

## **THE ROLE OF ISLAMIC EDUCATION IN OVERCOMING BULLYING IN SMP NEGERI 4 LUBUK PAKAM**

Oleh

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### **ABSTRACT.**

*Bullying among junior high school students is still a serious problem that negatively affects the psychological and social well-being of students. This study aims to analyze the role of Islamic education in preventing and overcoming bullying behavior at SMP Negeri 4 Lubuk Pakam. The approach used in this research is qualitative with descriptive method. Data were collected through in-depth interviews, participatory observation, and documentation studies involving Islamic Religious Education (PAI) teachers, students, and school policies related to bullying prevention. The results showed that the internalization of Islamic religious values contributes to shaping the character of students who are more tolerant, empathetic, and respectful of others. However, the approach used by schools in dealing with bullying is still reactive, focusing more on counseling and mediation after the incident rather than preventive strategies. Islamic education has provided a moral foundation for students, but its effectiveness is still affected by less interactive teaching methods. To increase the effectiveness of Islamic education in preventing bullying, innovations in learning methods are needed, such as group discussions, case simulations, and family involvement in building a positive social environment. The implication of this study shows that the integration of Islamic education with a more interactive and systematic approach can strengthen bullying prevention efforts in schools.*

### **ABSTRAK.**

Perundungan di kalangan siswa sekolah menengah pertama masih merupakan masalah serius yang berdampak negatif terhadap kesejahteraan psikologis dan sosial siswa. Penelitian ini bertujuan untuk menganalisis peran

pendidikan Islam dalam mencegah dan mengatasi perilaku perundungan di SMP Negeri 4 Lubuk Pakam. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi yang melibatkan guru Pendidikan Agama Islam (PAI), siswa, dan kebijakan sekolah yang berkaitan dengan pencegahan perundungan. Hasil penelitian menunjukkan bahwa internalisasi nilai-nilai agama Islam berkontribusi dalam membentuk karakter siswa yang lebih toleran, empatik, dan menghormati orang lain. Namun, pendekatan yang digunakan oleh sekolah dalam menangani perundungan masih bersifat reaktif, lebih menitikberatkan pada konseling dan mediasi setelah kejadian daripada strategi pencegahan. Pendidikan Islam telah memberikan landasan moral bagi siswa, tetapi efektivitasnya masih dipengaruhi oleh metode pengajaran yang kurang interaktif. Untuk meningkatkan efektivitas pendidikan Islam dalam mencegah perundungan, dibutuhkan inovasi dalam metode pembelajaran, seperti diskusi kelompok, simulasi kasus, dan keterlibatan keluarga dalam membangun lingkungan sosial yang positif. Implikasi dari penelitian ini menunjukkan bahwa integrasi pendidikan Islam dengan pendekatan yang lebih interaktif dan sistematis dapat memperkuat upaya pencegahan perundungan di sekolah.

**Keywords.** *Islamic Education, Bullying, Student Character, Prevention, Moral Value.*

## **A. INTRODUCTION**

Bullying among junior high school students is an increasingly worrying phenomenon in Indonesian education. At SMP Negeri 4 Lubuk Pakam, bullying behavior still occurs in various forms, including physical, verbal, and cyber. The data showed that the internalization of Islamic religious values had an influence of 13.8% on bullying behavior, while Qur'anic literacy contributed 5.4%. Thus, these two factors together influence bullying behavior by 18.3%, while the remaining 81.7% is influenced by other factors outside this study (Maisarah et al., 2023). This fact indicates that Islamic education has the potential to overcome bullying, but further studies are needed regarding its effectiveness and implementation in schools.

A number of previous studies have highlighted the importance of Islamic religious education in shaping students' characters and suppressing negative behaviors, including bullying. Habib and Prabowo (2024) revealed that Islamic education plays a role in instilling ethical and

moral values that can be a solution in overcoming bullying in the school environment (Habib & Prabowo, 2024). In addition, other studies have shown that an Islamic values-based approach can increase students' awareness of the importance of empathy and mutual respect. However, there is still a research gap regarding how Islamic education specifically can be applied systematically in dealing with bullying at SMP Negeri 4 Lubuk Pakam. Therefore, this study seeks to fill that gap by analyzing the role of Islamic education in a more specific context.

This study aims to explore and analyze the role of Islamic education in reducing bullying behavior at SMP Negeri 4 Lubuk Pakam. Specifically, this study will examine the extent to which the internalization of Islamic religious values and Qur'anic literacy contributes to shaping students' characters who are more tolerant, empathetic, and uphold moral values. The results of this study are expected to provide new insights for educators and policy makers in designing more effective educational strategies in dealing with bullying in the school environment.

This study departs from the hypothesis that Islamic education has a significant role in overcoming bullying behavior at SMP Negeri 4 Lubuk Pakam. The higher the level of internalization of Islamic religious values and understanding of the teachings of the Qur'an, the lower the tendency of students to engage in bullying. By understanding Islamic teachings that emphasize compassion, justice, and brotherhood, it is hoped that students can develop mutual respect and avoid aggressive behavior. Therefore, this research is expected to serve as a foundation for more effective implementation of Islamic education in creating a safe and harmonious school environment.

## **B. METHOD**

This research focuses on the role of Islamic education in overcoming bullying at SMP Negeri 4 Lubuk Pakam. The units of analysis in this study include students and teachers involved in the implementation of Islamic education as a character building strategy. The main focus of this research is to understand the extent to which Islamic values taught in Islamic Religious Education (PAI) subjects and school policies can contribute to preventing and reducing bullying in the school environment.

This research uses a qualitative approach with descriptive methods. The qualitative approach was chosen because it is able to explore phenomena more deeply based on the experiences, understandings and

social interactions of the respondents. With the descriptive method, this research seeks to provide a comprehensive picture of how Islamic education is implemented in schools and how it impacts student behavior, especially in preventing bullying.

The data in this study were obtained from primary and secondary sources. Primary sources include interviews with Islamic Religious Education (PAI) teachers, homeroom teachers, and students who have experiences related to bullying, either as victims, perpetrators, or witnesses. Secondary sources include school policy documents, Islamic education curriculum, reports of bullying cases in schools, as well as scientific literature relevant to the research topic.

Data were collected through in-depth interviews, participatory observation and documentation studies. In-depth interviews were conducted to explore information about the respondents' experiences and perceptions related to the role of Islamic education in shaping student character. Participatory observation was conducted by observing student interactions in the school environment to understand the emerging behavior patterns related to bullying. The documentation study included an analysis of school policies, curriculum, and case reports related to bullying behavior at SMP Negeri 4 Lubuk Pakam.

The data obtained were analyzed using the thematic analysis method. Data from interviews, observations and documentation were categorized based on the main themes related to the role of Islamic education in overcoming bullying. The analysis steps included data reduction to filter out relevant information, data presentation in the form of descriptive narratives, and conclusion drawing based on the findings that had been obtained. Data validity is strengthened through triangulation, by comparing results from various data collection methods to ensure consistency and accuracy of findings. Through this approach, the research is expected to provide a deeper understanding of the effectiveness of Islamic education in shaping student character and preventing bullying behavior at SMP Negeri 4 Lubuk Pakam.

## C. RESULTS AND DISCUSSION

### 1) *Result of interviews*

The results showed that Islamic education plays a very important role in overcoming bullying behavior at SMP Negeri 4 Lubuk Pakam, as the results of interviews conducted by researchers to 5 students and 3 educators at SMP Negeri 4 Lubuk Pakam.

Theme/Category	Findings from Students	Findings from Teachers	Analysis
<b>Experiencing or Witnessing Bullying</b>	Students admitted to having been bullied, especially verbally (teasing, physical insults, parents' names)	Teachers also observed that bullying often occurs in verbal forms, including insults related to social and economic status	Verbal bullying is the most dominant form, indicating that verbal humiliation is the most common type of bullying in this school
<b>Feelings When Bullied</b>	Students felt hurt, disappointed, and angry	No data from teachers regarding students' feelings when bullied	The psychological impact of bullying is significant, causing negative emotions for victims
<b>Main Causes of Bullying</b>	Students mentioned that bullies want to feel superior and powerful	Teachers associated bullying with differences in social status, peer influence, social media, lack of empathy, and lack of parental	Teachers provided a broader analysis of bullying causes, indicating that social and psychological factors play a significant role

		attention	
<b>How the School Handles Bullying</b>	The school provides counseling for perpetrators and victims, encourages reconciliation, and in severe cases, calls parents	Teachers mentioned the existence of an anti-bullying team, bullying awareness campaigns, and efforts to create a safe school environment	The school has a handling mechanism, but it still focuses on short-term solutions (counseling and mediation)
<b>The Role of Islamic Education in Addressing Bullying</b>	Students stated that Islamic Religious Education (PAI) teaches respect for peers, kindness, and non-bullying behavior	Teachers emphasized that PAI plays a role in instilling religious values, morals, and ethics in students	Islamic education has great potential in shaping students' character, but its effectiveness needs to be enhanced with more engaging and applicable methods
<b>Teaching Methods for Preventing Bullying</b>	Students only mentioned advice from teachers in various subjects	Teachers referred to the stories of Prophet Muhammad (SAW) and Islamic values to instill empathy and tolerance	Teachers primarily use storytelling as a teaching approach, but it is unclear whether more active methods, such as discussions or simulations, would be more effective
<b>Challenges in Implementing</b>	Not mentioned by students	Teachers stated that	Implementing Islamic values

<b>Islamic Values to Prevent Bullying</b>		adolescents are emotionally unstable, making it difficult for them to accept advice	to prevent bullying faces psychological challenges as students are still in a phase of self-discovery
<b>Strategies to Change Students' Attitudes Toward Bullying</b>	Not mentioned by students	Teachers emphasized the importance of advice, setting a good example, and collaboration with parents	Behavioral change requires close cooperation between the school and families

Based on the interviews in the table above, it was found that bullying cases still occur in the school environment, especially in verbal form. Students who were victims of bullying claimed to have been ridiculed, both physically and through insults to their families, such as parents' names. Another form of bullying is the use of derogatory nicknames and harsh treatment by peers. The feelings that arise from this bullying are generally hurt, disappointment, and even anger. This shows that bullying has a considerable psychological impact on victims, which can affect their self-confidence and mental well-being at school.

According to the students, the main cause of bullying in their school is the existence of individuals who feel greater and stronger than others. This shows that bullying does not only arise due to individual factors, but also the culture that shapes the pattern of behavior. Teachers provided a broader perspective on the causes of bullying. They explained that bullying often arises due to differences in social and economic status, peer influence, and the effects of social media. In addition, the lack of empathy and attention from families is also a major factor that causes students to tend to bully. In other words, the social environment has a big role in shaping

bullying behavior patterns, so prevention efforts cannot only be done in schools.

The school has a mechanism in place to deal with bullying cases, which is usually done by calling the perpetrator and victim for counseling. In some more serious cases, parents are also called in to discuss problem solving. This approach emphasizes reconciliation between the perpetrator and the victim, where both parties are encouraged to forgive each other. Meanwhile, from the teachers' side, it was mentioned that the school had also formed an anti-bullying team and conducted socialization on the dangers of bullying. This shows that the school already has a system for handling bullying, but the approach used is still more reactive, i.e. dealing with cases that have already occurred, compared to a preventive approach that can prevent similar cases from occurring in the future.

One important aspect of bullying prevention in this school is the role of Islamic Education. Students mentioned that in Islamic Religious Education (PAI) lessons, they are taught to respect friends, not to bully, and to be kind to others. In addition, teachers also often advise them in various subjects to behave well. Teachers also reinforced that PAI plays a role in instilling moral and ethical values to students, by teaching the importance of empathy, tolerance, and respect for one another. One of the approaches used in teaching these values is by telling stories of the Prophet Muhammad and other inspirational stories that instill good values.

However, in its implementation, there are considerable challenges in applying Islamic values to prevent bullying. Teachers recognize that teenagers are still in a phase of unstable emotional development, making it difficult for them to receive direct advice. Often, students only listen but do not apply what is taught. For this reason, teachers try to use more communicative methods, such as giving real examples in daily life and working with parents so that they also play an active role in guiding their children at home.

To change students' attitudes towards bullying, teachers use a repetitive approach, i.e. constantly reminding and giving good examples in daily life. In addition, the school also works with parents to give more



attention to their children, so that they do not seek attention in the wrong way, such as bullying. These efforts show that the approach in preventing bullying cannot only be done by schools or teachers, but must involve the entire educational ecosystem, including the family and the students' social environment.

Overall, the results of these interviews show that bullying is still a challenge at SMP Negeri 4 Lubuk Pakam, with verbal forms being the most common. The cause does not only come from individual factors, but is also influenced by the social environment and the media. The school has a mechanism in place to deal with bullying, but the approach used is still more reactive than preventive. Islamic education has an important role in shaping students' characters to be more empathetic and tolerant, but its effectiveness still depends on the learning methods used. With the existing challenges, a more interactive and innovative approach to learning is needed, as well as parental involvement in supporting school efforts to prevent bullying.

## **2) Discussion**

The results showed that Islamic education plays a role in overcoming bullying behavior at SMP Negeri 4 Lubuk Pakam. These findings can be analyzed using several relevant theories in Islamic education, social psychology, and character education.

In the perspective of Islamic education, the role of education in shaping students' morals and ethics has been a major concern for a long time. The concept of Tarbiya Islamiyah, as explained by Al-Attas, emphasizes that Islamic education does not only focus on cognitive aspects, but also on affective and psychomotor aspects, where the ultimate goal is the formation of al-karimah. Thus, values such as empathy, compassion, and ukhuwah Islamiyah are fundamental in preventing bullying among students (Al-Attas, 1991). This research shows that students who better understand Islamic values tend to show more tolerant behavior and respect for peers, although challenges in implementation remain.

In the analysis of social control theory developed by Hirschi, deviant behavior such as bullying occurs when individuals have weak attachment to social norms. Hirschi suggests that there are four main elements in social control, namely attachment (attachment to others), commitment (commitment to positive life goals), involvement (involvement in useful activities), and belief (belief in moral values). In the context of this study, Islamic education functions as a social control that strengthens students' belief in religious teachings and morality, thus encouraging them to avoid aggressive behavior towards their peers (Hirschi, 1969). Interviews with teachers confirmed that the teaching of Islamic values in Islamic Religious Education (PAI) seeks to strengthen this social control by instilling the concept of morality early on.

Furthermore, the social learning theory proposed by Bandura (1977) also provides an understanding of how bullying can occur and how Islamic education can overcome it. Bandura explains that human behavior is learned through the process of observation and imitation (modeling). In the school environment, students often observe and imitate the behavior that occurs around them, including bullying behavior if it is considered an accepted norm (Roeckelein, 2006). Therefore, Islamic education can act as an agent of positive socialization by making teachers and religious figures as role models in showing good behavior. In this study, students acknowledged that they understand the importance of respecting friends and not bullying, but its effectiveness still depends heavily on the learning methods used. Story-based approaches such as the stories of the Prophet Muhammad applied by teachers are considered quite effective in providing moral understanding to students, but this method is still less interactive so it is less able to instill deep awareness in students.

In character education, Lickona suggests that the formation of good character must go through three main stages, namely moral knowing (knowledge of morality), moral feeling (emotional awareness of morality), and moral action (real actions that reflect morality) (Lickona, 2009). In the context of this study, Islamic education has successfully provided an understanding of moral values (moral knowing) to students through PAI subjects. However, interviews with teachers show that students' emotional

awareness and real actions in applying these values are still not optimal. This is due to several factors, such as the lack of active involvement of students in the learning process and methods that are still oriented towards delivering theory rather than direct practice. Therefore, to be more effective in dealing with bullying, PAI learning can adopt experiential learning methods that allow students to experience firsthand the impact of bullying and how to apply Islamic values in everyday life.

From the perspective of Islamic psychology, the theory of *nafs* (soul) proposed by Al-Ghazali is also relevant in analyzing how Islamic education can change bullying behavior. In this concept, Al-Ghazali classifies the human soul into three main levels: *Nafs al-Ammarah* (a soul that tends to evil), *Nafs al-Lawwamah* (a soul that begins to realize and regret mistakes), and *Nafs al-Mutmainnah* (a soul that is calm and full of good values) (Ghazali, 2014). In the case of bullying at SMP Negeri 4 Lubuk Pakam, bullying behavior that occurs can be attributed to the dominance of *Nafs al-Ammarah*, where the perpetrator puts forward the ego and the desire to dominate others. Islamic education serves as a means to help students rise to the level of *Nafs al-Lawwamah*, where they begin to realize the negative impact of their actions, until finally reaching *Nafs al-Mutmainnah*, which is characterized by moral and emotional stability (Al-Ghazali, 2016). However, in practice, teachers still face challenges in changing students' mindsets because they are still in the phase of self-discovery and have unstable emotions.

This study also found that although the school has a mechanism for handling bullying, such as anti-bullying counseling and socialization, the approach used is still reactive rather than preventive. In Islamic education theory, prevention is preferred through *Tarbiyah Ruhiya* (spiritual education) which emphasizes the formation of students' internal awareness to stay away from bad behavior without the need for external sanctions. *Tarbiyah Ruhiya* is very important in shaping the character of students. Islamic education should balance the development of the body, mind and spirit, but currently the spiritual aspect is often neglected. Therefore, it is necessary to integrate spiritual education in the curriculum so that education is more holistic and balanced (Zuhri, 2019). Therefore, Islamic

education can be further optimized with more innovative approaches, such as group discussions, case simulations, and family involvement in strengthening religious values at home.

The results of this study are also reinforced by a number of previous studies. For example, research by Habib and Prabowo and Satria confirmed that Islamic education has a significant role in instilling ethical and moral values that can suppress bullying behavior (Fitriyah & Khairunnisa, 2024; Habib & Prabowo, 2024). In addition, Qur'anic literacy contributes to increasing students' awareness of the importance of empathy and mutual respect, besides providing reinforcement to students to understand values in every learning process (Fetrimen, 2023; Maisarah et al., 2023; Sri Raharjo Saptono Putro, 2023).

Overall, the results of this study show that Islamic education has great potential in addressing bullying in schools, but its effectiveness is still affected by the teaching methods used. A more interactive and experience-based approach can enhance the internalization of moral values in students. In addition, the involvement of parents and the social environment are also key factors in ensuring the success of Islamic education in preventing bullying behavior.

#### **D. CONCLUSION**

This research confirms that Islamic education plays an important role in preventing bullying at SMP Negeri 4 Lubuk Pakam by shaping the character of students who are more empathetic and tolerant. However, the approach used in schools is still reactive, focusing more on handling after the incident rather than early prevention. To be more effective, Islamic education should be implemented with more interactive methods, such as group discussions, case simulations, and family involvement. Islamic education teachers play a crucial role, but their effectiveness depends on teaching strategies that are able to instill Islamic values more deeply.

This research also opens up opportunities for further exploration of how Islamic education can be combined with psychological theory and

character education to create a more systematic bullying prevention strategy. The implication is that schools need to integrate Islamic education with more innovative approaches so that moral values are not only understood, but also applied in students' daily lives.

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