



## **The Role of Islamic Religious Education Teachers in Preventing Bullying Through Islamic Education in Elementary School**

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### **Abstract**

This research aims to determine the role of Islamic religious education teachers in preventing bullying in elementary education, specifically at SDN Mangunan Tahunan Jepara, and to identify the obstacles they face in this effort. This study employs field research with a qualitative descriptive approach, conducted at SDN Mangunan Tahunan Jepara. Data collection techniques include observation, interviews, and documentation. Observations focus on how Islamic religious education teachers conduct lessons and manage the learning process. Interviews were conducted with Islamic religious education teachers and the school principal, while documentation involved reviewing institutional records and instructional materials. The data analysis technique follows three stages: data reduction, data display, and conclusion drawing. The findings indicate that Islamic religious education teachers play a crucial role in preventing bullying by integrating Islamic education materials, fostering a positive and engaging learning atmosphere, promoting students' ethics and morals, and collaborating with homeroom teachers and the school principal. Despite these efforts, Islamic religious education teachers face several challenges in preventing bullying at SDN Mangunan Tahunan Jepara. These include limited teacher resources, insufficient family involvement, lack of school facility support, limited knowledge of child psychology, and varying student responses. Addressing these obstacles requires a comprehensive approach, involving school policies, teacher training, and family engagement to create a more effective bullying prevention strategy in elementary schools.

**Keywords:** *Elementary school, role of Islamic religious education teachers, bullying prevention, Islamic religious education.*

### **INTRODUCTION**

Bullying is one type of social pressure that typically occurs in school settings. Bullying involves the use of force, when individuals frequently use their power against each other. People who are bullied and become victims of crime are unable to recover because of various factors, such as their somewhat diminished physical strength and somewhat diminished psychological strength. In plain language, intimidation has certain

consequences, such as the need for a korban to be obeyed, and the majority of the results include depression and the depreciation of the korban's value (KPAI, 2017).

According to data from the Federasi Serikat Guru Indonesia (FSGI) for the year 2023, bullying cases in Indonesia are gradually increasing, despite the fact that the majority of bullying cases currently occur in school environments involving children. Bullying cases in one school year as of 2023 exceeded thirty, according to FSGI data. About 80% of the education takes place at the level of the Kemendikbudristek Institute, while 20% of the education takes place at the level of the Agama Department. Thirty percent happened in Junior High School, ten percent in Senior High School, ten percent in Vocational High School, and fifty percent in Elementary School (Rossa, 2024).

The causes of bullying behavior in schools vary greatly, starting from a lack of supervision from the family and also from the school. Some schools still consider bullying as just children's jokes with their friends, which they assume will not have serious consequences. In reality, the impact of bullying is extensive, affecting both the physical and mental health of victims. The psychological effects on victims include mental trauma, fear, low self-esteem, decreased academic performance, and a declining interest in school, causing them to discontinue their education (Dwiningrum, 2021).

Currently, victims and the reporting procedures for bullying in schools are covered under Permendikbudristek No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units (PPKSP), as part of the 25th episode of Merdeka Belajar from the Ministry of Education and Culture (Databoks, 2023).

Bullying in schools can actually be prevented through guidance and coaching by teachers, as their role is not just to teach but also to shape the character and behavior of students. Teachers have an integrative function, including educating, guiding, teaching, and training students, all of which are inseparable (Asep, 2013).

Moreover, teachers also play a key role in shaping students' personalities, especially in handling and preventing bullying. However, many teachers have yet to implement this as they focus primarily on teaching. Strengthening religious values also helps prevent bullying, as religion promotes good behavior and responsibility. Islamic education teachers play a crucial role in this prevention by integrating religious teachings with moral behavior (Suparlan, 2006).

Bullying incidents have also occurred at SDN Mangunan; however, at this particular school, students tend to believe that bullying activities are limited to peer-to-peer interactions. As a result, teachers are not always able to reconcile bullying and child



behavior. Because religious education greatly interferes with human nature and behavior, the role of the religious teachers is quite important in this regard. Through the teaching of religion in schools, teachers can instruct students on how to behave well around their peers and fellow students. In addition, Islamic religion teaches that everything we do in the world will eventually bring us blessings (Husnul, 2023). However, there are also certain challenges, chief among them being that the Islamic religious education teacher is unable to effectively supervise the students' daily activities. This is because bullying does not only occur in school environments, but also in the communities of friends and family (García-Díaz et al., 2023; Huda & Salman, 2023; Illiyah et al., 2023; Terry et al., 2023).

Based on the background, it may be inferred that Islamic religious instructors are extremely important in preventing and dealing with bullying. For this reason, the authors want to investigate how the religious teacher handled the bullying through religious instruction and what exactly was the victim of the bullying at SD N Mangunan Tahunan Jepara. The aim of this study is to understand the role of the Islamic religious education teacher in bullying cases at SD N Mangunan Tahunan Jepara and to analyze the role of the Islamic religious education teacher in bullying cases at SD N Mangunan Tahunan Jepara.

In order to add references and insights, researchers explore previous research that is relevant to the research being conducted. The author has tried to find relevant research by looking for the same theme in previous research results. The author does not find the same title as the title the author is researching, it's just that there are previous studies that are relevant to the object of research, then researchers develop by referring to relevant research. Some research and scientific works that are relevant to this research, namely a thesis by Yuda Syahfitra entitled "Islamic Religious Education Teacher's Strategy in Overcoming Bullying Problems at Al Azhar 15 Pamulang Islamic Elementary School" (Syahfitra et al., 2023) a journal article by Fitriawan Arif Firmansyah in 2021

This study builds upon and expands previous research related to the role of teachers in addressing bullying in schools. (Firmansyah, 2021) explored the role of elementary school teachers in handling and preventing bullying, emphasizing the importance of teacher interventions and school policies. His study primarily focused on identifying common bullying behaviors and teacher responses but did not delve deeply into the long-term impact of these interventions on student behavior (Diana, 2023; Rozaliyani et al., 2019; Sari, 2023).



Similarly, (Ernawati, 2022). examined the role of Islamic Religious Education teachers in addressing bullying in junior high schools. Her study highlighted how religious education can serve as a moral foundation in reducing aggressive behaviors among students. However, it was limited in scope as it focused specifically on religious education teachers rather than a broader range of educators (Cretu & Morandau, 2024; Maduelosi & Ezuluofor, 2023; Saneleuterio et al., 2023; Zhou et al., 2023).

Compared to these studies, our research provides a more comprehensive perspective by analyzing the role of elementary school teachers across multiple subjects and exploring the integration of character education and psychological support in bullying prevention (Mazzone et al., 2024; Mukowim et al., 2024; Rahma et al., 2023; Yunita et al., 2023). Additionally, this study includes a more diverse sample and investigates how school culture and administrative policies contribute to the effectiveness of anti-bullying strategies. Thus, while previous research has provided foundational insights, this study offers a broader and more detailed analysis of how different teaching approaches and school environments shape bullying prevention efforts at the elementary level.

## **METHODS**

In this study, the authors used qualitative research descriptive method. This research focuses on studying phenomena in a natural environment, regarding symptoms or events that occur around the community (Sukmadinata, 2015a). Research Methods. Surabaya: Cipta Media Nusantara (CMN)) This type of research is field research. According to Dedy Mulyana (Mulyana, 2004), field research is a type of research that studies phenomena in their natural environment. For this reason, the primary data is data that comes from the field. So that the data obtained is truly in accordance with the reality of the phenomena that exist at the research location. The approach used in this research is a qualitative approach with descriptive methods. Descriptive method is the achievement of facts with appropriate interpretation. This method studies problems in society such as certain situations including the relationship between activities, attitudes, views and ongoing processes and the influence of a phenomenon.

Data collection research techniques in this study are observation, interview, and documentation techniques. In the process of using this observation technique, it is done by observing the way Islamic religious education teachers teach, and observing the learning process. For interview techniques conducted with Islamic religious education teachers and principals, from this documentation technique is done by exploring institutional documents and learning devices. The data validity test in this study was



carried out with several triangulations, namely data triangulation, source triangulation, and time triangulation. The data analysis technique is carried out in three stages, namely data reduction, data display, and conclusion drawing (Sukmadinata, 2015b).

## **RESULTS AND DISCUSSION**

SDN Mangunan is strategically located on the side of the Jepara Ngabul road and within easy reach of economic development and tourism. Not only that, the location of SD N Mangunan is easy to reach by means of transportation and close to health facilities, diversity which is a supporting factor for the teaching process. School facilities and infrastructure, both intracurricular and extracurricular, are adequate in supporting the learning process. Students at SDN Mangunan come from diverse socio-cultural backgrounds, with parents working as employees, factory workers, farmers, traders, and fishermen, and have diverse interests and talents. Therefore, Pancasila Learner Profile-based learning is the best solution if implemented thoroughly in this school, in line with the motto “Uniqueness in Harmony” and Happy.

The infrastructure and facilities of the school, both for extracurricular and intracurricular activities, are sufficient to support education. The socio-cultural backgrounds of the students of SD N Mangunan are varied; their parents are employed in factories, as farmers, traders, or fisherman; they also have a range of interests and skills.

From a cognitive point of view, students' competencies can be developed, although there are differences in abilities such as some who are not yet fluent in reading, writing and arithmetic. As a dominantly Muslim school, SD N Mangunan finds it easier to implement religious character values. The ultimate goal of learning integrated with the Pancasila Learner Profile is to form the character of learners who are faithful, pious, noble, globally diverse, independent, critically thinking, cooperative, and creative, by accommodating their diversity.

### **1. The Role of Islamic Religious Education Teachers in Preventing Bullying in Students at SD N Mangunan Tahunan Jepara**

The general definition of the teacher's role, according to Ngalim Purwanto as cited by Agung, is the creation of a series of interrelated actions carried out in specific situations and related to the improvement of behavior and development of students, which is the goal. The role of a teacher is as a communicator, a friend who can give advice, a motivator, an inspirer and encourager, a guide in the development of attitudes, behavior, and values, and a person who masters the subject matter being taught (Agung,



2022).

The role of a teacher, especially an Islamic teachers, is to develop good character traits and leadership qualities to uphold the values of a patriarchal society (Jaya & Zein, 2018). Based on the observation and survey results, it was concluded that SDN Mangunan Tahunan Jepara has good characteristics. This is shown from a few of the renovations and tib tatas that have been completed at SDN Mangunan Tahunan Jepara. Due to good teaching and learning outcomes, students will also develop well-developed character traits in school.

Islamic Religious Education teachers at Mangunan Tahunan Jepara School conduct activities to prevent bullying behavior in students by using religious teaching in the classroom to form religious character and behavior. Some of the efforts of Islamic religious education teachers at SD N Mangunan Jepara in preventing bullying are as follows :

a. Islamic religious learning materials are associated with bullying prevention

The purpose of Islamic religious education is to create an increase in faith, understanding, appreciation, and experience of Islam so that students become Muslims who believe and are devoted to Allah SWT and have noble character in their lives. The learning outcomes of Islamic Religion at SDN Mangunan emphasize the importance of students practicing positive values in everyday life, both to themselves and others, especially parents and teachers. They are taught the importance of the tradition of giving in Islam and begin to recognize norms in the surrounding environment. In addition, learners are encouraged to be confident in expressing opinions and respecting different views. They are also accustomed to working in groups, recognizing their own shortcomings, and appreciating their friends' strengths to create an atmosphere of mutual support. These good characters are expected to prevent negative behaviors such as bullying in schools. Islamic Religious Education and Budi Pekerti materials from grade 1 to grade 6 can be used by Islamic religious education teachers to link with efforts to prevent bullying behavior through classroom learning.

Table 1. Islamic Religious Education Teaching Materials

<b>Class</b>	<b>Materials</b>
1 and 2	<ul style="list-style-type: none"> <li>- Having an honest attitude as an implementation of understanding Q.S. Al-Maidah (5): 119</li> <li>- Have respectful and obedient behavior to parents, teachers,</li> </ul>



Class	Materials
	<p>and fellow family members as an implementation of understanding Q.S. An-Nisa (4): 36</p> <ul style="list-style-type: none"> <li>- Having compassionate behavior towards others as an implementation of understanding Q.S. Al-Fatihah</li> <li>- Have an attitude of cooperation and help as an implementation of understanding Q.S. Al-Maidah verse 2</li> <li>- Having the attitude of daring to ask questions as an implementation of understanding Q.S. An-Nahl verse 43</li> <li>- Having an attitude of taking refuge in Allah SWT as an implementation of understanding Q.S. An-Nas</li> <li>- Having disciplined behavior as an implementation of understanding Q.S. Al-'Ashr</li> <li>- Having healthy living behavior and caring for the environment as an implementation of understanding the meaning of ablution.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Having an honest attitude as an implementation of understanding Q.S. An-Nisa verse 135</li> <li>- Have respectful and obedient behavior to parents, and teachers and fellow family members as an implementation of understanding Q.S. Al-Isra verse 23</li> <li>- Having caring behavior towards others as an implementation of understanding Q.S. Al Kautsar</li> <li>- Having a grateful attitude as an implementation of understanding Q.S. Ibrahim verse Having a disciplined and orderly attitude as an implementation of understanding the meaning of prayer.</li> <li>- Having tawadlu, sincere, and responsible behavior as an implementation of understanding the nature of Allah qiyamuhu binafsihi, wahdaniyat, Qudrah and Iradah.</li> <li>- Have an attitude of curiosity, patience, and willingness to sacrifice as an implementation of understanding the exemplary story of Prophet Ibrahim a.s. and Prophet Ismail a.s.</li> </ul>



Class	Materials
4	<ul style="list-style-type: none"> <li>- Avoiding despicable behavior as an implementation of understanding the prayer service</li> <li>- Believing in the existence of the angels of Allah SWT and believing in the messengers of Allah SWT as a form of fear of Allah SWT.</li> <li>- Having an honest attitude as an implementation of understanding Q. S At-Taubah (9)</li> <li>- Have respectful and obedient behavior to parents, and teachers fellow family members as an implementation of understanding Q.S. Lukman (31): 14</li> <li>- Have a polite attitude and respect for friends, both at home, school, and the surrounding community as an implementation of understanding Q.S. Al-Hadiid (57): 9</li> <li>- Have an attitude that is influenced by faith in the angels of Allah SWT faith in the angels of Allah SWT which is reflected in the behavior of everyday life.</li> <li>- Having a trustworthy attitude as an implementation of understanding the exemplary story of the Prophet Muhammad PBUH.</li> <li>- Having an unyielding attitude as an implementation of the exemplary story of Prophet Musa a.s.</li> <li>- Having a humble attitude as an implementation of understanding Q.S. Al-Isra (17): 37</li> <li>- Having frugal behavior as an implementation of understanding Q.S. Al-Isra (17): 27</li> </ul>
5	<ul style="list-style-type: none"> <li>- Having an honest attitude as an implementation of understanding Q.S.Al-Ahzab (33): 23</li> <li>- Having respectful and obedient behavior to parents, and teachers and fellow family members as an implementation of understanding Q.S. Al-Baqarah verse 83</li> <li>- Having a helpful attitude as an implementation of understanding Q.S. Al-Ma'un</li> <li>- Having an attitude of reminding each other in virtue as an implementation of understanding Q.S. Al-'Ashr</li> <li>- Having an attitude of respect for opinions as an implementation of understanding Q.S. Az Zumar verse 18</li> <li>- Having an attitude of patience and self-control as an</li> </ul>



Class	Materials
	implementation of understanding Ramadan fasting - Having a simple attitude as an implementation of understanding Q.S. Al-Furqon verse 67 - Having a sincere attitude as an implementation of understanding Q.S. Al-Bayyinah verse 5
6	- Modeling tolerant and sympathetic behavior as an implementation of understanding Q.S. Al Kafirun and Q.S. Al-Maidah (5): 2 - Modeling a good attitude towards others as an implementation of understanding Q.S. Al Hujurat (49): 12 - Modeling the behavior of living in harmony as an implementation of understanding Q.S. Al-Hujurat (49): 13 - Understand the wisdom of believing in the last day that can shape noble moral behavior - Knowing the exemplary story of the Prophet Muhammad PBUH - Telling the exemplary stories of the companions of the Prophet Muhammad PBUH - Telling and emulating the story of Ashabul Kahfi as found in the Qur'an

b. Forming a pleasant Islamic Religious Education learning atmosphere

The key to a good impression is communication. Islamic religious education teachers prevent bullying behavior by linking Islamic religious education learning materials and creating a pleasant classroom atmosphere (Hamidah, 2019). Teachers use various methods, such as group discussion and question and answer, to involve students, train them to communicate, and dare to express their opinions. Effective communication between teachers and students is an important step in preventing bullying in schools, because the closer the relationship between teachers and students, the easier it is to anticipate negative behavior. When learning activities take place, Islamic religious education teachers often emphasize the importance of not choosing friends in group learning, as well as teaching tolerance and helping each other with difficulties. With this approach, discrimination between friends can be avoided, so that bullying behavior in the classroom does not occur.



c. Ethical and moral development

Islamic religious education teachers act as role models in bullying prevention efforts in schools and act as motivators to form good character and behavior by inviting students to multiply positive activities that they like (Syafarudin, 2016). The ethical and moral development activities carried out by Islamic religious education teachers are adjusted to the school culture of SDN Mangunan itself, in which the school has rules regarding habituation that must be implemented by students, so that teachers must also be role models in familiarizing students to follow these school rules. The habituation activities from the school culture of SDN Mangunan are as follows: 1) Praying solemnly and politely before and after every lesson; 2) Getting used to praying dhuha in the morning and praying dzuhur berjamaah in the afternoon for grade 6 children; 3) Greeting and giving greetings when meeting with teachers, employees or friends, both inside and outside school; 4) Speaking politely to teachers, employees or friends, both inside and outside school; 5) Getting used to saying please, sorry, excuse me, and thank you; 6) Speaking in Javanese special manners every Thursday at school; 7) Doing school cleaning work once a month; 8) Paying attention to friends who are affected by disasters. Such as visiting friends when they are sick, mourning when a friend's family dies.

d. Colaboration with homeroom teacher and principal

Bullying prevention is supported by the school through habituation programs and the implementation of school rules and class regulations. School rules are developed by the school, while class rules are made by teachers together with students so that they feel involved. Class rules are adjusted to the needs of the class, but must still be in line with the School rules. Communication between the principal and teachers is very important to achieve the goal of bullying prevention. Islamic religious education teachers also often coordinate with homeroom teachers so that students are better cared for and supervised.

## 2. Constraints of Islamic Religious Education Teachers in Bullying Prevention at SDN Mangunan Tahunan Jepara

Bullying prevention efforts at SDN Mangunan have been carried out through appeals, advice, and directions from teachers. However, the results have not been effective because it requires cooperation from various parties, not only the school environment. Some of the obstacles faced by Islamic religious education teachers in preventing bullying are: Limited resources: There is only one Islamic religious education



teacher at SDN Mangunan and he is responsible for teaching, administration, and housework. The once-a-week Islamic religious education lesson also limits the supervision of students. Lack of role of the family environment: Family and community play an important role in character building. Learners spend more time outside school, so Islamic religious education teachers can only monitor their behavior at school. The diverse economic backgrounds of families, mostly from the lower middle class, also affect children's behavior.

a. Lack of school facilities

The school lacks facilities to support learners with special needs or safe spaces and there are no specific sanctions for bullying perpetrators, so Islamic religious education teachers feel less supported.

b. Limited knowledge of child psychology

Diverse family backgrounds affect learners' behavior and a special approach is needed. However, limited time and resources make it difficult for Islamic religious education teachers to carry out this approach, which is considered more suitable for homeroom teachers.

c. Learners' response and participation

Not all learners were able to accept and apply the Islamic religious education teacher's advice, due to the playful nature of the children and the influence of their family backgrounds. Different traits such as being obedient, shy, or even feeling privileged also affect their response to the Islamic religious education teachers direction.

This study lacks a discussion supported by previous research. One of the influencing factors is the lack of school facilities to support students with special needs and the absence of safe spaces for them. Several studies have shown that inclusive learning facilities can enhance student participation and well-being (Siti Annisa Jumarnis et al., 2023; Tay & Cameron, 2023). Additionally, the absence of specific sanctions for bullying perpetrators makes Islamic Religious Education teachers feel less supported in creating a conducive learning environment. Previous studies have emphasized that school policies on bullying prevention significantly impact students' comfort and safety in the school environment (Kenny et al., 2023; Park & Choi, 2023).

Furthermore, Islamic religious education teachers' limited knowledge of child psychology poses a challenge in providing the appropriate approach to students. The diverse family backgrounds of students influence their behavior, requiring a special



approach to help them understand and practice religious values. Several studies suggest that child psychology training for teachers can enhance teaching effectiveness, particularly in fostering better relationships with students (Halim et al., 2023; Ramdani et al., 2023; Yasmin et al., 2023). However, limited time and resources make it difficult for Islamic religious education teachers to implement this approach, leaving this role mostly to homeroom teachers.

Lastly, students' response and participation in the advice given by Islamic religious education teachers vary. Not all students can accept and apply the teachings provided, as children's naturally playful nature and diverse family influences affect their engagement. Studies indicate that children's personality traits, such as obedience, shyness, or a sense of privilege, play a role in determining their receptiveness to teachers' guidance (Febrilia et al., 2023; Fernández-Alfaraz et al., 2023; Wei & Graber, 2023). Therefore, it is crucial for schools and teachers to develop more effective strategies for delivering religious education to students with different backgrounds and characteristics. To strengthen this research, further study referencing previous research is needed to support arguments and find more effective solutions for Islamic religious education teachers in addressing these challenges.

## **CONCLUSION**

From the results of research on the role of Islamic religious education teachers in preventing bullying at SDN Mangunan Tahunan Jepara, it is concluded that Islamic religious education teachers make several efforts, such as linking Islamic learning materials, creating a pleasant learning atmosphere, fostering students' ethics and morals, and collaborating with homeroom teachers and school principals. However, Islamic religious education teachers faced several obstacles, including limited resources, lack of role of family environment, limited school facilities, lack of knowledge of child psychology, and variations in students' responses and participation. Suggestions from the above research, namely, SDN Mangunan Tahunan Jepara is expected to provide adequate support and facilities for Islamic religious education teachers in efforts to prevent bullying through Islamic religious education learning, Islamic religious education teachers need to develop an understanding of the psychology of child development so that teaching is maximized and easily accepted by students, and prevention of bullying must be a shared responsibility between schools, families, and communities to create a safe, comfortable learning environment, and form the character of students who are morally good.



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