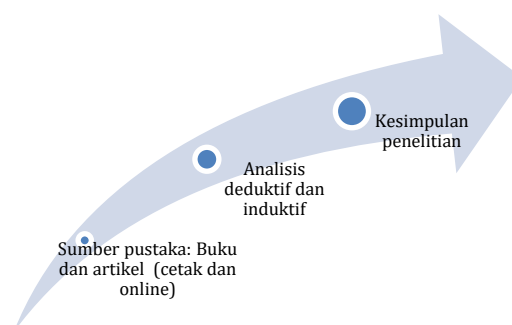
The phenomenon of *bullying* behavior in Indonesian educational institutions has become the main focus in various previous literatures, including: First, Yuyarti: Overcoming *Bullying* through character education. This literature review offers character education as a solution (Yuyarti, 2018). Second, Maria and Arifin: The Role of Teachers in

Overcoming *Bullying* at Sasitamean State High School, Sasitamean District, Malacca Regency by Maximizing the Role of Teachers, (Maria and Arifin, 2023). Third, Ayu Widia Rachma said that it is necessary to prevent bullying violence in the school environment so that it does not occur continuously, (Ayu Widiya Rachma, 2022). Fourth, Fitriawan Arif Firmansyah said the need for the involvement of both parents of students and teachers in monitoring children's behavior from an early age, (Fitriawan Arif Firmansyah, 2021). Based on previous studies, no one has carried out research/studies related to the role of Islamic education in dealing with *bullying*. Research that has been conducted by previous researchers still focuses on the location and handling of *bullying*. They have not thought about researching the role of Islamic education in overcoming *bullying*. For this reason, it is necessary and very important to research the role of Islamic education in overcoming *bullying*. This research provides solutions and measures to prevent *bullying* in educational institutions in Indonesia.

**METHOD**

In this study, the researcher uses a library research approach. Literature study or literature can be understood as a series of research activities related to the method of collecting library data, reading, recording, and processing research data, (Zed, 2013). Literature review serves to build concepts or theories that are the basis for research, (Wiratna, 2014). This research is carried out to obtain theoretical information so that the researcher has a strong theoretical foundation as a scientific result. The data collection technique in this study is by literature study, namely by searching for data related to the discussion in the research title that the researcher takes. The data in this study were obtained from printed books, electronic books, and printed or online articles, (Maklonia, 2019). Data Analysis Techniques are carried out using qualitative analysis techniques with deductive and inductive approaches. This is as conveyed by Salwa Habibatullah, et al., (2021). In this way, it is hoped that a structured conclusion can be prepared so that it becomes a valid answer to this research. The flow of research implementation is as shown in Figure.

**Figure.** Research Flow



Kesimpulan penelitian

Analisis deduktif dan induktif

Sumber pustaka: Buku dan artikel (cetak dan online)

**RESULT AND DISCUSSION**

*Bullying* is defined as a threat made by a person to another person or perpetrator to the victim that causes psychological disorders for the victim in the form of stress, trauma that appears in the form of physical disorders, or psychic or both, (Kharis, A., 2019). Zakiyah

explained that bullying is a form of violent behavior that is carried out by deliberate acts where coercion, acts psychologically or physically against a person or a group of weaker people, by a person or a group of people who feel they have a certain power, (Zakiyah, et al. 2017). *Bullying* can occur in any environment where there is social interaction, including in this case in educational institutions such as schools and colleges, when in fact educational institutions are one of the institutions that are believed to be able to guide students to become individuals who are devoted to God Almighty, creative, independent, and responsible and develop their competencies.

Problems that arise in the school environment such as *bullying* are problems that must be prevented so that to minimize *bullying* behavior,  the role of education is needed following the purpose and function of education itself as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas). Based on this phenomenon, in this case, Islamic education is present as a solution in overcoming bullying that occurs in educational institutions by realizing the following steps:

**The Active Role of Educators**

In the world of education, everyone knows that the task of a teacher is not only to teach and provide knowledge to students, but more than that, it is to instill Islamic religious values so that a moral personality is achieved, (Afi Parnawi, and Dian Ahmed Ar Ridho, 2023). With high motivation and enthusiasm, a teacher always carries out various strategies in educating students, including in overcoming the phenomenon  of *bullying* that occurs in educational institutions, including:

**a.    Giving Advice**

A teacher is also a second parent to students. If a bad action occurs to his students, a teacher must be able to overcome and provide a good solution to solve it, including in this case overcoming the phenomenon of bullying that often occurs in educational institutions. One of the steps taken by a teacher in overcoming this phenomenon is to provide education (advice). Education is all the state of the process of changing the attitude and behavior of a person or group to mature humans. The purpose of education in preventing and minimizing *bullying* is to enable a person to have knowledge and skills, physical and spiritual health, a mature, independent personality, and have a sense of responsibility to himself and others, (Abdul Haris, and Herlina, 2023).

The educational pattern (advice) is carried out by teachers in several activities, both during the implementation of formal learning in classes related to learning materials and outside the classroom. With this, it is hoped that students can apply it in their lives so that they will know and keep away *from bullying* behavior, or when they see their friends doing bullying they can provide understanding to others.

### b.  Guidance on Worship Practice

School is a container and place for a person to develop their capacity and potential. The implementation of the habituation of religious programs in schools will affect the development of students' morals and potential, both in terms of placing themselves to make a decision and also their behavior. The habit of worship or spiritual activities is something important to apply in school. Syarnubi explained that religious refraction is an important effort in shaping the morals of students in the school environment, by involving mindsets, speech, and actions that are always based on religious rules. This aims to strengthen students' positive character and direct them to good behavior based on religious teachings, (Syarnubi, 2023).

Habit in worship is a strong value related to the relationship with God, which includes a person's thoughts, words, and actions that are always based on divine values and religious teachings, (Syaroh, L. D. M., & Mizani, Z. M. 2020; Dasu Oka Wulandar and Hodriani, 2019). With the guidance and habituation of these religious activities, it will reduce bullying in the school, because students always instill the values of religion and morals. The religious programs that can be carried out are: the routine of Dhuha Prayer in congregation then continued with the cult, Reading the Qur'an, Tahfidz Qur'an, congregational prayer and continued with the cult, yasinan every Friday morning, condolences to the place of residents or guardians of students who have died, celebrating Islamic holidays, habituation of sunnah fasting on Monday and Thursday and so on. By adding faith that is carried out simultaneously by teachers and parents, it is hoped that students can avoid *bullying* behavior because this faith has been inherent in the soul of students.

### c.  Supervision

Teachers are supervisors, based on their experience and knowledge of learning they must be responsible for the education and development of their students. In the implementation of education and coaching to students, teachers not only educate knowledge but also educate their attitudes and skills. This coaching process is not only carried out in the classroom, but also outside the classroom such as supervising their activities during recess. Teachers' supervision of students is very important in daily activities; This supervisory task includes evaluating the overall management process to ensure that the results achieved are in line with the work schedule. In addition, the supervision carried out by teachers both during the learning process and not aims to anticipate the occurrence of bullying. So a teacher should spend a lot of time outside the office, especially during breaks, so that every student activity can be monitored or supervised by a teacher.

### d.  Collaboration with Parents

The teaching and learning process in an educational institution requires good cooperation between teachers and students, teachers and principals, and teachers and parents of students to create a safe, comfortable, and conducive learning process so that learning goals are achieved as expected. Then the role of teachers, schools, and parents is also very

important in shaping students' personalities and preventing bullying, because parents also have a very important role in shaping children's character in dealing with *bullying*. One of the controllers of child delinquency is teachers and parents, they are the main controllers to guard and save individuals and groups from deviant behavior. Teachers and parents are a reflection of life, meaning that teachers and parents are harmonious in terms of behavior and patterns of relationships with the surrounding environment, if teachers and parents provide good education to nurture and direct their children, then the child will become a role model for himself and even others, (Beni Setiawan, 2006).

Thus, collaboration between teachers, schools, parents, and other related parties in implementing character education and Islamic religious values is the key in shaping students' attitudes, morals, and character to overcome the challenges of *bullying* in the educational environment. The form or pattern of cooperation between teachers and parents is with several programs such as: holding a meeting or gathering of teachers with loyal parents for 3 months, for taking learning results in the form of a report book for each school taken by parents, creating a WA group of teachers and parents, calling parents of children who do not enter, reporting the child's development to parents,  holding commemorations of Islamic holidays with parents, holding iftar berama and halal bi halal and so on, by doing this regularly, it will build a better family or closeness between teachers and parents.

**Actualization of Religious Moderation Materials**

In recent years, the tendency of our intolerant attitude has been getting stronger, both internally and externally among religious people. Cases of persecution, burning of houses of worship, and all forms of violence are often commonplace, brawls between students have become an opaque face for our educational institutions. Madrasah as one of the models of Islamic education has so far shown success in instilling moderate character in religious thought and practice. The portrait and practice of madrasah-style education need to be raised and introduced to a wide audience so that it can become a prototype and model of how religious moderation is instilled in madrasah students, (Muhamad Syaikhul Alim, and Achmad Munib, 2021).

Islamic moderation prioritizes an attitude of openness to existing differences which is believed to be sunnatullah and mercy for human beings (Moh. Mausul, 2025). In addition, Islamic moderation is reflected in an attitude that is not easy to blame, let alone to the point of disbelieving people or groups with different views, (Edi Sutrisno, 2019). Islamic moderation prioritizes brotherhood based on the principle of humanity, not only on the principle of faith or nationality. The principles and characteristics of Islamic moderation are very important to be highlighted, especially in the material of each meeting, considering the need to make a clear and implementable view as an understanding and practice of religious amaliyah of Muslims in the context of society, nation, and state life. The goal is so that the values of Islamic teachings of Rahmatan li al-'alamin can give birth to the best ummah (*khaira al-ummah*).

The materials or values of moderation character that need to be emphasized in each learning material include *Tawassut* (taking the middle way), *Tawazun* (balanced), *I'tidal* (straight and firm), *Tasamuh* (tolerant), Musawah (*egalitarian*), Shura (deliberation), Ishlah (*reform), Aulawiyah* (prioritizing the priority), *Tatawwur wa ibtikar* (dynamic and innovative), Tahadhdhur (civilized), *Wathaniyah wa muwathanah*, namely the acceptance of the existence of the *nation-state*, *Qudwatiyah, which is pioneering in good initiatives for the benefit of human life (common good and wellbeing)*.

**Holding Anti-Bully Socialization**

The school's efforts to build student awareness of *bullying* are one of the important steps in creating a safe learning environment, free from *bullying behavior*. One form of the school's efforts in building student awareness is through socialization programs. The socialization program carried out by the school is in the form of seminars, workshops, and collective face-to-face socialization. Through this activity, students are expected to recognize the dangers and importance of avoiding *bullying* behavior in daily life. The purpose of bullying socialization is to provide students with an understanding of *bullying* and the impact of its behavior on perpetrators and victims, while the purpose of socialization of adolescent development is to minimize problems that often occur in adolescents. *Bullying* itself is very vulnerable to a person's psychology, especially children. The impact caused was also very worrying, threatening the victim.

**Peer Education Program**

To create a safer and more supportive school environment, the anti-bullying program continues to be carried out as much as possible, including peer educator programs, meaning programs between fellow students are guided to continue to socialize about anti-bullying, both through oral, social media and posters and so on, programs by involving the student council program so that they are active and feel responsible to participate in creating a safe learning environment and comfortable. This program aims to socialize anti-bullying or *bullying* in schools and promote positive and friendly behavior among students. Peer Educator activities include various methods to convey anti-bullying messages, such as counseling, group discussions, and presentations in front of all students. It aims to create a space where learners can openly talk about their experiences and gain support from their peers. Peer education is based on the assumption that learners tend to relate to and trust others in their situations more easily than professionals whose experiences may be completely different from theirs.

**CONCLUSION**

Schools as educational institutions are expected to be able to provide protection, direction, and supervision for children who are preparing their life provisions to look forward to a brighter future. But the reality is that there are still many students who have not achieved the development they should. This happens because there are still several problems that arise in the school environment, one of the significant phenomena is *bullying*. *Bullying* is defined as a threat made by a person to another person or a perpetrator to a victim that

causes psychological disorders for the victim in the form of stress, trauma that appears in the form of physical disorders, or psychic or both. Problems that arise in the school environment, such as *bullying,* are problems that must be prevented so that *bullying behavior,* an educational role is needed that is per the purpose and function of education itself. In this *bullying*, Islamic education is present as a solution in overcoming acts of *bullying* that occur in educational institutions by realizing the following steps: 1. The Active Role of Educators: a. Giving Advice, b. Guidance on Worship Practices, c. Supervision, d. Collaboration with Parents, 2. Actualization of Religious Moderation Materials, 3. Holding Anti-Bullying Socialization, 4. Peer Education Program. The implementation of these measures is expected to be able to prevent *bullying* in students in the school environment, the community and more generally in educational institutions in Indonesia.

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