



# Madrasas Strategy to Overcome Bullying Behaviour (The Study about Student Private Islamic Senior High School (MAS) in Kendari)

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The practice of bullying in schools / madrasas can tarnish the essence of educational institutions as a place where students try to understand themselves and their environment. The purpose of this research is to collate an overview about the strategy of a private islamic senior high school in Kendari that addresses bullying behavior among students. In addition, this study will describe the forms of bullying behavior and causative factors by using qualitative research, data collected through interviews, observations and documents. Results of the study showed, (1) The forms of bullying behavior at the Private Islamic Senior High School in Kendari, included physical bullying, verbal bullying, and social/psychological bullying. (2) The occurrence of bullying behavior is influenced by several factors, namely environment, family, peer support, community environment, school climate, personality factors or character of the student himself and mass media factors. (3) strategy of Private Islamic Senior High School in Kendari in overcoming bullying behavior among students is through the enforcement of Madrasas rules / rules, moral formation and character of students. Exemplary behaviour is required where the teacher must be an example for each student, enrolling teachers as parents in schools, who supervise all student activities, developing student interests and talents as well as giving warning and sanctions.

**Key words:** *Strategi of private Islamic senior high school, Bullying behavior.*



## Introduction

The phenomenon of bullying has long been a problem in the world of education. However it is unfortunate that most education practitioners do not know and do not understand the hidden dangers of bullying behavior. This behavior can occur with anyone and anywhere and is a result of action without thinking about the feelings of others who are then victims. In the context of education, bullying behavior can be understood as aggressive behavior carried out by fellow students or teachers with students and usually occurs in the school environment. According to Coloroso (2006) bullying behavior is an act of intimidation carried out repeatedly by the party that is stronger against the weaker party, carried out intentionally and aims to hurt the victim physically and emotionally. Bullying behavior appears in various forms including physically, verbally, socially / psychologically and cyber bullying.

Bullying behavior is most likely to occur in every educational institution because the influence of the environment is such that students compete with each other to become rulers. The existence of bullying behavior in schools can tarnish the image of educational institutions as a place where students try to understand themselves and their environment. The school environment should be a safe place for students to study in a transformation towards a more positive direction both in terms of academic and moral and personal character. In Law No. 35 of 2014 article 54 concerning Child Protection it is mandated that children in and within the education unit must obtain protection from physical, psychological, sexual crimes, and other crimes committed by educators, education personnel, fellow participants students, and / or other parties (Undang-Undang, 2014). This law emphasizes the importance of creating a pleasant, comfortable, respectful situation and conditions for the school environment. This is necessary to provide opportunities and flexibility to students in developing their potential. The fact is that this is inversely proportional to what is expected where schools / madrasas become a place for developing behavioral deviations such as bullying behavior Dandan, & Marques, (2017).

Data on bullying behavior in educational institutions is increasing over time and bullying is a phenomenon found in almost every country, especially Indonesia. The rise of bullying carried out by students fills the mass media both print and. Based on research conducted by NGO Plan International and ICRW released in early March 2015, alarming facts regarding child violence in schools are emerging. There are 84% of children in Indonesia experiencing violence in school. This figure is higher than the trend in the Asian region at 70%<sup>1</sup>. The results of global research Ipsos in collaboration with Reuters found that as many as 74% of

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<sup>1</sup> <http://news.liputan6.com/read/2191106/survei-icrw-84-anak-indonesia-alami-kekerasan-di-sekolah>



respondents from Indonesia pointed to Facebook as the media where cyberbullying occurred. Victims of cyberbullying are generally school-age children<sup>2</sup>. In addition, cross-country studies also show a significant number of bullying behaviors. In Hong Kong, describing junior high school and high school in general, cases of physical bullying are more serious than extortion. 17.2% of the sample SMP and 22.5% of the sample SMU are bullies. At the same time, 18.3% of SMU samples and 31.7% of SMP samples were victims of physical bullying. This is higher for physical bullying compared to US (United States), namely 13% of bullying perpetrators, 10.6% are victims. UK (United Kingdom) has one of four children involved in violence (Wong, 2004). In South Africa bullying behavior occurs in secondary schools reaching 56.4% (Greff and Grobler, 2008).

Bullying behavior has also been found in several educational institutions in Southeast Sulawesi, especially Kendari City. Based on the results of Faizah's (2016) research in state junior high school 17 Kendari, several bullying behaviors such as taxing, naming parents, pushing, beating, kicking and pinching were noted. Furthermore, the results of Masdin's research (Masdin and Beti Mulu, 2016) at SMK Negeri 2 Kendari found a number of bullying behaviors that occurred in student populations, such as hitting and ganging up, bullying by seniors, bullying, ignoring and others. The phenomenon of bullying is not only limited to public education institutions, religious education institutions such as Madrasas, especially private Islamic Senior High School, are not spared either. Based on the results of preliminary observations, researchers identified several symptoms / phenomena of bullying behavior carried out by students private Islamic Senior High School (MAS) in Kendari, including verbal bullying such as mocking friends, swearing, and others. In addition there are also so-called social / psychological bullying such as isolating friends, ignoring and others.

The data is reinforced by the results of interviews with an informant "Mi"<sup>3</sup> (Initial name), saying that the bullying behavior carried out by students must still occur including our students in this madrasa, except that sometimes the behavior is not reported however this does mean that it does not happen. Heavy (physical) bullying behavior such as brawls have rarely happened, because the existence of this madrasa as a religious institution, the moral and moral formation of students is a top priority. So this is what distinguishes public schools. On another occasion the researcher also interviewed "Sm"<sup>4</sup> (Initial name), that bullying behavior among students exists, especially in a private status school whose students include naughty children, or those who have transferred from other schools / madrasas. In general it is noted that the school aims to minimize negative behaviors in terms of fostering students so

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<sup>2</sup> <https://susansutardjo.wordpress.com/category/uncategorized/>

<sup>3</sup> Mi., Principal's (*Interview* MAS Asy Syafi'iyah Kendari 10 August 2017)

<sup>4</sup> Sm., Teacher (*Interview* MAS Darul Mukhlisin 10 August 2017)



that their behavior changes with strategies to intensify religious formation both formally and through extracurricular guidance.

The occurrence of bullying behavior in private Islamic senior high school in Kendari proves that students have not fully lived and understood and practiced the values of the science of religious education taught by their teachers. This is very ironic, considering Madrasas are educational institutions that instil high religious values and noble character in their students. The existence of bullying behavior among students is caused by the lack of attention of schools / madrasas to the impact caused by bullying behavior. Schools / madrasas still consider bullying behavior to be trivial so that the efforts taken to prevent this are not a priority. Bullying behavior is a very dangerous action because it can have a traumatic impact that can affect the lives of children and impact the next stage of development. Based on the results of research by King's College London (King's, 2014), children who experience bullying have a higher risk of experiencing depression and anxiety and these conditions are likely to continue 40 years later. This impact can occur to both the perpetrator and the victim.

Schools / madrasas are still a central vehicle in overcoming various forms of juvenile delinquency that occur including bullying behavior. As an educational institution, schools / madrasas are required to be able to produce human beings who realize themselves as active, decisive and responsible individuals for all personal events. Schools / madrasas formally have the responsibility of developing a polite, democratic, fair and non-discriminatory culture for all students (Djamal, 2016). Therefore, teachers and managers of educational institutions must quickly make various efforts to prevent and minimize bullying behavior carried out by students Cossiga, (2018).

Madrasas as an Islamic education institution must prioritize religious approaches in overcoming students' bad behavior. One strategy that can be applied by Islamic Senior High School in realizing students who are noble and well-behaved, is to emphasize moral formation both formally and extra-curricular. Moral development is an effort to improve, instil and develop and practice Islamic values to improve students' character so that they form a personality characterized by noble character (Harjana, 1986). Besides that, bullying behavior can also be overcome by creating regulations about bullying. According to Nikolaou (2017) schools in countries that use anti-bullying regulations do not report incidents of school bullying (up to 8.4%) compared to school schools in countries without anti-bullying regulations. To support this strategy, another strategy is needed, namely supervision of all student activities, campaigning about the "stop bullying program, providing a complaints services and completing facilities to support student creativity. This strategy will succeed if all the elements of private Islamic Senior High School (MAS) in Kendari have the readiness



and ability to improve personal work in overcoming any problems that occur in their environment.

## **Research Methodology**

### ***Research Approach***

There are two scientific approaches in scientific discourse that are known to seek the truth of science. These approaches are the positivist approach and the naturalistic approach, known respectively as the quantitative approach and the qualitative approach. Both of these approaches have different study areas and starting points. Thus, they should not be equated and also cannot blame each other, but it must be understood that both approaches have their own advantages and disadvantages. The positivist approach is commonly used in studying natural phenomena or physics and social physics. On the other hand, the naturalistic approach is more specifically used in social research which includes social phenomena in the educational environment.

Basically, this research is descriptive analysis which means finding a thorough and detailed description of one of the circumstances. The approach used is emphasized qualitatively. According to Hadari (1994), qualitative research is research that has a reasonable condition or natural setting with no change into the form of number symbols. A qualitative approach is taken since the orientation of this research is to understand the concepts and notion of social ideas to be realized or cultural attitudes influenced by various motivations that are interrelated. The purpose of qualitative research is to describe the empirical reality behind phenomena in depth, both detailed and complete. Thus, the research report will contain excerpts of data originating from interview texts, field notes, photos, personal documents, notes or memos, and other official documents. The selection of a qualitative research approach is a result of consideration of the types of problems that will be examined, namely with regard to the public view and strategies to overcome bullying behavior carried out by private *Madrasah Aliyah* students in Kendari City.

### ***Research Time and Location***

This study was conducted at a private *Madrasah Aliyah* in the city of Kendari. Location selection is based on consideration of the ease of obtaining information and data. Hence, the access to the research field can be affordable. In addition, *Madrasah Aliyah* was chosen because based on phenomena and preliminary information to *Madrasah* strategies in overcoming bullying behavior have their own characteristics that are relevant to the issues to be studied, namely prioritizing religious approaches both curricular and extra curricula. The research was conducted for 5 months, from May 2018 to October 2018.



### ***Data Sources***

The data in this study are symptoms that appear in a series of expressions of *Madrasah* strategy in overcoming the phenomenon of student bullying. There are two sources of data in this study, namely primary sources and secondary sources. Primary sources were data about *Madrasah* strategies in dealing with the phenomenon of students *Bullying* obtained through direct observation and recording in the field. On the other hand, secondary sources were from two things namely oral sources and written sources. Oral sources are in the form of interviews with the chairman of the foundation, principals, teachers, and other related parties and contribute to the focus, both directly and indirectly. The written source is obtained through a review of a number of documents and books related to the research title (Koentjaraningrat, 1977).

### ***Data Collection Techniques***

In data collection, researchers are fully involved as the research subject using three methods.

#### **1. Observation**

The observation is completed to obtain information about human behavior as in reality. According to Kartini Kartono (Sanapiah, 1982), observation is a deliberate and systematic study of social phenomena and natural phenomena through observation and recording. As a scientific method, ordinary observations are interpreted as sighting and systematically recording phenomena investigated, in the sense that they are carried out either directly or indirectly. Direct observation can be taken with role play or without role play. Based on these methods, the writer uses direct observation and participation. Among these observations objects are in accordance with the existing problems, namely all activities related to *Madrasah* strategies in overcoming the phenomenon of student bullying.

### ***Interview***

Interview can be seen as a method of collecting data with a unilateral question and answer method that is completed systematically and based on the purpose of the investigation. This method is often also called oral questioner (Sanapiah, 1982). Muhammad (1987) stated that interviews were one form of data collection that held a form of question and answer that was carried out systematically based on research objectives both directly and indirectly. While Muhammad (1983) defines interviews as a process to obtain information for research purposes by way of question and answer while meeting face-to-face between the questioner or the interviewer with the respondent or respondent using a tool called the interview guide.



In the aspects of implementation, the interview can be divided into 3 types. Free interview or unguided interview is an interview process where the interviewer is free to ask anything but also remembers what data will be collected. Guided interview is the interview process carried out by the interviewer by bringing a complete and detailed series of questions as intended in the interview. Free-guided interviews are a combination of free interviews and guided interviews (Suharsimi, 2002). In carrying out the interview, the interviewer refers to a guideline which is only an outline of the things that will be asked. In this study the authors used a lead-free interview in which the researcher in the interview brought an outline of the problem under study. In conducting this interview the author intends to obtain information from the Chairman of the Foundation, Principals, teachers, and guardian parents. The researcher directly contacted the informant and respondent to obtain information so that clear and tangible data is collected.

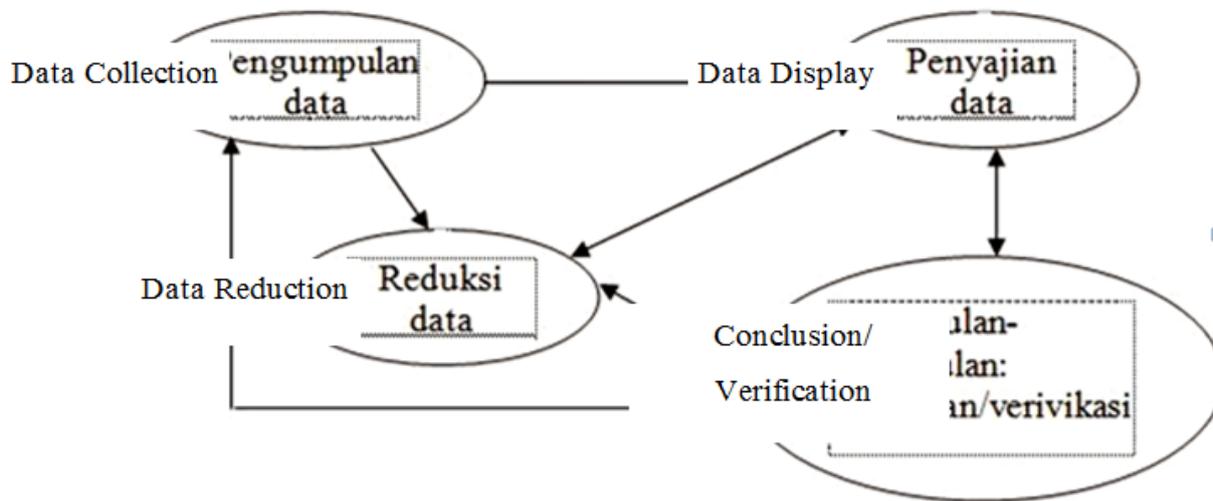
### ***Documentation***

Documentation method involves data searching on things or variables in the form of notes, records, books, newspapers, magazines, agendas and so on. By using this method the author tries to collect data by studying archival records that have to do with this research, such as the number of students, the number of employees, the organizational structure and the state of existing facilities. After the data has been collected, it is recorded and arranged systematically.

### ***Data Analysis Techniques***

In qualitative research, data is analyzed at the time of data collection and after completion of data collection. The data analysis techniques that the researcher used in this study are descriptive analysis techniques as it is commonly used in qualitative research. Qualitative descriptive method is interpreted as a method of describing and interpreting existing data (Sumardi, 2003). The flow or stages of analysis of this research, based on the perspective of Matew and Michael (1984), consist of data collection, data display, data reduction, and conclusion / verification). After all the required data is collected, then the data is processed and presented using descriptive analysis techniques through certain stages. This descriptive analysis technique is used to interpret and describe the qualitative data obtained by the author from the research methods, namely observation, interview and documentation.

### **Figure 3.1. Miles and Huberman Data Analysis**



The interactive model data analysis components are as follows:

### ***Data collection***

At this stage of data collection, researchers conduct the process of entering the research environment and conducting data collection. The researcher collects various information for the research process.

### ***Data reduction***

Data obtained by researchers in the field through interviews, observation and documentation is reduced by summarizing, selecting and focusing data on matters that are in accordance with the research objectives. At this stage, researchers reduce data by sorting and selecting, categorizing, and making abstractions from field notes, interviews, and documentation.

### ***Data display***

Data display is completed after the data has been reduced or summarized. Data obtained from observations, interviews, and documentation analyzed are then presented in the form of interview notes, field notes, and documentation notes. Data that has been presented in the form of interview notes, field notes, and documentation notes are coded so that researcher can analyze them precisely and easily. The researcher makes a preliminary list of codes that are in accordance with the interview, observation and documentation guidelines.

### ***Conclusion, withdrawal or verification***

The final step in analyzing qualitative data of interactive models is drawing conclusions and verification. Based on the data obtained and reduced and presented, the researcher draws conclusions supported by strong evidence at the stage of data collection. Conclusion is the answer to the formulation of the problem and questions that have been expressed by the researcher from the beginning.

### ***Testing of Data Validity***

To determine the validity of the data, an examination test is required. The examination is based on a number of certain criteria. There are four criteria used, namely credibility, transferability, dependability, and confirmability (Lexy, 2009).

As for the validity testing of data according to Sugiono (2006), it was done through an extension of observation, increasing perseverance, and triangulation of data sources and techniques.

1. Extension of observation, carried out by researchers to plunge back into the field to make observations and repeat interviews with data sources that have been encountered or new. With this observation gap, the researcher checks again whether the data provided so far is valid data.
2. Increasing perseverance, means that observations are made more carefully and continuously, so that by increasing this perseverance researchers can check again on the data obtained.
3. Triangulation in testing the credibility of the data is defined as "*checking from various sources in various ways and times*". There are two triangulations in this case, namely triangulation of sources and the triangulation of techniques, namely:
  - a. Triangulation of data sources is testing the credibility of data carried out by checking data that has been obtained through various sources.
  - b. Triangulation technique is testing the credibility of the data by checking the data to the same source with different techniques.
4. Member Check is the process of checking data to the data giver in order to determine the extent to which the data obtained is in accordance with what was given previously. In the member check the researcher revisits the research subject to check the validity of the interview data that has been conducted so as to increase the credibility of the data.

### **Result and Discussion**

#### ***Forms of Bullying Behavior That Occur Between students of Private Islamic Senior High School (MAS) in Kendari City***



Bullying behavior is a violent behavior that is not realized accommodated in various educational practices in Madrasas. Admittedly or not, the culture of violence in its broad sense has long been a part of people's lives in general that has been experienced since childhood, both in the family environment, School / madrasas environment and the community (Novan, 2014). Unfortunately, bullying behavior is still underestimated because it is considered not a serious threat. Even educators and students are accustomed to bullying, but don't respond too much. Bullying behavior is not yet well understood by the academic community, especially students, although it has become entrenched in daily life. According to As<sup>5</sup> r (initial name) "I did not know what bullying behavior was. I often play games with friends and mock them or make fun of them and we consider it normal". Besides that, educators need to understand that bullying is not only limited to physical violence and juvenile delinquency in general, such as fights, beatings and taxation.

Bullying behavior appears in various forms both physically, verbally and socially / psychologically and even bullying. Actually, from a study of various cases of bullying, physical violence or severe mental violence are rare. Bullying is more often in the form of disturbances directed individually in the form of comments that start with play. However, something trivial if done continuously will eventually cause a reaction and fatal impact on the victim. In fact, not infrequently the bully does not realize what they are actually doing, sometimes the bullying is very subtle, so subtle that they are not aware of being the perpetrators or victims. Bullying behavior in various forms has become something common in modern society so that it can affect everyone's life.

This study focused on bullying behavior carried out by fellow students of Private Islamic Senior High Schools (MAS) in Kendari. The results of observations of researchers in the field were obtained through documents that were recorded in the notebooks of Headmaster, Vice Principals of Student Affairs, and morality teachers in 2017 and 2018 from each of the MAS in Kendari. Based on the results of observations on five MAS in Kendari (MAS DDI Labibia, MAS Ummushabri boarding school Kendari, MAS Darul Mukhlisin, MAS Asy Syafi'iyah Kendari, and MAS Indotec Kendari), several cases of bullying were found. Verbal forms of bullying such as making fun of someone, changing names or naming parents have a higher frequency and are often found in every Madrasas compared to forms of physical bullying and social / psychological bullying. In the form of cyberbullying there is no valid data because in some MAS in Kendari, students are prohibited from carrying mobile phones while in Madrasas.

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<sup>5</sup> Asr..., Student (*Interview* MAS DDI Labibia, 28 August 2018)



Bullying behavior in schools / Madrasas is basically a general phenomenon that also occurs in society in general. However, bullying that occurs in schools / Madrasas is an important factor to be studied more deeply in relation to the position and role of Madrasas as educational institutions that have the duty and responsibility in carrying out education in a religious, democratic, just manner that upholds human values. In addition, bullying that occurs in schools / Madrasas is very threatening to the psychology of students. According to the principal of MAS DDI Labibia <sup>6</sup>, this case of bullying is a very dangerous problem and could be a threat to our education because the impact directly impacts on students in this case the younger generation of this nation.

In principle, bullying actions can impact on students and be a factor in other forms of student violations in general such as truancy, lateness, and other types of violations of school regulations. Specifically, bullying behavior carried out by students at private Islamic Senior High School in Kendari city has similar characteristics across all types of bullying: physical, verbal and psychological.

### ***Physical bullying***

Physical bullying is the easiest type of violence to be identified compared to other types of bullying because it directly attacks the victim's physical self. The behavior of physical violence that occurs in the school / Madrasas environment in general has been classified as a violation, some of which have been integrated into the school or madrasah discipline protocols. In private Islamic Senior High School in Kendari the frequency of bullying in physical form is far less evident than the forms of verbal and psychological bullying. This is because physical bullying such as bullying, beating, pushing or touching physically among fellow students has been included in the madrasa order which is accompanied by accumulation of sanctions. Each of these behaviors is carried out so that the student concerned will be subject to sanctions in accordance with the accumulation of errors, even to the most severe stage, namely being expelled from school. Besides that, Islamic Senior High School have religious and moral subjects as a basis for students' moral and behavioral development. According to the principal of MAS Asy Syafi'iyah <sup>7</sup>, heavy bullying (physical) such as a brawl is not an issue because of the existence of this madrasa as a religious institution, so that moral and moral development of students is a top priority and this is a distinguishing factor in comparison to public schools.

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<sup>6</sup> Br..., Principal's (*Interview* MAS DDI Labibia, 30 June 2018)

<sup>7</sup> Mi..., Principal's (*Interview* MAS Asy Syafiah Kendari, 14 July 2018)



However, on a small scale in the sense that it is carried out between individuals rather than groups, physical bullying was still found to have occurred in the last 2 years, especially in private Islamic Senior High School in Kendari City. This physical bullying usually starts with trivial things and seems to be playful. However because the student has a high temper and is angry, physical beating may also occur. The results of the interview with the researcher with a student<sup>8</sup> (Rd. Initial name) reveal that “only because of the trivial where at that time I was playing table tennis with friends, then came "Rm" giving us to pray Ashar, but me and my friend did not went straight to prayer, finally he was angry and insulted me so that made me offended and I immediately went to him so that there was physical contact. Fortunately, there were friends who immediately separated us so that this incident was not known by the teacher or school. Only we did hide it from school because if it was known by the teacher or anyone from the school we would be punished”. The behavior of "Rm" often happens to other friends because the person is angry quickly when he calls someone then is not immediately ignored, so he immediately becomes emotional and often uses dirty words such as "insolent" repeatedly much to the offence of his friends.

Physical bullying is also usually enacted by seniors to juniors. As senior students, they usually show their power and strength to oppress Junior students. As revealed by “Rs” (Initial name)<sup>9</sup> “that there was an incident here, there was a class X student who fainted because he wanted to be beaten by his senior. Actually before the beatings occurred, they mocked each other first. Because this junior student can't stand being teased, he finally fights his senior taunts. This senior student because she was stronger and supported by a large, tall and tomboy physically, finally physical contact occurred. Because of the incident between the senior and junior, the physical strength was unbalanced, resulting in junior students fainting before being beaten because of fear”.

Based on the results of the interviews above, it can be seen that this form of physical bullying has rarely happened because the school is bound by the rules of the madrasa. However, it cannot be denied that at certain times physical bullying cases are still found such as cases of beatings carried out between individuals. Physical bullying usually starts from ordinary things, but because the offender feels he is strong and perfect, he does everything he can to physically hurt the victim. Furthermore, the perpetrator usually has a character that likes to force and has a tendency to dominate other people so that they often bully to increase their power and popularity. According to Costrie Ganes Widayanti and Siswanti (2009) bullying is a form of arrogance that is expressed through actions where students who become bullying behavior have high superiority and argue that with the superiority they have then it is legitimate to hurt others who are considered lower and despicable so that they feel superior.

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<sup>8</sup> Rd., Student (*Interview* MAS Ummusshabri Kendari , 04 August 2018)

<sup>9</sup> Rs..., vice principal of the curriculum (*Interview* MAS DDI Labibia, 28 August 2018)

### ***Verbal Bullying***

Verbal intimidation is an action that can be done by anyone, both women and men, in the form of whispers or shouts that are insulting or ridicule. Verbal bullying is difficult to condition because it is considered an ordinary and unsympathetic form of conversation among other friends. According to Suryani<sup>10</sup>, verbal bullying includes scorning and insinuating, attaching the mental loopholes of the victim, berating, mocking, labeling / bad nicknames, denouncing, calling by the name of one's father, swearing, scolding, teasing, warming up and so on.

This type of bullying does not hurt physically, but hurts the victim with harsh words, taunting him/her and their parents. An interview with a student (victim) named AK<sup>11</sup> reveals "I was often bullied by classmates, not only in bullying in class, but in the dormitory I also remained bullying. What hurts me the most is that they like to embarrass me with male friends in the class by calling "AK bloody" or changing my name with the call "Short AK". Not only that after they interfered and if I was angry, I was laughed at. And things like this they do almost every time". In line with this statement, "Whk"<sup>12</sup> (initial name) also said that recently there were cases of bullying that occurred in EV students in class X IPS, where this child was often slighted by his friends who called him "Kapongke" which if interpreted in language Indonesia means deaf-deaf or hard of hearing. A further bullying scenario was introduced by one of the students<sup>13</sup> who said that "my friend has been ridiculed by a student from another class as an ugly tooth because his teeth way out in front. This is done repeatedly".

The form of verbal bullying is not only limited to making fun of or renaming friends, but sometimes there are also students who make fun of their friends by mentioning their parents' names. The finding from interviews with one teachers of the private Islamic Senior High School Indotec<sup>14</sup> is that in this madrasa bullying behavior still occurs frequently. The most frequent case is to call the name of a friend's parents. In support of this an interview conducted with the head of private Islamic Senior High School Ummusshabri<sup>15</sup>, revealed that "in our school there had just been a case between students who were making fun of each other by names their parents".

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<sup>10</sup> Suryani, *Stop Bullying*, (Jakarta:Soul Journey, 2017) h, 52

<sup>11</sup> Ak., Student (*Interview* MAS Darul Mukhlisin, 03 July 2018)

<sup>12</sup> Whk., Principal's (*Interview* MAS Darul Mukhlisin, 25 August 2018)

<sup>13</sup> Apr.,...Student (*Interview* MAS DDI Labibia, 28 August 2018)

<sup>14</sup> Shm., Teacher (*Interview* MAS Indotec Kendari, 04 August 2018)

<sup>15</sup> Sgt., Principal's(*Interview* MAS Ummusshabri Kendari, 20 August 2018)



Based on the results of the interviews above, it can be seen that verbal bullying is the category of bullying that is most commonly found at private Islamic Senior High School environments in Kendari. Verbal bullying includes mocking or ridiculing friends, changing friends' names, or calling them parents' names. Based on the results of the study of Gitry Marela et al (2017), adolescents more often experience verbal bullying compared to other types of bullying, namely 47% of adolescents are called by an unwelcome name or are often ridiculed by their friends. So, verbal bullying occurs when someone uses spoken language to gain power over their victims. At first glance, verbal bullying is considered as something normal because it is seen as a play or joke activity, but actually it can have a very fatal effect where students who become victims may drop out of school or are afraid to come to school. Even on a large scale the victim may have a grudge against the culprit that leads to physical contact and becomes a further bullying agent on other occasions.

### ***Social/psychology bullying***

Social bullying is the type of bullying that is most difficult to detect from the outside. Social bullying or psychology is a systematic bullying that aims to weaken the victim's self-esteem through neglect, exclusion, avoidance, or exclusion. According to the principal of MAS Darul Mukhlisin<sup>16</sup> “bullying in a gesture or neglect is more painful than throwing words like when we greet people, then he does not reply to our greetings instead he only sees with his eyes or not by looking away, of course we those who greet you, however, are very hurtful. The results of the interview with one of the teachers<sup>17</sup> said that there was an incident while still in the teaching and learning process then there were students when appearing in front of them spontaneously laughed at by their friends, indirectly it could affect the student's psychology, where he immediately cried in the corner. Then when I called he didn't want to be insecure”. This statement shows that social bullying has a negative effect on students' psychology where they easily cry and feel insecure or are afraid to meet friends. Another form of social bullying behavior is exclusion. Furthermore, according to one student<sup>18</sup> “ there is one student here who rarely speaks and likes to pout his name "Mn”. We also don't understand why he is acting like that. Every time we ask, he doesn't answer. Finally we no longer try to be friends with him”.

In this case, the psychology of bullying that occurs in the private Islamic Senior High School in the city of Kendari is caused by one student who feels neglected or excluded. This feeling arises as a result of his friends moving away from him or laughing at him. The impact of bullying is more emotional and psychological where the victims will feel useless, insecure

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<sup>16</sup> Whk., Principal's (*Interview* MAS Darul Mukhlisin, 01 August 2018)

<sup>17</sup> Wh., Teacher (*Interview* MAS Darul Mukhlisin, 25 August 2018)

<sup>18</sup> Apr.,...Student (*Interview* MASDDI Labibia, 28 August 2018)



and depressed, so the victim usually just cries, shy and even quiet. According to Indah Winarni, et al (2016). Bullying can hurt victims psychologically where the experience feelings including depression, fear, anxiety, sadness and, as a victim, loss of confidence.

### ***Factors Causing Bullying Behavior among Students private Islamic Senior High School in Kendari City***

Humans are social creatures who throughout life will always need help from other humans. However, ironically in interacting, humans sometimes see their friends as opponents. This happens because humans are in a conflict of interest arising from various factors, such as differences in social status, as well as in terms of physical perfection. Discussion of the factors of bullying cannot be separated from the factors of bullies and their victims. The focus of this study was to examine bullying behavior among students where the perpetrators and victims are both students. Students who act as perpetrators usually are initially engaging in play or joking, although some do have the intention to hurt their victims. So sometimes students do not realize that they are involved in bullying behavior. According to the results of an interview with a student<sup>19</sup> “ I used to mock or make fun of friends on the basis of playing or joking. I did not know that it is part of bullying behaviour”.

In knowing what factors are the background for students doing systematic bullying can be described as follows:

#### ***Family environment***

The family as the closest environment for children has an important role in influencing the personal condition of each child. Parenting is very necessary for children to interact with humans and their environment. Foster care errors will lead them to deviant behaviors. Based on the results of interviews with one teacher<sup>20</sup> “the perpetrators of bullying usually come from rude families. Roughly here, they mean they will not hesitate to punish their children if they have errors or they often display violent behavior such as fighting in front of their children. This certainly will be recorded in the memory of the child and he will also do the same thing in another place whether it is to his friends or younger siblings”. Further, the Principal As Safiiyah<sup>21</sup> stated that “the family environment is a factor that causes bullying, such as families in the child's environment accustomed to abusive treatment so surely the child will do the same to his friends at school”. Furthermore, according to the Head of private

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<sup>19</sup> My..., Student (*Interview* MASDDI Labibia, 28 August 2018)

<sup>20</sup> Jbr..., Teacher (*Interview* MAS DDI Labibia, 28 August 2018)

<sup>21</sup> Mi..., Principal's (*Interview* MAS Asy Syafi'iyah Kendari, 20 August 2018)



Islamic Senior High School Darul Mukhlisin<sup>22</sup> “usually the child who likes to smell is from a broken home family. So surely he does not get the attention of his parents so that he conducts aggressive behaviors excessively to get attention, both from his teacher and his students”.

Families play an important role in the formation of self for children. Parents who are very authoritarian and seem hard in educating can form children with strong personalities so that they are trapped in deviant behavior. Parents who often fight and get trapped in divorce will also create a circumstance with the potential to shape the child into a bully. Children will experience depression and stress because they are trapped in their parents' quarrels, so they get less attention which can trigger the emergence of bullying. According to Ahmed & Braithwaite (2004) the family is the most influential factor in determining one's involvement in bullying behaviour

### ***Peer Friend Support***

Friendship group membership can also be a cause of bullying behavior. Children when interacting with school friends, are sometimes encouraged to bully. When a child associates with bad company, where they dirty words are frequently used or making fun of others is regular, it can affect their personality development. As stated by one student<sup>23</sup> “if it was together then what we did usually laughed at everyone who passed by”. According to Benitez and Justica (2006) groups of peers who have problems in school will have a negative impact on schools such as violence, truancy, low respect for fellow friends and teachers. Some children certainly feel uncomfortable, but if they are not recognized, they end up also participating in carrying out bullying behavior. In addition, as a result of often seeing the theme of bullying then there is no warning or punishment from the teacher, he will think that bullying is something that is natural and not a violation. According to a student<sup>24</sup> “I joined in calling my friend in a ridiculous sentence because I saw my friends also did something like that but were not punished”.

### ***Community Environment***

Community environment can be one of the triggers for bullying behavior. Community conditions that are not conducive can affect children's personalities. The situation of the people who are used to issuing obscenities or mocking each other means the children exposed to these behaviours, get used to doing the same thing to their friends. According to the results

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<sup>22</sup> Whk., Principal's (*Interview* MAS Darul Mukhlisin, 25 August 2018)

<sup>23</sup> My., Student (*Interview* MAS DDI Labibia, 28 August 2018)

<sup>24</sup> Rz., Student (*Interview* MAS DDI Labibia, 28 August 2018)



of an interview with the Principal Asy Syafi'iyah<sup>25</sup> “our school environment is flanked by markets and terminals, so whatever happens is certainly not spared from children's observations. In the market and at the terminal, it is usually the meeting place for people from various backgrounds. So it cannot be denied that there must be disputes or violence in both physical and psychological terms. Our students, if they come home from school, usually must pass through the market or terminal. Surely they accidentally can witness various forms of violence that occur in the market and are punished. If one is twice the students may not have an effect, but if every day they will be accustomed and have an impact on their behavior. This kind of thing is one of the factors that hinders the process of moral development of students in this school”.

Community environment is very influential on children's behavior because it is where children play and socialize. There they also see people behave and see in action a number of rules that become their reference in behaving. The community clearly has a big influence on the success of developing a good personality. It is the community that gives examples and invites or prohibits children from committing an act. If behavior in the community is such that violations are committed, children will be encouraged to repeat these behaviours. According to Quraish Shihab (1996), the social situation with the value system adopted, influences the attitude and perspective of society as a whole. If their system of values and views is limited now and here, then their efforts and ambitions are limited now and here too.

### ***School Climate***

Bullying behavior in schools is also influenced by the school climate. The tendency of schools to ignore the existence of bullying causes students to feel motivated to bully. They feel that bullying behavior is normal because it is not taken seriously by the teacher “Rs”<sup>26</sup> “we are usually difficult to identify bullying among students. Later there will be students who do not come to school or ask for a new transfer we know. Other information was conveyed by one of the teachers<sup>27</sup> that they were usually found mocking each other. But we don't take it seriously because our assumption that they do it is on the basis of playing or joking. We don't know that the impact is until someone asks to stop or change schools”.

The statement shows that bullying behavior has not been understood nor an appropriate response made, it is not serious enough that there is supervision of all student activities. As with the low level of supervision at home, the low level of supervision in schools is closely related to the development of bullying behavior among students. In addition, regulations in

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<sup>25</sup> Mi..., Principal's (*Interview* MAS Asy Syafi'iyah Kendari, 20 August 2018)

<sup>26</sup> Rs..., Vice Principle of the Curriculum (*Interview* MAS DDI Labibia, 28 August 2018)

<sup>27</sup> Snd..., teacher (*Interview* MAS Indotec Kendari, 24 September 2018)

the school environment that do not accommodate bullying behavior make the perpetrators feel safe. The caring attitude of the school motivates some students to engage in bullying behavior because they think that bullying is a natural and acceptable thing. According to Astuti (2008), “the usual bullying behavior in general is that there are discriminatory behaviors, lack of supervision and ethical guidance from teachers, there is a large gap between rich and poor students, a very rigid or too weak pattern of discipline and inappropriate guidance and regulations inconsistent”.

### **Personality Factors or Student Character Alone**

Students who become bullies usually consider themselves the most perfect among their friends. They feel strong, have influence or feel most physically perfect compared to other friends. According to one teacher<sup>28</sup> , “the existence of bullying in students actually occurs because of a self-assumption that is different from other friends. He thinks he is stronger so that he underestimates his friends. Sometimes there are students who like to hurt their friends because they believe they cannot afford to fight. Conversely students who have physical and mental weaknesses will become victims of bullying because they will not have the strength to fight or defend themselves”. According to the head of the private Islamic Senior High School Asy Syafi’iyah <sup>29</sup> “students who are victims of bullying usually have special deficiencies both in terms of physical weakness, low social status and economic aspects. For example, he is fat, black or toothless. Other information was raised by one of the teachers that sometimes the children were underestimated, words that might be hurt, thrown by the name of their parents. Sometimes even though he feels offended but he feels that he will not be able to repay them. Finally they kept quiet”.

Bullying behavior also arises due to victims who have the characteristics of being indifferent, angry, sensitive or lacking in self-confidence. These characteristics can trigger other students to carry out bullying behavior. Based on the results of interviews with a student<sup>30</sup> “I was bullying one of my friends because he was reprimanded for not responding. Only then did he rarely speak even if he was sulky. After all, it's not just me who likes to mock him, my friend is also like that”. Other information conveyed by a teacher<sup>31</sup> “bullying behavior arises because the child's character is sensitive, angry, quiet or does not like to talk so his friends like to interfere”.

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<sup>28</sup> Jbr..., Teacher (*Interview* MAS DDI Labibia, 15 September 2018)

<sup>29</sup> Mi..., Principal's (*Interview* MAS Asy Syafi'iyah Kendari , 20 August 2018)

<sup>30</sup> My..., Student (*Interview* MAS DDI Labibia, 28 August 2018)

<sup>31</sup> ft..., Teacher (*Interview* MAS DDI Labibia, 15 September 2018)



Based on the results of several interviews above, it can be seen that the character of students can stimulate the occurrence of bullying behavior. Students who have arrogant characters usually have the potential to become bullies as in the student who assumed that his friends would not dare to fight even though they were constantly disturbed. Typically students with characters who like anger, are quiet or do not like to talk usually become victims of bullying. In addition, students who have physical and mental weakness will become victims of bullying because they will not have the strength to fight for or defend themselves

### ***Mass Media Factors***

Mass media can be a cause of student bullying behaviour due to the frequent portrayal of scenes of violence such as fights, murders, beatings and so on. In addition, children also easily witness scenes of violence through internet applications either using computers or cell phones. Bullying or violence is often exhibited as funny behavior so that the assumption is that this action is something natural. According to the Head of the private Islamic Senior High School <sup>32</sup>, “currently television shows are no longer educating. Many scenes of violence are exhibited, such as brawls between gangs and between schools, fights, robberies, breakdowns, beatings and bullying behavior. Of course this will have an impact on the behavior of adolescents, especially students both in the community and school. They will begin to display excessive aggression behaviors as they saw in the film”. Other information was conveyed by one of the teachers<sup>33</sup> “the lack of supervision over internet use either through computers or cellphones caused students to easily be able to watch or download violent scenes displayed on certain sites. This phenomenon will have an impact on the behavior of adolescents, especially students, where they will begin to display excessive aggression as witnessed through mass media shows. According to Lismanda, et al. (2016) , The factor that causes children to become perpetrators of violence comes from spectacles that contain acts of violence both (games, videos and television) and are imitated by children early on.

### ***Islamic School Strategy in Overcoming Bullying Behavior Among student of the Private Islamic Senior High School in Kendari City.***

Problems that exist in the school environment include violence, violations of discipline or brawls, however, there will always be these altercations because humans are basically created differently with their respective interests. Not infrequently these differences become triggers of conflict which then lead to various forms of violence, discrimination, and oppression, both physically and psychologically. As a result the school is not a safe and comfortable place for

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<sup>32</sup> Sgt., Principal's (*Interview* MAS Ummusshabri Kendari, 20August 2018)

<sup>33</sup> Snd., Teacher (*Interview* MAS Asy Syafi'iyah Kendari , 03 September 2018)



students, but instead becomes a scary place. Regardless of whether the form of violence occurs between fellow students or with teachers or other parties it is inappropriate for schools to become places for the emergence of seeds of violence.

Bullying behavior is a problem in education that can disrupt comfort and peace in a school. The lack of school attention to bullying behavior because they assume that ridicule and mockery is just a joke or playful activity in general for students must be addressed. It must be acknowledged that bullying is a frightening specter for some students in a school environment. Some students even asked to change schools just because they were bullied by their friends. As experienced by one student in Madrasas who was just called "MS" and he no longer wants to go to school because his friends always teased and ridiculed him. This incident is just a small picture of thousands of dark stories resulting from bullying behavior. If this is the case, the educational institution must be alert in dealing with all problems in its environment. A Madrasas atmosphere must be able to describe a comfortable and peaceful life, where the teacher must be able to manage various types of violence so that they can be overcome. Schools that are able to create a peaceful atmosphere are not schools that do not have problems, but they have strategies that can overcome these problems.

Based on the results of observations and the results of interviews, it can be seen that the strategy of Madrasah Aliyah in the city in overcoming bullying behavior is through the following methods:

### ***Enforcement of Madrasah rules / rules***

Madrasas regulation or order is an effort to maintain student behavior so as not to fall prey to deviant behavior and can encourage students to behave in accordance with the norms or rules set by each madrasa so that a conducive, comfortable and orderly atmosphere will be realized. This understanding places the rules or rules of the madrasa as one of the tools that can be used to discipline students as well as to mobilize them to positive behaviour (Putri, 2014). In general, the rules or rules of the madrasa are flexible, meaning they can be replaced at any time according to the conditions of the needs of each private Islamic Senior High School in Kendari. This is as expressed by the headmaster of private Islamic Senior High School Ummusshabri<sup>34</sup> “the rules in the madrasa must be upheld and must be carried out by all parties, both teachers, students, education staff and even the entire community affiliated with this Madrasas. We realize that the rules or regulations that we have made cannot accommodate all the things that are needed by the madrasa community, including the rules for student bullying, this certainly does not match what we expect. However, as a leader here

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<sup>34</sup> Sgt., Principal's (Interview MAS Ummusshabri Kendari, 27 September 2018)



I strive and make every effort to revise and adjust the rules or rules of the madrasa in accordance with the demands of today's society”.

In addition, the information came from “Sd”<sup>35</sup> as the teacher of morality, that “our efforts here to enforce the rules of the madrasa are by socializing the rules through morning apples every day or through pamphlets posted on the walls of the room that can be read directly by all Madrasas of study without exception, even when we received new students in the brochure. We hope that these rules will be read directly by parents and prospective students who want to enter here”. The same thing was conveyed by “Ft”<sup>36</sup> that “our efforts so that all students could be aware of the order in the madrasa, every Monday when the flag ceremony was read out the rules of the Madrasas. This is so that they can find out that they can even memorize the order so that it can be applied in their daily lives while in this Madrasas environment”.

As a formal education institution, private Islamic Senior High School in Kendari City has an order that must be adhered to by both students and teachers and even the entire madrasa community. There are rules of order to direct and limit all behaviors and actions of the civitas madrasas especially students in order to create a conducive educational environment. However, the rules of conduct for private Islamic Senior High School in Kendari have not accommodated all forms of violations committed by students, especially bullying behavior. This is a cause of the many found bullying behaviors that occur among students because of the lack of sanctions received by the perpetrators of bullying at school. For this reason, there needs to be an update on madrasa discipline by including some restrictions on bullying behavior. According to Jimenez-Barbero (2016), the program of prevention of bullying and violence in school regulations provides benefits in minimizing or overcoming bullying behavior.

### ***Through Student and Character Development***

One of the most appropriate strategies in dealing with bullying behavior at the Islamic Senior High School in Kendari is through moral character and student character. For Islamic Senior High School, student moral development is not new. Madrasa is an Islamic education institution that prioritizes students' religious and moral formation both in learning activities and outside learning. In the learning process, moral formation is carried out through several subjects in the religious field such as morality. This subject is one part of Islamic religious education taught in Madrasas. According to the head of the Islamic Senior High School

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<sup>35</sup> Sd., Teacher (*Interview* MAS Asy Syafi'iyah Kendari, 3 September 2018)

<sup>36</sup> ft., Teacher (*Interview* MAS DDI Labibia, 15 September 2018)



Ummusshabri in Kendari<sup>37</sup> that we as religious education institutions have special subjects related to student moral education, namely through moral aqidah subjects. Moral aqid learning is very important in the moral development of students because morality is a determinant of the good and bad nature of human behavior. Furthermore, according to one moral character teacher<sup>38</sup> that we as morality teachers decided on the formation of good student morals not only mere theories but must be able to be applied in daily life. So evaluation of subjects of moral aqeedah is not on sheets of paper or the suitability of tasks that given but how they are able to behave according to the norms that apply both in the school environment and in the community.

Other information is also conveyed by morality teachers<sup>39</sup> that in our moral learning we explain the good and bad forms of morality in accordance with the phenomena or problems that occur in students' daily lives. For example, if you make fun of or ridicule other people, mentioning the names of students' parents or calling their weaknesses like fat, black, or other names is not good. So we explain well so they understand. Besides that, we also explain what the danger is, the impact on ourselves and others if done. We show how we are ridiculed or how our families feel. So we return it to ourselves. Surely they would think if they were explained well. This statement shows that moral akidah education is not only pursuing material as a responsibility for the curriculum but there must be a deepening of material through strengthening and motivating students as a form of fostering and handling bullying behavior. According to Kurniawati (2015), the moral akidah education material not only teaches knowledge about religion, but how to shape the personality of students so that they have strong faith and piety and their lives are adorned with noble character wherever they are.

In realizing student moral development, then guidance is not enough to be done only in the process of morality learning but must be done wherever and whenever meeting students. Moral development must be carried out continuously and continuously in every school activity. Therefore, all teachers must play a role in carrying out moral formation. According to the head of private Islamic Senior High School DDI Labibia<sup>40</sup> that in terms of moral development in this school I strive to be done at all times, the important thing is that there is interaction with our students immediately giving advice related to good morals. In line with the statement, one of the teachers<sup>41</sup> said that we are always holding a morning apple every morning which is held every Tuesday to Saturday, if Monday is the ceremony. So in that morning there was a teacher who always gave instructions to students. In this activity we

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<sup>37</sup> Sgt., Principal's (*Interview* MAS Ummusshabri Kendari, 27 September 2018)

<sup>38</sup> Sh., Teacher (*Interview* MAS DDI Labibia, 06 October 2018)

<sup>39</sup> Snd., Teacher (*Interview* MAS Asy Syafi'iyah Kendari, 03 September 2018)

<sup>40</sup> Br., Principal's (*Interview* MAS DDI Labibia, 15 September 2018)

<sup>41</sup> ft., Teacher (*Interview* MAS DDI Labibia, 15 September 2018)



always insert student moral coaching. We are well aware that moral formation is very important, so it is not enough if it is only through the learning process.

Poor student morale triggers the emergence of bullying behavior among students due to poor student morals. Therefore, it is necessary to develop student morals and character both through the learning process, extracurricular activities and through other activities. Moral coaching in Islamic Senior High School is basically an effort to habituate students to always have good character who will provide benefits later for the happiness of the world and the hereafter. Success in moral formation can prevent the occurrence of bullying behavior among students.

### ***Through example***

The meaning of exemplary in the education process means that every educator must try to be a figure, a role model that can be imitated by his students. Teachers must understand the values, norms, moral and social and try to behave and act according to these values and norms (Sani and Muhammad, 2016). According to the interview results of the researcher with the Informant “Sgt”<sup>42</sup> said that one of our strategies in an effort to overcome bullying behavior among students was applying the exemplary method. In this case all the teaching staff and education staff in this madrasa must be able to show exemplary attitudes. Giving exemplary to Madrasah students can be done by giving an example to students not to do actions that are contrary to religious values, morality, and school rules such as students taught to respect their friends, speak softly, do not issue dirty words, dress neat, arriving on time and other good things in the process when formal learning takes place as well as coaching carried out by teachers in male and female dormitories. This is reinforced by the results of interviews with one teacher<sup>43</sup> that one of the strategies applied in this madrasa to overcome student violations is through exemplary in the sense that we try to provide examples and examples that are good for students both in terms of actions and in terms of words. We try not to do things that are not educational in nature to students. It is our hope that by displaying good things, we can emulate or imitate students so that the madrasa is able to give birth to a young generation of Muslim personalities, noble and faithful and devoted to Allah SWT.

Based on the results of the interview mentioned above, it can be seen that one of the strategies of private Islamic Senior High School in Kendari an effort to overcome bullying behavior that occurs among students is through exemplary in the sense that not only students are encouraged to obey all rules and norms both religious norms and social in the scope of the madrasa, but the teachers must display a personality that can be emulated and imitated by all

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<sup>42</sup> Sgt., Principal’s (Interview MAS Ummushabri Kendari, 15 September 2018)

<sup>43</sup> Snd., Teacher (Interview MAS Asy Syafi’iyah Kendari, 03 September 2018)



students and even all layers of society around them who are blessed by Allah SWT. According to Ridwan Abdul Sani and Muhammad Qadri<sup>44</sup> that if the educator has obedient behavior towards Allah and His Messenger, then chances are that the child will obey Allah and His Messenger. Conversely, if the educator is a person who does not obey Allah and His Messenger, it is likely that he will become a disobedient person to Allah and His Messenger.

### ***Making the teacher a parent at school***

The role of the teacher is very urgent in the success of education. Teachers are seen as a very determining factor in the ongoing education and teaching activities. Thanks to the dedication of a teacher / educator, a series of leaders who are good at carrying out the wheels of government and professionals are really needed. In realizing success in education, the role of the teacher is not only as a teacher but also as a parent of students. This is done so that students feel comfortable and cared for so that the process of transforming knowledge to students can take place well.

The rise of bullying behavior in educational institutions can be attributed in part to the fact that students who are victims of bullying are usually afraid to report to the teacher. As the result of an interview with the head of private Islamic Senior High School DDI Labibia<sup>45</sup> “bullying was almost undetectable even though it happened repeatedly. They usually report directly to their parents. So later our parents come to know that this child is bullied”. This problem certainly will not occur if the teacher is able to take on the role of parent when students are in school. Students need someone who is able to listen to their complaints and be able to provide motivation. Here the teacher must take the role of parents in an effort to control the behavior of student aggressiveness that is excessive or the low psychology of students. In addition, bullying behavior carried out by students is usually as a form of expressions of resentment because of lack of getting love or due to loud upbringing from their parents. Teacher<sup>46</sup> “the teacher must be close to each student so that they feel comfortable. This way they will not hesitate to share their personal problems. Otherwise they will always keep it in their hearts and sometimes expressed in aggressive behaviors both within the school and in the community”.

From the results of the interviews above, it can be seen that bullying behavior can be overcome through personal closeness between teachers and students. The teacher takes the role of a parent for students while in school so that students do not hesitate to tell all the problems to the teacher. Of course this can be realized if the teacher has protective qualities

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<sup>44</sup> Ridwan Abdullah Sani & Muhammad Kadri, *Opcit*

<sup>45</sup> Br..., Principal's (Interview MAS DDI Labibia, 01 August 2018)

<sup>46</sup> Snd..., teacher (Interview MAS Indotec Kendari, 24 September 2018)



for his students and is able to accompany his students in various activities. According to Antonio (2009) in teaching Rasulullah SAW has a variety of various noble qualities so that the purpose of his teaching can be conveyed and practiced by his students. The noble qualities that should be practiced by the teacher are sincerity, honesty, walk the talk, fair and egalitarian, noble, tawadhu, courageous, a healthy soul of humor, patience and holding back anger, keeping oral, synergy and deliberation.

### ***Supervision of All Student Activities***

Bullying behavior usually occurs where is no supervision of each student activities. Bullying behavior usually occurs in classrooms, on sports fields or in canteens. Therefore it is necessary to have strict supervision for each student's activities both in class and outside the classroom. According to one teacher<sup>47</sup>, “bullying behavior occurs because of the opportunity to do so. Therefore, we always strive to always monitor all student activities while in the school environment. If you students know you are keeping an eye on it, they will definitely feel afraid to do violence to their friends”. Other information was conveyed by one of the teachers<sup>48</sup>” there was a need for supervision in students' daily lives as a form of controlling all student behavior. But we usually miss it because there are still many bullying behaviors. Therefore if we find out, there are students who bullying then we will reprimand him. The students we find will usually keep an eye on all their movements. And if it's still being repeated, then we don't hesitate to give sanctions”.

Supervision of all student activities while in the school environment can minimize the emergence of bullying behavior among students. This supervision can be done in the form of assistance in each student's activities or monitoring locations detected as the place where bullying occurs. This step is carried out as an effort to control the aggressive behavior that will be carried out by students. This supervision is very beneficial for victims because bullies will not have the opportunity and feel reluctant in carrying out their actions. In addition, supervision is also beneficial for the perpetrators so that they do not often conduct bullying and so that it doesn't develops into criminal behavior.

### ***Through the Development of Student Interests and Talents***

Students are individuals who are always challenged to do all activities both in the community and in the community. Therefore they will feel bored when doing less activities. In saturation they usually carry out aggressive actions in the form of bullying or crime on the basis of playing games only to eliminate boredom. For children who are already involved in bullying,

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<sup>47</sup> Ftm., Teacher (*Interview* MAS DDI Labibia, 06 October 2018)

<sup>48</sup> Ft., Teacher (*Interview* MAS DDI Labibia, 06 October 2018)



as a rehabilitation process, it is necessary to develop the interests and talents appropriately into various extracurricular activities at school, as well as outside the school. Development is part of the transformation process with full awareness regarding the services that have been provided in youth development programs through distribution, towards the condition of adolescents who have positive social behavior and have an independent, honest, creative and disciplined mental attitude (Setiawan, 2016).

In supporting the development of student interests and talents, it is necessary to have planning, supervision and assistance to students in developing their interests and talents. Schools must provide supporting infrastructure such as sports fields, art studios, and other supporting facilities. According to one Sports teacher<sup>49</sup> “ in order to develop students' creativity, we invite them to choose the sports and arts they are interested in. If the talent is playing volleyball, here is a volleyball court or if there is interest in the arts here there are nasyid activities, qasidah rabana or tilawah. But we keep an eye on this activity so that there is no element of violence in it. We want that there is no gap for students to bullying. From this activity, students are expected to be able to adjust to their social environment in developing efforts in a positive direction so that they do not do bullying anymore”.

As a form of appreciation for the development of interest in talents, the madrassas include their students at regional and national events. According to one student<sup>50</sup> “in our school this soccer sport is very superior, yesterday in the santri league match we got third place, and even then because we were disqualified because we were considered not a santri-based school. Now we are preparing for the league press conference which is held by PSSI, we are in 4 clubs in Southeast Sulawesi participating in this selection. In the field of art, then yesterday there was one of the students from our school who won 1st place from the singing competition between schools”.

From some of the statements above, it can be seen that one strategy to overcome bullying behavior is to develop students' interests and talents. The development of this interest and talent is done as a step to suppress students in carrying out bullying behavior. If they focus on developing their talents, they will not have the initiative to engage in aggressive actions. In addition, the purpose of this activity is for adolescents to channel their potential / talents by being directed, which if developed can result in achievements in certain fields<sup>51</sup>.

### ***Through the provision of reprimand and sanctions***

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<sup>49</sup> Mns., Teacher (*Interview* MAS DDI Labibia, 06 October 2018)

<sup>50</sup> Rsk., Student (*Interview* MAS DDI Labibia, 06 October 2018)

<sup>51</sup> Hari Harjanto Setiawan, *Op.Cit*, h, 14



Rules of discipline applied among students of private Islamic senior high school in Kendari city have been equipped with sanctions for students who violate including bullying behavior. Every violation committed must have sanctions. Sanctions in the world of education is one strategy in overcoming various student violations. This is in line with what was conveyed by the head of private Islamic Senior High School Indotec<sup>52</sup> “the Madrasas has an order or order, so it is certain that if someone violates the consequences it will be sanctioned, of course according to the level, type and level of mistakes they make. When finding a student who violates, what I do is give a threat or reprimand. This means that we are not immediately given sanctions but are rich in warnings first. Later, if it is repeated, then sanctions will be given. So, we understand that sanctions are definitely clear must be given to students who violate to give a deterrent effect on them. But, we must not immediately lead to physical sanctions but need to give them the opportunity to change with their own selves”.

Similar information came from the Head of private Islamic Senior High School Ummusshabri Kendari<sup>53</sup> “if we found that there were students who violated then we usually give the 1st, 2nd, to 3rd warning. In the last stage we usually give the agreement if it is repeated, he writes the sanctions. So there is time given from school for them to be able to change themselves. But if it can't, then we have to take over by giving sanctions. In giving a warning to students who violate it while praying that what we say can be accepted by students. Because what we want, they can be aware and able to behave well when they are in a Madrasah environment”. This statement was emphasized by the head foundation of private Islamic Senior High School Darul Mukhlisin<sup>54</sup>, “even though our school is a private sector, the violation in any form is intolerable. Rules must be enforced and I do not hesitate to expel students who do not obey the rules that apply here, because in our opinion one who does something wrong if it is left over will damage other students and more”.

Based on the data above, it can be understood that although these Madrasas are private, all of them already have and are committed to the rules of conduct they apply to each. Moreover, all rules or rules have been equipped with sanctions that are expected to have the effect of reducing violations committed by students, especially bullying behavior. Upholding the rules means sanctioning, this is in line with Permendikbud No. 82 of 2015<sup>55</sup> concerning the prevention and overcoming of acts of violence within the education unit, that the provision of sanction regulations has been made firmly and includes sanctions for perpetrators of violence or perpetrators of omission, or neglect of acts of violence. Sanctions are given so he does not

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<sup>52</sup> Hbb., Principal's (Interview MAS Indotec Kendari, 24 September 2018)

<sup>53</sup> Sgt., Principal's (Interview MAS Ummushabri Kendari, 15 September 2018)

<sup>54</sup> Jml., The foundation's president (Interview MAS Darul Mukhlisin, 25 August 2018)

<sup>55</sup> Permendikbud No 82 Tahun 2015 *Tentang Pencegahan dan Penanggulangan Tindak Kekerasan di Lingkungan Satuan Pendidikan*, h, 4



repeat his mistakes. However, sanctions for bullying perpetrators must be careful not to have a significant impact on students where they will become vengeful and vent their anger on their friends. Enforcement of madrasa rules is an effort to minimize the existence of student violations especially bullying behaviour so as not to hurt students which has an impact on increasingly deviant student behavior.

## Conclusion

From the results of the research on the strategy of private Islamic Senior High School in Kendari city in overcoming bullying behavior among students, we can conclude the following:

1. The forms of bullying behavior in Private Aliyah Madrasas in Kendari city, among others, have similarities, namely: (1) physical bullying, namely beating; (2) verbal bullying that is mocking or ridiculing friends, changing friends' names, or calling as parents' names; (3) social / psychological bullying, namely laughing at friends and isolating them
2. The occurrence of bullying behavior is influenced by several factors, namely (1) Environment; (2) Family; (3) Peer Friend Support; (4) Community Environment; (5) School Climate; (6) Personality Factors or Student Character Alone; (7) Mass Media Factors
3. Private Islamic Madrasah Strategy in Kendari City in overcoming bullying behavior among students, namely through: (1) Enforcement of Madrasah rules / rules; (2) Through the development of students' Morals and Character in which coaching is carried out through the learning process and other activities; (3) Through exemplary where the teacher must be able to be an example for all students; (4) Making teachers as parents at school; (5) Supervision of All Student Activities; (6) Through the Development of Student Interests and Talents; and (7) Through the provision of reprimand and sanctions

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