

Strengthening Religious Character to Prevent Bullying Behavior Students in Elementary Schools

Iyoh Maspiroh¹, Haryanto²
¹STKIP Babunnajah Pandeglang
²Universitas Negeri Yogyakarta

ARTICLE INFO

Article history:

DOI:
[10.30595/pssh.v12i.840](https://doi.org/10.30595/pssh.v12i.840)

Submitted:
May 31, 2023

Accepted:
August 24, 2023

Published:
October 05, 2023

Keywords:

Bullying, religious character,
elementary school.

ABSTRACT

Bullying is a behavior that disturbs students in schools both at the elementary and secondary levels. This behavior has many negative impacts and influences on learning outcomes and students' mental development. This study aims to determine the relationship between strategies for instilling religious character in preventing bullying or bullying behavior in elementary school students. This research method uses the method of literature review. The findings from this study are that the cultivation of religious character can prevent bullying in elementary schools by carrying out several strategies, namely exemplary, learning, empowering and acculturating, strengthening and assessing.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Iyoh Maspiroh
STKIP Babunnajah Pandeglang
Email: iyohmaspiroh@gmail.com

1. INTRODUCTION

Elementary school is a school or educational unit that is at the basic level at the formal level of education in the State of Indonesia and has a very important role for the continuity of education at the next level. As in Permendiknas Number 23 of 2006 contains a statement regarding education at the basic level which has the goal of laying the foundation for students' cognitive abilities or intelligence, knowledge and personality and noble character as well as students' skills to live independently, and attend education at an advanced level. Thus it is known that the goal or purpose of elementary level education in Indonesia is to educate students to have basic intelligence, have knowledge, and have noble character and personality in each elementary school student. This formed base will be the foundation in supporting whatever is on top of it, so that this foundation or base must be sturdy and strong so that it is not brittle in the future [1].

In 2022, topics in a number of online mass media raise violence in elementary school environments. for example Kompas.com Surabaya edition of 23 November 2022 highlights acts of violence that occurred at the elementary school level. A grade 2 elementary school student with the initials MWF from Kepanjen Malang was beaten by his seniors or upperclassmen when he came home from school and as a result of this incident the student who was the victim of the bully fell into a coma and was reportedly bleeding in the brain. A similar incident also occurred in Musi Rawas, South Sumatra, on detiknews.com 22 October 2021 last year it was reported that a 12-year-old elementary school student had a broken neck because his friends beat him up. As a result, the student had to be treated and underwent surgery at the hospital [18][19].

Bullying behavior is an attitude or behavior that is negative and can cause another person or victim to experience injury or a feeling of discomfort which usually occurs repeatedly. Someone will be called a victim of bullying or bullying if they experience negative behavior from one person or a group of people who do it repeatedly. Besides that, bullying or bullying is a condition where there is an imbalance between the victim and the perpetrator where the perpetrator feels powerful and has power while the victim is unable to balance this power so that he is unable to fight [2].

Bullying or bullying is one of the triggers for health problems for elementary school students. Bullying or bullying has a great opportunity to be followed by other people who see or experience it. The perpetrators of bullying/bullying can occur because the perpetrator has been a victim before or has received physical violence from the environment around his house such as parents, siblings, or playmates [3].

Factors that cause bullying or bullying are: Factors from the family and factors from the daily social environment. If incidents of bullying or bullying occur continuously, serious action must be taken immediately, because otherwise it will have a negative effect on the education system in Indonesia [4].

The negative impact of bullying or bullying can hinder elementary school students from carrying out self-actualization because the consequences of bullying behavior do not provide a sense of security and comfort, and make victims feel intimidated and afraid, feel weak so students who are victims of bullying cannot focus and concentration in carrying out teaching and learning processes both at school and at home [5].

Character education is an educational model that must be given and instilled in elementary school students, namely by guiding and directing students to habituate and behave well and have good morals in everyday life. Character education is the basic core in forming and building students' mentality and motivation in learning. By looking at bullying incidents in various media today, it provides an educational portrait that shows the much needed attention and guidance to make Indonesian children who are smart and have character (noble character) [5].

Building the character of elementary school students can be done through the environment, as well as the experiences around them. Apart from that, it can also be built through the heart, because if the environment and the student's experience are good then it is likely that the heart will also lead him to goodness, and vice versa. Habits in character are needed to support the formation of the character of future generations of the nation. There are several values that need to be built and developed in students at school or formal education, namely: religious, friendly, disciplined, creative, responsible, care for the environment, love to read, care social, achieve, love the motherland, have curiosity, democratic, independent, honest, tolerant, hard working, independent, democratic [6].

Religious is a character that is obedient and obedient in carrying out religious teachings and has a high tolerance for other religions. In an increasingly advanced and modern era like today, religious character is urgently needed in dealing with moral degradation. So that students are expected to be able to behave well and behave badly based on the rules of their religion [7].

Various elements of the education unit have a responsibility in preventing the occurrence of bullying/bullying behavior. This can be done by applying religious character education to students in the school environment. So that students are expected to be able to internalize religious characters in their daily lives both at home and in the school environment [5].

Based on the description above, the researcher is interested in raising the topic "Inculcating Religious Character to Prevent Bullying Behavior in Students in Elementary School Environments". The aim is to find out strategies for instilling religious character to prevent bullying or bullying behavior from happening to students in the elementary school environment. The results of writing this work can be a reference for parents, principals, teachers, and counselors for learning and providing knowledge so that they can prevent acts of bullying or bullying in children by instilling religious character in the home environment and at school.

2. RESEARCH METHODS

This research is a qualitative research that produces descriptive data. To examine the problems that have been formulated, literature study is used. In a literature study to answer research problems, data collection and analysis were carried out from articles, books and other relevant sources. In the literature study, problem solving in research is carried out by examining materials that support research critically and in depth, so that valid data can be presented.

3. RESULT AND DISCUSSION

Definition of Bullying

According to Olweus in Utami, et al. (2019) Bullying is physical violence against weak individuals so that these individuals experience fear and resentment over a long period of time. Bullying is also defined as the power that is intentionally abused against someone so that that person experiences stress. Bullying is actually a

phenomenon that has been going on for a long time, it's just that students in Indonesia don't fully understand bullying [8].

Bullying that occurs in elementary schools can be caused by watching programs on television or other electronic media. Television has the potential to cause behavior or attitudes that are harmful to children. Programs on television that contain negative messages such as motorcycle gangs that disturb residents or shows that have a sports background but contain elements of violence that are seen by children so that parents need attention in accompanying their children to watch television [9]. In addition to television shows, bullying behavior is influenced by 2 factors, namely [10]:

1. Internal factors

Is a factor that comes from within a person such as emotional intelligence, self-esteem, personality, concept and self-control.

2. External factors

These are factors originating from outside a person's self such as socioeconomic status, gender, religion, ethnicity/racism, school culture including seniority traditions, and discriminatory (adjustment) school situations.

Based on this description, what influences the occurrence of continuous bullying behavior is not only from internal bullies but external factors such as the situation and school regulations that are less strict and bind students in the school environment which will have a deterrent effect so that bullies do not repeat their actions.

Religious Character Cultivation

The cultivation of religious character can be created through school situations such as making school principal regulations, implementing teaching and learning activities, extracurricular activities, as well as the culture and behavior carried out by all elements in the school on an ongoing basis. Thus the school's expectations in strengthening religious character can be achieved. One way this can be done is by setting an example or example for students and actively participating in creating a safe and conducive environment [11].

Values that can be applied in schools and become the basis for cultivating religious character [12] are:

1) Instill a vertical religious character. This can be done by increasing the quality and quantity of interaction with Allah SWT. This activity can be carried out by making prayer rules in congregation, reading and studying, and praying together.

2) Instill a horizontal religious character. This can be done by creating good social interaction between school members and making the school a social institution with a religious basis. There are 3 groups of types of social relations between people, namely: (a) the relationship between the leader and those he leads, (b) a professional relationship, (c) a relationship based on religious values for example brotherhood, generosity, honesty, mutual respect and etc.

The Teacher's Role in Instilling Religious Character

In the learning process the teacher must always encourage and guide students patiently and painstakingly. In addition, the teacher must be a good role model in all aspects so that students who are not only intelligent but also have good character will be formed. As a mentor, the teacher is obliged to help students find a way out of the problems they face such as personal problems, education, social interactions and interpersonal relationships [13].

In the research conducted by Solekhah [13] there were several activities that involved the teacher as a guide in instilling religious character, namely guiding individual students in reading the Qur'an and conducting round-the-clock tadarus (darling) so that the teacher does not only play a role in overcoming student difficulties but also helps students in fostering good relations with other students and strengthens silaturahmi ties.

Schools play an important role when students get less moral education from the family environment, namely parents and the community or religious institutions [14]. For this reason, instilling character education from an early age is very necessary so that bullying does not occur among school children. According to Lickona, Schaps, and Lewis [15] there are several roles of the teacher or educator in instilling character, namely:

1. Teachers are actively involved in the learning process such as discussions.

2. The teacher must be a model for students. In this case, the teacher becomes a role model in various aspects of life so that he can influence his students.

3. Teachers need to create a conducive classroom atmosphere and teach students that it is important to collaborate and participate in groups when making decisions as an effort to develop student character.

4. As a form of reflection, the teacher needs to raise routine questions about student morale so that they can ensure that the character of their students is developing.

Religious Character Cultivation Strategy for Bullying Prevention

Several strategies in instilling religious character according to educational experts [16] are:

a. Exemplary strategy

The exemplary strategy is a strategy for cultivating religious character by giving concrete examples directly to students. Teachers in their daily interactions with students so that all the behavior and attitude of the teacher becomes a special concern for students. For this reason, religious character values such as piety, honesty, sincerity are actually hidden curriculum which greatly affect students' self-development.

b. Habituation strategy

The habituation strategy is a strategy by providing activities or exercises that are carried out every day so that repetition occurs. This strategy is very effective to be taught to students because by getting used to good morals it will be reflected in students' daily lives.

c. Advice strategy

The strategy of giving advice is a strategy that can be carried out in various ways that can touch the heart by reminding students of the goodness and truth in everyday life so that students are motivated to practice it.

d. Discipline strategy.

A disciplinary strategy is a strategy that requires firmness and wisdom in implementing rules or regulations. So that in order to run effectively there needs to be a reward (prize) and funishment (punishment) in its implementation

Meanwhile, the results of Suryanti & Widyanti's research [17] mentioned several character education strategies that were carried out, namely: 1) Exemplary; 2) Learning; 3) Empowerment and culture; 4) Strengthening; and 5) Assessment

1. Exemplary. The teacher gives examples to students such as praying, giving alms, fasting, always greeting when meeting teachers or friends, maintaining harmony and so on.
2. Learning. In the learning process, the teacher will more easily instill religious character because it relates to the subject matter and curriculum that applies in school. For example, in religious education lessons, there is material about the stories of the nai, which can become inspirational stories for students at school so that they are motivated to do good.
3. Empowerment and acculturation. This is due to the routine program that is carried out at school, for example every morning before teaching and learning activities begin, students read the Al-Qur'an together and listen to lectures or motivations from teachers, perform Duha prayers every day according to the schedule, memorize prayers a daily or memorizing letters on juz 30. lessons, schools make separate hours for students to learn iqro and tahfiz.
4. Strengthening. This can be done by giving rewards or awards to students who have good character.
5. Evaluation. In this case the teacher provides an assessment in the form of cognitive tests such as daily tests and affective tests in the form of daily attitude assessments.

Based on the description above, to prevent bullying in elementary school students, it is very necessary to instill religious character in students. Religion plays a very important role in directing and guiding students in life. So, activities and habits that are religious in nature need to be implemented in schools so that students avoid bullying behavior.

Religious activities are not only in the form of worship activities which are vertical in nature but also when students do something good with supernatural encouragement. The naming of religious characters in schools has the aim of facilitating students to always have noble morals so as to avoid bullying behavior towards their schoolmates. The embodiment of this noble character will arise from the habituation of religious activities carried out in schools every day. Through this habituation, it will grow in students the importance of good behavior or noble behavior towards fellow students at school.

4. CONCLUSIONS

Instilling religious character in preventing bullying in elementary school students can be done with various strategies namely, exemplary, habituation, learning, empowerment and acculturation, reinforcement and assessment. In this case, religion plays an important role in directing and guiding students to have noble morals in everyday life through the implementation of vertical and horizontal religious activities.

5. ACKNOWLEDGEMENTS

We gratefully acknowledge the funding from Puslapdik and LPDP through the Indonesian Education Scholarship Programe. The opinions expresses here in are those of the authors and do not necessarily reflect the views of funding agency.

REFERENCES

- [1] Dewi, P.Y.A. Perilaku *School Bullying* Pada Siswa Sekolah Dasar .Edukasi: Jurnal Pendidikan Dasar. Vol. 1, No. 1, Maret 2020, pp. 39-48
- [2] Siswati. Fenomena *Bullying* Di Sekolah Dasar Negeri Di Semarang Sebuah Studi Deskriptif. Jurnal Psikologi Undip, Vol. 5, No. 2, Desember 2009.
- [3] Rahayu, Bety Agustina & Permana, Iman. *Bullying Di Sekolah : Kurangnya Empati Pelaku Bullying Dan Pencegahan*. Jurnal Keperawatan Jiwa Volume 7 No 3, Hal 237 - 246, November 2019
- [4] Inayah, Nurul. 2017. Skripsi.Upaya Penanganan Bullying Melalui Penanaman Pendidikan Karakter (Studi Kasus di Kelas IV SD Muhammadiyah 4 Kandangasapi Surakarta Tahun Ajaran 2016/2017.
- [5] Trisnai, R.P. 2018. Penerapan Pendidikan Karakter Religius Untuk Mengurangi Perilaku Bullying Pada Remaja. Prosiding Seminar Nasional Pendidikan “Pencegahan dan Penanganan Kekerasan Anak: Optimalisasi Peran Pendidik dalam Perspektif Hukum” STKIP Andi Matappa Pangkep, 05 Mei 2018.
- [6] Maulidiyah, I., & Sarwan. 2020. Peran Budaya Literasi Dalam Pembentukan Karakter Religius Anak Di Kampong Batja Patrang Jember. AL-ADABIYAH: Jurnal Pendidikan Agama Islam Vol. 1 No. 2, Desember 2020 Hal.141-163
- [7] Fahmi, M.N., & Susanto, S. Implementasi Pembiasaan Pendidikan Islam dalam Membentuk Karakter Religius Siswa Sekolah Dasar. Pedagogia : Jurnal Pendidikan Volume. 7, No.2, Agustus 2018, hal. 85-89
- [8] Soedjatmiko, Waldi Nurhamzah, Anastasia Maureen, & Tjhin Wiguna. 2013. Gambaran Bullying dan Hubungannya dengan Masalah Emosi dan Perilaku pada Anak Sekolah Dasar. Sari Pediatri, Vol. 15, No. 3, Oktober 2013, h. 174-180
- [9] Dwipayanti & Indrawati. 2014. Hubungan Antara Tindakan Bullying dengan Prestasi Belajar Anak Korban Bullying pada Tingkat Sekolah Dasar . Jurnal Psikologi Udayana 2014, Vol. 1, No. 2, 251-260
- [10] Ahmad, N., Muslimin, A.Z., & Sida, S. 2022. Analisis Perilaku Bullying Antar Siswa Terhadap Pembentukan Karakter Siswa di Sekolah Dasar Negeri Sangir Kecamatan Wajo Kota Makassar Sulawesi Selatan. Naturalistic:Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran, 7(1) (2022) 1318-1333
- [11] Sahlan, A. (2010). Mewujudkan Budaya Religius di Sekolah. Malang: UIN Press Maliki.
- [12] Muhaimin, G. A, dan Rahman, A. N. (1996). Strategi Belajar Mengajar: Penerapan Dalam Pembelajaran Pendidikan Agama. Surabaya: Citra Media.
- [13] Sholekhah, A.M. 2019. Peran Guru dalam Menanamkan Karakter Religius Peserta Didik MelaluiKegiatan Ekstrakurikuler Darus Keliling (Darling) di Madrasah Ibtidaiyah Negeri 3 Jember Tahun 2019. EDUCARE: Journal of Primary EducationVol 1, No1, Desember 2019, pp. 65 – 74
- [14] Wijayanti, C.P., & Uswatun, A.T. Perangi Tindak Perundungan(Bullying) Dengan Penanaman Pendidikan Karakter Sejak Dini Pada Peserta Didik Sekolah Dasar. Seminar Nasional Pagelaran Pendidikan Dasar Nasional (Ppdn) 2019
- [15] Lickona, T, Schaps, E., & Lewis, C, CEP’s Eleven Principles of Effective Character Education, Washington, DC: Character Education Partnership, 2003
- [16] Hayati, Z. 2020. Pencegahan Perilaku Bullying Melalui Internalisasi Nilai-Nilai Akhlak Islami Di Madrasah Ibtidaiyah Negeri 1 Kota Bengkulu. An-Nizom Vol. 5, No. 2 Agustus 2020. Halaman 115-122
- [17] Suryanti, E.W., & Widayanti, F.D. 2018. Penguatan Pendidikan Karakter Berbasis Religius. Conference on Innovation and Application of Science and Technology (CIASTECH 2018) Universitas Widyagama Malang, 12 September 2018, hal. 254-262.
- [18] <https://news.detik.com/berita/d-5778647/miris-nasib-siswa-sd-patah-leher-gegara-dikeroyok-teman-sebaya>
- [19] <https://surabaya.kompas.com/read/2022/11/23/191941278/siswa-kelas-2-sd-di-malang-diduga-dikeroyok-polisi-pelaku-rata-rata-kelas-6?page=all>