Article

The Role of Schools in Efforts to Prevent Bullying in MI Al-Ihsan Karas Magetan

Akbar Aisya Billah[1*], Dedi Ardiansyah[2] , Kharisul Wathoni [3]

[1,2,3] Institut Agama Islam Negeri, Ponorogo

Corresponding Address: akbar.aisya.billah@iainponorogo.ac.id

Article Info	ABSTRACT
	Bullying by students is a serious problem that has recently become widespread in Indonesia. The Federation of Indonesian Teachers' Unions (FSGI) revealed that at the beginning of 2023, there had been at least 6 cases of physical violence and 14 cases of sexual violence in educational units. Bullying behavior harms the physical and psychological effects of students who are victims. This research aims to examine the role played by the MI Al-Ihsan Karas Magetan School in efforts to prevent bullying among students. The research method used is a case study with a qualitative approach. Data was collected through in-depth interviews with school staff, teachers, students, and parents, as well as observations in the school environment. The results of the research show that the MI Al-Ihsan Karas Magetan School has a significant role in preventing bullying, this includes providing intensive guidance to students, checking cellphones, holding controls at all times throughout the school area and vulnerable places, summoning students who have bad behavior. strange, making a "stop bullying" poster. Apart from that, this school also collaborates with parents to control children's behavior in everyday life. This research provides valuable knowledge for every educational institution in preventing bullying cases and improving the quality of education. It is hoped that the results of this research can make a positive contribution to the literature on bullying prevention and become a reference for education stakeholders in overcoming this problem.

INTRODUCTION

School is the second environment for students after home, where schools have an important role in instilling educational values and developing students' character to become a

superior generation. Schools are places of educational transformation, where education is the most important means in the process of developing student character, and education is the most important infrastructure in building civilization and national progress.(Alfina & Anwar, 2020) In other words, the progress or decline of a nation depends on the educational process within it. Therefore, developing the education sector is important, because the foundation of a nation lies in its education. (Aniza et al., 2021)

Nowadays, the world of education is facing a problem that is attracting quite a lot of attention, namely cases of bullying that occur among able-bodied students. Bullying is an act of threats, coercion, or physical or verbal violence that is carried out repeatedly. Bullying can occur at all age levels, but usually begins to increase at the end of elementary school, peaks in middle school, and decreases at the college level.(Permata & Nasution, 2022) The age of elementary school children usually starts from the age of 7 to 12 years, at which time various changes occur in the child's growth and development which will affect the child's personality and characteristics. Bullying at the student level usually occurs because of group or individual differences, and also usually occurs because of physical condition, social status, economics, or differences in ethnicity, race, culture, skin color, language, and gender.(Devi Shintia Fatmawati, 2020)

Every student has the right to receive education at school, and every student also has the right to grow and develop and be able to increase their potential. With the phenomenon of bullying, it can certainly be an obstacle for students who are victims of bullying. (Wati & Trihantoyo, 2020) According to Law no. 23 of 2002 concerning Child Protection article 54 states that "Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends at the school concerned, or other educational institutions".(Patepa, 2020)
Based on the description above, researchers want to analyze the role of schools in preventing cases of bullying among students. In this case, the researcher will analyze the strategies and efforts made by teachers at MI Al-Ihsan Karas Magetan which are considered effective in handling bullying cases.

METHODS

The type of research used by researchers is descriptive qualitative research. (Sarwono, 2006) The research results are in the form of words, images, and quotations obtained through interviews, documentation, field notes, and other documents. Here researchers examine teachers and students. Data collection in this research used observation, interviews, literature study, and documentation. This research uses a phenomenological approach to explore an in-depth understanding of the role of MI Al-Ihsan Karas Magetan in preventing bullying among students. A phenomenological approach allows researchers to explore students' subjective experiences in this context.

Data will be collected through in-depth interviews with teachers and students as the main method. (Sarwono, 2006) Interviews will be conducted face-to-face to understand the views and efforts of teachers in preventing bullying at MI Al-Ihsan. Interviews will be audio recorded to ensure accuracy in transcription. In addition, data collection will involve participant observation and field notes to understand the context of teacher and school efforts to prevent bullying among students. Qualitative data will be analyzed using content analysis methods to identify patterns, themes, and meanings in interviews and field notes.(Wiwiek Afifah, 2019)

RESULTS AND DISCUSSION
Understanding and Dynamics of Bullying in the School Environment

Bullying can be defined as a series of actions or behaviors that are detrimental, deliberate, and repeatedly carried out by one or more individuals against other individuals who are weaker or vulnerable. These actions include behavior such as teasing, threats, physical or psychological harassment, as well as rejection felt by the victim. Therefore, every student needs to be given an understanding of the dangers of this negative behavior, because the problem of bullying has a serious impact on the physical and mental well-being of students who are victims.(Ashariyanto & Indrawati, 2023) There are several forms of bullying behavior, namely: Physical bullying. This includes actions such as punching, kicking, or other physical abuse. This kind of behavior can cause physical injury and emotional impact on the victim. Verbal bullying involves teasing, cursing, insults, or verbal threats. This kind of verbal action can damage the victim's self-esteem and self-confidence. Relational bullying: This involves actions that damage a person's social relationships, such as spreading false gossip or social exclusion. This action can make the victim feel isolated and not accepted by peers. Online bullying (cyberbullying), This form of bullying occurs through social media, text messages, or other online communications. This allows the perpetrator to remain anonymous and can reach the victim anywhere and at any time.(Pratiwi et al., 2021)

The dynamics of bullying vary widely, but some general patterns emerge in school environments. Bullying can occur outside of the teacher's supervision, such as in hallways, halls, and play areas. These acts of bullying are often hidden from supervisors, so it is important to identify them proactively.(Adiyono & Rusanti, 2022) Bullying can become a vicious circle, where the victim can become the perpetrator or continue to experience repeated bullying. This complicates the situation and increases the psychological impact on the victimized students. Therefore, efforts to prevent bullying require cooperation from various elements such as the role of parents, the community environment, and educational institutions. (Sholeh, 2023)

It is important to remember that bullying can have a serious impact on a student's well-being both physically and psychologically. The impacts can include mental well-being problems, reduced academic performance, social isolation, and even a tendency toward aggressive behavior.(Candrawati & Setyawan, 2023) The psychological impacts of bullying include higher levels of anxiety and depression, lowered self-esteem, and social isolation. Students who are victims of bullying often feel afraid and threatened, which can interfere with their ability to concentrate and learn at school.(Kumala & Sukmawati, 2020) Therefore, the role of MI Al-Ihsan Karas Magetan in preventing and dealing with bullying is very important to protect student welfare and create a safe and inclusive learning environment.

The Role of Schools in Preventing Bullying

MI Al-Ihsan is an Islamic educational institution that was founded in 2016 in Tesih village, Karas sub-district, Magetan district, East Java. Since its founding, MI Al-Ihsan has produced 2 generations of alumni. This school has quite a lot of students for newly established school standards, namely for the 2023-2024 school year it has a total of 113 students.

The MI Al-Ihsan Karas Magetan Education Institute has a very significant role in its efforts to prevent bullying and create a safe and inclusive learning environment. In this context, various initiatives, policies, programs, and practices that have been implemented by schools will be explained to overcome the problem of bullying. The contribution of the MI Al-Ihsan educational institution to efforts to prevent bullying is as follows:

First, intensive guidance to students, providing intensive guidance to students, is an important step in increasing students' awareness about the dangers of bullying behavior. By conveying information about what bullying is, why it is wrong, and its negative impacts, students become better able to identify bullying behavior and report it to school staff.(Novi

Ariyanti & Muhammad Anggung Manumanoso Prasetyo, 2021) Education like this helps create an environment where students feel more empowered to prevent and fight bullying.

Second, checking cellphones. Checking or checking cell phones can help monitor possible cases of cyberbullying. As technology develops, cyberbullying is becoming an increasingly relevant problem. By monitoring cellphone use, schools can detect and deal with cyberbullying incidents more effectively. (Rusyidi, 2020)

Third, routine control of school areas and vulnerable places. Routine supervision and control in all school areas, especially in places that are considered prone to bullying, helps prevent incidents of bullying. This creates a sense of security for students and sends the message that bullying will not go unpunished.

Fourth, Calling students who have strange behavior. The act of calling students who have strange behavior is a proactive step in detecting acts of bullying or symptoms of psychological problems that may be the cause of the behavior. This provides an opportunity for further intervention and provides necessary support to students who require extra attention.

Fifth, Make a *"Stop Bullying"* Poster. *"Stop Bullying"* Posters are an effective way to spread anti-bullying messages throughout the school. This poster reminds students about the importance of behaving well and not engaging in bullying. Additionally, these posters can inspire awareness and positive change in school culture.

Sixth, Collaboration with parents is key in preventing bullying. Parents are important partners of schools in monitoring their children's behavior outside of school. By working together, schools and parents can maximize efforts to prevent and deal with bullying problems.(Handayani & Hasrul, 2021)

All of these initiatives are steps taken jointly and collaboratively in creating a safer and more inclusive climate at MI Al-Ihsan Karas Magetan, where through these efforts bullying can be prevented and students feel supported in their development. These proactive measures help schools maintain the safety, well-being, and positive development of students.

Evaluation and Challenges in Preventing Bullying at MI Al-Ihsan Karas Magetan

In implementing efforts to prevent bullying among students, an evaluation of the effectiveness of its implementation is necessary. Therefore, in this sub-discussion, we will describe the evaluation of the effectiveness of efforts to prevent bullying among students, apart from that it will also explain the challenges in implementing bullying prevention efforts at MI Al-Ihsan Karas Magetan.

MI Al-Ihsan Karas Magetan has seriously monitored and evaluated the results of bullying prevention efforts that have been used in the school environment. This evaluation is an important aspect of planning and managing bullying prevention programs. Some of the key results from this evaluation include:

First, the resolution of bullying incidents. The evaluation states that there are significant preventive measures for bullying incidents. This is a strong indication that the prevention initiatives implemented by the school have provided positive results, with no bullying incidents occurring among students.

Second, increasing student awareness. The evaluation results also show an increase in student awareness about bullying issues, their types, and how to report them. Students have become more empowered in identifying bullying behavior, whether they experience it themselves or witness it, and in reporting it to school staff.

Third, parental support. The evaluation shows that close collaboration with parents in efforts to prevent bullying has brought positive results. Parents have played a significant role in creating a school environment free of bullying, by actively participating in the school's efforts.

The challenges and obstacles for the school in its efforts to prevent bullying are as follows:

First, limited resources. One of the main obstacles is the limited resources, such as personnel and funds, available to implement bullying prevention programs. These limitations may limit schools' ability to implement broader prevention initiatives.

Second, a diverse approach. Students have various backgrounds and individual characteristics, so they require an appropriate prevention approach. One challenge is devising strategies that suit the diverse needs of students and identifying the most effective methods in different contexts.

Third, is the issue of cyberbullying. With technological developments, the issue of cyberbullying is increasingly complex. Preventing and responding to cyberbullying requires specialized resources, training, and expertise that may not always be adequately available.

So it is necessary to provide recommendations for further improvements. In facing this challenge, MI Al-Ihsan Karas Magetan can consider the following steps for further improvement, namely: Increasing resources, seeking additional resources through collaboration with local institutions or organizations, and considering submitting funding proposals to support existing prevention programs. more effective.(Fitri & Jamilus, 2023) Development of a more diverse approach, developing more diverse bullying prevention strategies to accommodate individual student differences, and identifying the most effective methods in different contexts. Increasing Cyberbullying Awareness, Emphasizing education and awareness about cyberbullying, perhaps through workshops and training that are more focused on social media and technology.(Rosyida et al., 2020)
By facing these challenges and continuing to carry out regular effectiveness evaluations, MI Al-Ihsan Karas Magetan can continue to improve efforts to prevent bullying and create a safer and more inclusive environment for students. In this case, schools can be a strong example of creating an educational environment that is free from bullying and supports positive student growth.

CONCLUSION

Bullying can be defined as a series of actions or behaviors that are detrimental, deliberate, and repeatedly carried out by one or more individuals against other individuals who are weaker or vulnerable. These actions include behavior such as teasing, threats, physical or psychological harassment, as well as rejection felt by the victim. Bullying is divided into four, namely physical bullying, verbal bullying, relational bullying, and online bullying (cyberbullying).

Bullying can have a serious impact on students' well-being both physically and psychologically. The impacts can include mental well-being problems, reduced academic performance, social isolation, and even a tendency toward aggressive behavior. The psychological impacts of bullying include higher levels of anxiety and depression, lowered self-esteem, and social isolation. Students who are victims of bullying often feel afraid and threatened, which can interfere with their ability to concentrate and learn at school.

In preventing acts of bullying among students, MI Al-Ihsan encourages the role of teachers to take various steps, including carrying out intensive guidance to students, checking cellphones, carrying out routine control of school areas and vulnerable places, and summoning students who have behavior. strange, putting up *"Stop Bullying"* posters in school areas, and collaborating with parents for communication about student progress.

REFERENCES

Adiyono, I., & Rusanti. (2022). Peran Guru Dalam Mengatasi Perilaku Bullying. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *6*(3), 649. https://doi.org/10.35931/am.v6i3.1050

Alfina, A., & Anwar, R. N. (2020). Manajemen Sekolah Ramah Anak Paud Inklusi. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, *4*(1), 36–47. https://doi.org/10.33650/al-tanzim.v4i1.975

Aniza, A. N., Fadillah, W. F., & ... (2021). Peran Orangtua dalam Meningkatkan Mutu Pendidikan di SDN 14 Biru. *Jurnal Mappesona*, *4*(3), 150–157. https://doi.org/10.30863/mappesona.v4i3.2493

Ashariyanto, F., & Indrawati, E. S. (2023). Hubungan Antara Harga Diri Dengan Perilaku Bullying Pada Komunitas RZ Garage Semarang. *Jurnal EMPATI*, *12*(5), 409–417. https://doi.org/10.14710/empati.2023.29809

Candrawati, R., & Setyawan, A. (2023). Analisis Perilaku Bullying Terhadap Motivasi Belajar Siswa Sekolah Dasar. *PANDU : Jurnal Pendidikan Anak dan Pendidikan Umum*, *1*(2), 64–68. https://doi.org/10.59966/pandu.v1i2.127

Devi Shintia Fatmawati, T. I. P. (2020). Penerapan Konseling Kelompok Latihan Asertif Pada Siswa Korban Bullying Di SMPN 34 Surabaya. *Jurnal BK UNESA*, *11*(4).

Fitri, L., & Jamilus. (2023). Transformasi sumber daya manusia pada lembaga pendidikan dalam upaya meningkatkan kualitas dan kinerja. *DIRASAH: Jurnal Study Ilmu dan Manajemen Pendidikan Islam*, *6*(2), 468–479. https://doi.org/10.58401/dirasah.v6i2.946

Handayani, I. P., & Hasrul, H. (2021). Analisis kemitraan guru dan orang tua dalam pembentukan karakter anak berdasarkan Kurikulum 2013 di SMA. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, *9*(1), 1–12. https://doi.org/10.21831/jppfa.v9i1.42455

Kumala, A. P. B., & Sukmawati, A. (2020). Dampak Cyberbullying Pada Remaja. *Alauddin Scientific Journal of Nursing*, *1*(1), 55–65. https://doi.org/10.24252/asjn.v1i1.17648

Novi Ariyanti, & Muhammad Anggung Manumanoso Prasetyo. (2021). Evaluasi Manajemen Hubungan Masyarakat dan Sekolah (Studi Kasus di Madrasah Ibtidaiyah Miftahul Falah Purwodadi Pasuruan). *Idarah (Jurnal Pendidikan dan Kependidikan)*, *5*(2), 103–126. https://doi.org/10.47766/idarah.v5i2.133

Patepa, T. I. F. D. (2020). Perlindungan Khusus Bagi Anak Menurut Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak. *Jurnal LEX ET SOCIETAS*, *8*(4), 73–92. https://doi.org/10.35796/les.v8i4.30914

Permata, J. T., & Nasution, F. Z. (2022). Perilaku Bullying Terhadap Teman Sebaya Pada Remaja. *Educativo: Jurnal Pendidikan*, *1*(2), 614–620. https://doi.org/10.56248/educativo.v1i2.83

Pratiwi, I., Herlina, H., & Utami, G. T. (2021). Gambaran Perilaku Bullying Verbal Pada Siswa Sekolah Dasar : Literature Review. *Jkep*, *6*(1), 51–68. https://doi.org/10.32668/jkep.v6i1.436

Rosyida, H. N., Kusumaningrum, D. N., & Anggraheni, P. (2020). Mengajak Generasi Z SMA 1 Muhammadiyah Malang Berinternet Secara Bijak. *Aksiologiya: Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 199–212. https://doi.org/10.30651/aks.v4i2.3743

Rusyidi, B. (2020). Memahami Cyberbullying Di Kalangan Remaja. *Jurnal Kolaborasi Resolusi Konflik*, *2*(2), 100. https://doi.org/10.24198/jkrk.v2i2.29118

Sarwono, J. (2006). *Metode Penelitian Kuantitatif Dan Kualitatif*. Graha Ilmu.

Sholeh, M. I. (2023). Implementasi Nilai-Nilai Keislaman Dalam Program Anti-Bullying Di Lembaga Pendidikan Islam. *Al-Manar: Jurnal Agama dan Pendidikan ISlam*, *1*(2), 1.

Wati, A. R. Z., & Trihantoyo, S. (2020). Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa. *Jurnal Dinamika Manajemen Pendidikan*, *5*(1), 46. https://doi.org/10.26740/jdmp.v5n1.p46-57

Wiwiek Afifah, D. Z. (2019). *Analisis Konten Etnografi & Grounded Theory dan Hermeneutika Dalam Penelitian* (R. Damayanti (ed.)). Pt Bumi Aksara.