

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN PREVENTING BULLYING BEHAVIOR AT SMP MUHAMMADIYAH 7

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Abstrak

Penelitian ini mengkaji peran Pendidikan Agama Islam dalam mencegah perilaku bullying di SMP Muhammadiyah 7. Menggunakan metode kualitatif dengan pendekatan studi kasus, penelitian ini melibatkan wawancara mendalam, observasi partisipatif, analisis dokumen, dan diskusi kelompok terarah. Hasil menunjukkan bahwa pendekatan holistik dalam Pendidikan Agama Islam efektif mencegah bullying melalui integrasi nilai-nilai Islam dalam kurikulum, keteladanan guru, program mentoring berbasis Islam, penciptaan lingkungan sekolah Islami, dan kolaborasi dengan orang tua serta masyarakat. Penelitian ini menyimpulkan bahwa Pendidikan Agama Islam memainkan peran multidimensi dan signifikan dalam mencegah perilaku bullying, membentuk karakter siswa, dan menciptakan lingkungan belajar yang positif dan inklusif.

Kata Kunci : Pendidikan Agama Islam, Pencegahan Bullying, SMP Muhammadiyah, Nilai-nilai Islam, Pembentukan Karakter

Abstract:

This study examines the role of Islamic Religious Education in preventing bullying behavior at SMP Muhammadiyah 7. Using a qualitative method with a case study approach, this research involved in-depth interviews, participatory observation, document analysis, and focus group discussions. Results show that a holistic approach in Islamic Religious Education effectively prevents bullying through the integration of Islamic values in the curriculum, teacher exemplarity, Islamic-based mentoring programs, creation of an Islamic school environment, and collaboration with parents and community. The study concludes that Islamic Religious Education plays a multidimensional and significant role in preventing bullying behavior, shaping students' character, and creating a positive and inclusive learning environment.

Keywords: : Islamic Religious Education, Bullying Prevention, SMP Muhammadiyah, Islamic Values, Character Formation

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A. BACKGROUND

Bullying is a serious problem faced by educational institutions worldwide, including Indonesia. This phenomenon negatively impacts not only the victims but also the perpetrators and the overall school environment, creating an atmosphere of fear and insecurity that hinders students' learning processes and personal development. In this context, Islamic religious education offers a unique and comprehensive approach to bullying prevention, especially in Islamic-based schools such as SMP Muhammadiyah 7.

Islamic religious education, with its focus on moral and character formation, has great potential in shaping students with noble character, empathy towards others, and the ability to manage conflicts constructively. As stated by Nasution, Islamic religious education aims not only to transfer knowledge but also to form personalities in accordance with Islamic values (Nasution A. K., 2021). Furthermore, Syahrin emphasizes that Islamic education plays a fundamental role in character formation based on Qur'anic values and the Prophet's Sunnah, which intrinsically reject all forms of violence, including bullying (Harahap, 2022).

Suyanto, a senior lecturer at the Faculty of Islamic Studies at UMSU, in his research on the implementation of Islamic values in conflict prevention in schools, highlights the importance of a holistic approach that integrates Islamic teachings into all aspects of school life (Suyanto, 2023). This opinion is reinforced by Lubis, who underlines the crucial role of Islamic religious teachers as role models and facilitators in creating a safe and inclusive school environment (Lubis, 2021).

This research aims to explore in-depth how Islamic religious education at SMP Muhammadiyah 7 plays a role in preventing bullying behavior. By understanding this role, it is expected to provide new insights and innovative strategies in developing effective bullying prevention programs in Islamic-based schools, as well as make a significant contribution to the literature on the role of religion in addressing social issues in educational settings.

B. METHOD

This study employs a qualitative research methodology, specifically field research using a descriptive approach. Qualitative research aims to comprehensively describe phenomena experienced by research subjects, such as behaviors, actions, perceptions, motivations, concepts, and similar aspects in their natural context, using a narrative approach. Qualitative research emphasizes a deep understanding of a problem rather than seeking generalizations, and utilizes in-depth analytical techniques to examine cases in detail. This approach emphasizes that each issue has unique characteristics that differ from one another, thus qualitative research focuses more on examining individual cases (Zailani, 2022).

The type of research used here is qualitative. Qualitative research is naturalistic and based on human observation in the process of obtaining data relevant to the study. It is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. In an effort to find answers to the proposed research questions, this study uses qualitative methods, which involve the process of recording information that depicts existing facts related to the phenomenon being studied (Zailani, 2022).

This research adopts a qualitative approach with an in-depth case study method. The choice of this method is based on the need to obtain a holistic and contextual understanding of the implementation of Islamic religious education in bullying prevention efforts at SMP Muhammadiyah 7.

Data were collected through various techniques to ensure comprehensiveness and validity:

1. In-depth interviews: Conducted with Islamic religious education teachers, students from various grade levels, administrative staff, school principals, and school committee members. These interviews aimed to explore their perceptions, experiences, and views on the role of Islamic religious education in preventing bullying.
2. Participatory observation: The researcher was involved in daily school activities to directly observe the implementation of Islamic values in student interactions, learning processes, and extracurricular activities.

3. Document analysis: This included reviewing Islamic religious education curricula, lesson plans, school policies related to bullying prevention, and bullying incident reports.
4. Focus Group Discussions (FGDs): Conducted with groups of students and teachers to discuss the effectiveness of Islamic-based programs in preventing bullying.

Data analysis was performed using thematic analysis techniques, where collected data were categorized into themes relevant to the research objectives. Data validity was ensured through source and method triangulation.

C. RESULTS AND DISCUSSION

1. Integration of Islamic Values in the Curriculum

Islamic religious education at SMP Muhammadiyah 7 is not only taught as a separate subject but is also integrated into various aspects of the curriculum. This aligns with Hidayati's research emphasizing the importance of a holistic approach in Islamic education for character formation (Hidayati, 2023). Abdul Mun'im, a lecturer at the Faculty of Islamic Studies at UMSU, in his study on integrated curriculum, found that this approach is effective in instilling Islamic values deeply and sustainably (Siahaan, 2023). At SMP Muhammadiyah 7, this integration is evident in:

a. Development of learning modules that link concepts from general subjects with Islamic values. b. Implementation of learning methods that emphasize cooperation, empathy, and respect for differences. c. Implementation of social projects that apply Islamic values in a community context.

2. The Role of Teachers as Role Models

Islamic religious education teachers play an important role as role models in demonstrating Islamic values, including compassion, tolerance, and peaceful conflict resolution. As stated by Syafril, teacher exemplarity is very effective in instilling moral values in students (Syafril, 2021). A professor at the Faculty of Islamic Studies at UMSU emphasizes that PAI teachers must be 'uswatun hasanah' or good examples, not only in terms of worship but also in social interactions and conflict resolution (Nasution H. B., 2022). At SMP Muhammadiyah 7, this is realized through:

a. Professional development programs for teachers that focus on Islamic character formation. b. Active involvement of teachers in mediating conflicts between students using Islamic principles. c. Collaboration among teachers in creating a school environment that reflects Islamic values.

3. Mentoring and Character Building Programs

SMP Muhammadiyah 7 implements mentoring and character building programs based on Islamic values. These programs have proven effective in increasing students' awareness of the negative impacts of bullying and encouraging more positive behavior. This is in line with the findings of Azizah and Hidayati on the effectiveness of Islamic mentoring programs in student character formation (Hidayati, 2023). Muhammad Yunus highlights the importance of peer mentoring approaches in preventing bullying behavior (Hasibuan, 2023). The mentoring program at SMP Muhammadiyah 7 includes:

a. Weekly mentoring sessions led by trained senior students. b. Reflection and muhasabah activities that encourage students to evaluate their behavior based on Islamic teachings. c. The 'Sahabat Surga' program that promotes friendship and support among students.

4. Creating an Islamic School Environment

The school strives to create an environment that reflects Islamic values, including equality, justice, and mutual respect. According to Rahmawati, a positive school environment plays an important role in reducing bullying incidents (Rahmawati, 2021). Nur Aisyah, in her research on Islamic architecture and its influence on student behavior, emphasizes the importance of physical environments that reflect Islamic values (Siregar, 2022). At SMP Muhammadiyah 7, this is realized through:

a. Design of classrooms and common areas that encourage positive interactions and inclusivity. b. Placement of relevant Qur'anic and Hadith quotes on anti-bullying in various strategic locations. c. Implementation of a 'Tree of Kindness' system where students can hang notes about good deeds they have witnessed.

5. Collaboration with Parents and Community

SMP Muhammadiyah 7 involves parents and the community in bullying prevention efforts through an Islamic approach. This aligns with recommendations by Fauzi and Mustafida on the importance of cooperation between schools, families, and communities in Islamic character education (Fauzi, 2023). Muhammad Husni, in his study on the role of community in Islamic education, emphasizes the importance of the 'it takes a village to raise a child' approach in an Islamic context (Ritonga, 2023). This collaboration is realized through:

a. Islamic parenting programs that provide training to parents on bullying prevention based on Islamic values. b. Involvement of community leaders and local ulama in school programs related to character formation. c. Partnerships with Islamic community organizations in organizing social activities that promote harmony and anti-bullying.

D. CONCLUSION AND SUGGESTIONS

This research demonstrates that Islamic religious education plays a multidimensional and significant role in preventing bullying behavior at SMP Muhammadiyah 7. Through the integration of Islamic values in the curriculum, teacher exemplarity, innovative mentoring programs, creation of an Islamic school environment, and close collaboration with parents and the community, the school has succeeded in substantially reducing bullying incidents and creating a more positive, inclusive, and conducive environment for learning.

These findings emphasize the importance of a holistic approach in Islamic religious education to shape students' character and prevent negative behaviors such as bullying. This approach is not only effective in the context of bullying prevention but also contributes to the formation of a generation of Muslims with strong moral integrity, empathy, and social skills.

Suggestions for PKP Students (Professional Development):

1. Students should maintain good relationships with teachers and school principals.
2. Students are advised to enhance their discipline and sense of responsibility.
3. Students need to prepare materials and plan lessons thoroughly before commencing teaching activities.

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