Efforts by Educators to Prevent Bullying in Islamic Boarding Schools Princess Walisongo

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ABSTRACT
Bullying is one of the social problems that is of concern in the realm of Islamic education. Such as physical, verbal, or emotional violence, as well as intimidation or degradation of the victim. Researchers use a qualitative approach using a descriptive form, namely describing an object or phenomenon in narrative writing. The researcher aims to understand the efforts of educators in preventing bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang which is located at the Walisongo Girls' Islamic Boarding School Cukir Jombang. Researchers act as sources of information as well as instruments. The instruments in this set include an observer, interview, recorder, camera, and book. However, this will be used to support the researcher's duties as an instrument. The results of the research show that 1) the causes of bullying behavior at the Walisongo Girls' Islamic Boarding School Cukir Jombang are: a) the influence of parenting patterns from the family, b) the school environment, c) interactions from peers. 2) efforts made by educational staff to prevent bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang include: a) reducing harmony between new santri and old santri through team activities: b) forming a bullying prevention committee c) utilizing the Islamic boarding school's resources d) providing counseling services e) establishing peer support groups to deal with bullying.

Keywords: efforts of educators; preventing bullying; Islamic boarding school

INTRODUCTION

Islamic boarding schools as religious-based educational institutions, in studying, exploring, understanding, appreciating, and applying Islamic values, must focus or emphasize behavior or morals that are in accordance with Islamic values as a benchmark for behavior. Therefore, to create humans with noble character, in this case, Islamic education plays a very important role. Because Islam really upholds the morals and morals of its people (Falah, 2022).

Islamic boarding schools as religious educational institutions are entities whose significance must be recognized (Hidayatulloh et al., 2022). Islamic boarding schools are historical educational institutions that began and developed along with the arrival of Islam to Java. Therefore, Islamic boarding schools are educational institutions that are embedded in Indonesian society (Usman, 2013). Islamic boarding schools are an advancement of the education system that existed in the pre-Islamic Hindu-Buddhist era. Islamic boarding schools have succeeded in the old education system in integrating Islamic teachings with today's local culture (Maulida, 2016). The combination of Islamic teachings with local customs was an early determining aspect of the spread of Islam, which emphasized tolerance towards existing societal values. This has led to the development of certain educational characteristics in Islamic boarding schools, such as fostering strong student relationships. with the *kyai*. Because they live in the same complex, *kyai* can supervise his students closely. (2) Handing over the students to the *kyai*. The *santri* argued that opposing the *kyai* was not only impolite but also contrary to religious teachings.

In Islamic boarding schools, the practice of frugal and simple living is truly realized. In fact, many people live too simply or too economically which causes them to neglect their health. (4) There is a sense of independence in the air. The *santri* wash their own clothes, tidy their own rooms, and many of them also prepare their own meals. (5) The atmosphere in Islamic boarding schools is truly colored by the spirit of mutual cooperation and brotherhood, thus forming relationships within them.

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This is because they are not only respected in society but are also believed to have supernatural abilities that can bring good fortune or bring harm (Effendi, 2013).

The role of Islamic education is very important in shaping the character and ethics of Muslim individuals (Romlah, 2023). The aim of an Islamic educational environment, such as Islamic boarding schools, is to create a friendly and peaceful atmosphere (Saini, 2020). Islamic boarding schools must be able to achieve the highest goal of education, namely truly developing individuals into humane and compassionate human beings. Just like other educational environments, Islamic boarding schools are also related to social factors that can influence *santri* lives and experiences. Bullying or harassment is one of the social problems that is of concern in the realm of Islamic education. Bullying involves repeated aggressive behavior carried out by one or more people against another person, with the aim of causing physical, verbal, or emotional harm, as well as intimidation or degradation of the victim.

Bullying, violent behavior that occurs because of hierarchy, still occurs among *santri*. Because this is causing concern, the government is feeling pressure to address the issue urgently and seriously. Bullying is when children are deliberately hurt by their peers in order to get something or feel happy. Bullying usually happens repeatedly. In fact, certain tasks are completed in a methodical manner. The case study of bullying in Islamic boarding schools is interesting because of the unique educational environment and strong Islamic principles that exist in Islamic boarding schools. Bullying or mistreating other people is not permitted in Islam and is contrary to religious teachings. Islam emphasizes the importance of respecting individual rights, upholding justice, showing compassion, and being kind to others. There is a proposition in the Al - Qur'an that explains the prohibition of bullying, as explained in Q.S Al-Hujurat verse 11 which highlights the importance of not belittling or blaming others. Disrespecting or mocking others is seen as a negative act and goes against the principles of unity and compassion in Islam. Understanding the causes and impacts of bullying in Islamic boarding schools is very important to prevent and overcome it effectively. Various factors such as individual, family, social, economic, and media influences can influence the occurrence of bullying in Islamic boarding schools.

When considering Islamic education, the issue of bullying in Islamic boarding schools also raises the question of how to prevent it in everyday life. This research shows that incorporating strong Islamic ethics and morals into the curriculum can have a significant impact on reducing and overcoming bullying in Islamic boarding schools. By providing solid education on the importance of moral values and good behavior, we can have a significant impact in reducing and overcoming bullying in Islamic boarding schools. By providing solid education on the importance of moral values and good behavior, we can develop individuals who understand the importance of respecting and recognizing the dignity and worth of everyone in their midst. Having a strong understanding of ethics and morals helps individuals avoid bullying behavior and instead focus on showing empathy, tolerance, and fairness. This emphasizes the importance of taking a comprehensive and holistic approach to Islamic education. By gaining a better understanding of bullying in Islamic boarding schools, effective measures can be implemented to prevent and address bullying cases. Implementing strong character education, psychological support, and implementing good Islamic values is one strategy that can be implemented.

METHOD

Researchers use a qualitative approach using a descriptive form, namely describing an object or phenomenon in narrative writing (Nassaji, 2015). The researcher aims to understand the efforts of teaching staff in preventing bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang which is located at the Walisongo Girls' Islamic Boarding School Cukir Jombang. Researcher acts as sources of information as well as instruments. The instruments in this set include an observer, interview, recorder, camera, and book. However, this will be used to support the researcher's duties as an instrument. The goal is to understand the efforts of educators in preventing bullying so that the data collected is as accurate, relevant, and reliable as performing the following tasks related to analyzing data: (a) data reduction, (b) data storage, and (c) data quality assurance.

RESULT AND DISCUSSION

Causes of Bullying Behavior at the Walisongo Girls' Islamic Boarding School Cukir Jombang

The term "bullying" comes from the word "bully", which refers to someone who intimidates or harasses vulnerable people. Bullying was usually defined as bullying, exclusion, and similar behavior.

According to Thormod Idsoe, Tracy Vaillancourt, Atle Dyregrov, Kristine Amlund Hagen, Terje Ogden, and Ane Nærde, bullying was defined as prolonged physical and psychological violence carried out by individuals or groups against someone who was unable to protect themselves (Idsoe et al., 2021). Bullying occurred in situations where there was a motive to hurt, intimidate, or made other people felt depressed, traumatized, and helpless.

In addition, bullying involved intentional and repeated aggressive behavior that targeted victims who were considered weak, irritable, and unable to defend themselves. Bullying was described as ongoing physical and emotional harm carried out by an individual or group against someone who was unable to protect themselves, to cause distress or fear.

According to Devis Yulia Rohmana, Kartini Estelina, and Iskandar Iskandar, bullying was defined as repeated acts of negative behavior to cause discomfort or pain, against someone unable to fight back, carried out by one or more individuals (Yulia Rohmana et al., 2020). This definition suggested that bullying behavior involves repeated patterns of behavior aimed at causing harm, and usually involved an imbalance of power between the victim and the perpetrator.

According to Fathiyah, the factors that cause bullying include (Fathiyah, 2019):
a. Family

Saraswati & Hadiyono defines bullying as a series of detrimental actions intended to cause discomfort or pain, directed at someone who was unable to defend themselves, and carried out by one or more people (Saraswati & Hadiyono, 2020). According to this definition, bullying behavior consists of repeated actions intended to cause harm, often with an unequal balance of power between the victim and the person carrying out the behavior.

In research at the Walisongo Girls' Islamic Boarding School Cukir Jombang, bullying behavior often arose from problematic families, such as parents who often punished their children excessively, so that children will learn this bullying behavior. Children who grow up in families that apply negative parenting patterns such as sharp sarcasm will tend to imitate these habits in their daily lives (Frosch et al., 2021).

b. Schools

Schools were also places where bullying was often carried out, the school often ignored bullying. As a result, *santri* as perpetrators of bullying can strengthen their behavior to intimidate other children. For example, in the form of punishment that was not constructive so that it did not develop a sense of appreciation and respect among fellow *santri*. Apart from that, bullying can occur in schools if supervision and ethical guidance from teachers was low, discipline is lacking, guidance was less firm, and regulations were less consistent.

c. Peer groups

According to T. Selvam, peer groups provide a lot of information about the world outside the family. By hanging out with peers, teenagers learn about the principles of justice, observe the interests of their peers, and understand close relationships with certain friends (Selvam, 2017).

In interviews, researchers with Islamic boarding school administrators and supervisors concluded that when *santri* interact at school and with friends outside school, they are sometimes encouraged to carry out bullying in an effort to prove that they can join the group. So there are differences of opinion, differences in style, and physical differences.

The above explanation was clarified by Monica Santosa and Rini Sugiarti stated that school bullying usually exhibits three interrelated characteristics, the first of which was the pleasure the perpetrator derives from hurting the victim through aggressive behavior (Santosa & Sugiarti, 2022). Bullying was the intention to cause harm. This desire gives rise to behavior that caused a person to experience difficulties.

This behavior involved a more powerful individual or group directly carrying it out, without taking responsibility, usually repeating the action and doing it with pleasure. 2) The victim felt depressed due to the imbalance in the actions taken. Bullying behavior also caused a power imbalance, preventing victims from effectively defending themselves against the negative actions they experience. 3) The action was carried out repeatedly and continuously. Bullying behavior was when someone intentionally uses their power to dominate, harm, or eliminate an imbalance of power, whether physical, related to age, cognitive ability, based on skills, or based on social status, towards another person. This behavior is carried out by one or two individuals against other people.

Bullying behavior had different characteristics, such as being part of a group and having control over the social interactions of *santri* in the boarding school environment, positioning oneself in certain areas in the boarding school or its surroundings, being the most liked person in the boarding school, using hurtful language, and belittling or insulting others (Nasir, 2018).

Victims of bullying had the characteristics of being shy, quiet, withdrawn, stupid, often missing school for no apparent reason, behaving strangely or unable to do so, and so on. Children who were victims of bullying are characterized by: 1) small and weak physique, 2) different appearance, 3) difficulty getting along, 4) lack of self-confidence, 5) awkwardness, 6) children who stutter, and 7) quiet children. Bullying victims never tell teaching staff when they were being bullied by other students. Victims of bullying often chose not to speak up because they believe that reporting the bullying will not effectively solve the problem. If the victim decides to report, the perpetrator will intimidate them further. If the student reports the bully to the teaching staff, they will threaten the student. As a victim of bullying, the threat of the bully seemed more frightening and real than the potential consequences of not reporting it to educators. Therefore, for victims of bullying, remaining silent was the best choice (Nurussama, 2019).

Efforts of teaching staff in preventing bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang

According to Diena Haryana, Nanik Suwaryani, Aria Ahmad, Purwanto, Anik Budi Utami, and Asih Priamsari also suggested additional steps to prevent bullying, such as (1) reducing the gap between new and old *santri* through team activities; (2) establishing a monitoring committee to prevent bullying; (3) utilizing Islamic boarding school resources and *santri* skills to encourage creativity; (4) offering counseling and mentoring services to prevent bullying; and (5) forming peer support groups to overcome bullying (Haryana et al., 2018).

To prevent bullying from recurring in Islamic boarding schools, there were various steps that victims of bullying can take. These include 1) offering positive activities to foster unity and cohesion among students, 2) preparing *santri* to face uncomfortable situations and events that may arise in the school environment or in the Islamic boarding school environment, and 3) empowering students to defend themselves, avoid becoming a victim of violence. 4) it is important to ensure that students were imbued with strong and positive religious values.

Supporting and inhibiting factors in preventing student bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang
Obstacle factor

The bullying that occurred at the Walisongo Girls' Islamic Boarding School Cukir Jombang was one form of bad behavior that occurred in the Islamic boarding school environment. This research aimed to reduce the incidence of bullying in the student environment. However, educators faced obstacles in their efforts, including:

a. Limited understanding of bullying behavior. *Santri* had a low level of understanding, especially when they were taught about a problem but continued to carry out bullying behavior. Additionally, educators were still working hard to help students understand the harmful effects of bullying.

b. The role of educators in overcoming bullying is decreasing. *Santri* were involved in school-related activities for approximately 6 hours, which included educational and non-educational tasks, with the remaining time spent outside of school, either at school or within the Islamic boarding school.

c. Supporting factors

Supporting factors in preventing bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang include:

d. Consistent Communication with *santri*' parents. Educators address bullying at school by communicating regularly with *santri'* parents. Effective communication will produce positive feedback, so one of the strategies used by educators is to communicate with parents.

By considering the factors mentioned above, we can develop strategies to lower the risk of being targeted by a bully or prevent it altogether. First, it is important to help young children and teenagers develop a positive sense of self-esteem. Children who had healthy self-esteem will demonstrate positive behavior and thinking, show respect for themselves and others, demonstrate self-confidence and optimism, and have the courage to assert their rights. 2). Next, it's important to have lots of friends who were involved in positive activities or reach out to *santri* who may be feeling lonely and befriend them. 3) It was important to focus on developing social skills to deal with bullying, whether *santri* were victims or witnesses, and know how to seek help if students were victims of bullying. 4) Walk straight and confidently. Bullying targeted individuals who they believed were insecure and afraid of them. Connect with groups or make friends with *santri* who were alone. 5) If you were in a bullying situation, it was important to remain confident and the victim must have the courage to tell their parents, educators, or other adults about this.

Bullying was a serious problem that should not be ignored, ignored, or denied. Victims of school bullying often dedicated a lot of mental effort to avoiding bullying. Thus leaving them with little energy to study. If the bully himself will also face challenges in maintaining social relationships. 6) and invite children to frequently counsel with a psychologist (Marzuenda et al., 2022).

CONCLUSIONS

At the end of this research, conclusions were obtained which showed that:

a. The causes of bullying behavior at the Walisongo Girls' Islamic Boarding School Cukir Jombang are a) the influence of upbringing from the family, b) the school environment, and c) interactions with peers.

b. Efforts by educational staff to prevent bullying at the Walisongo Girls' Islamic Boarding School Cukir Jombang include: a) reducing the gap between new students and old *santri* through team activities: b) forming a committee to prevent bullying c) utilizing Islamic boarding school resources d) providing counseling services e) forming peer support groups to overcome bullying.

c. Supporting and inhibiting factors for Islamic boarding schools in preventing bullying.

Inhibiting factors:

a. Low understanding of bullying,
b. the role of parents is lacking.

Supporting factors:

a. effective communication between parents and *santri*,
b. selective friends, c) positive attitude,
c. self-confidence.

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