

The Role of Islamic Religious Education Teachers in Overcoming Bullying at Junior High School

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Abstract

This study aims to identify the role of Islamic Religious Education (PAI) teachers in addressing bullying behavior at junior high schools in Pamekasan Regency. Using a qualitative descriptive approach, the study reveals that bullying arises from peer influence, seniority, and inadequate school supervision. The dominant form of bullying is verbal, including mocking and insults, leading to concentration issues, anxiety, and depression among victims. PAI teachers play a strategic role by teaching religious values, empathy, and tolerance. They also act as role models and mentors, collaborating with counselors, parents, and the school community to create an inclusive and bullying-free environment. The study recommends strengthening anti-bullying policies, character education programs, and strict supervision as effective measures to prevent and address bullying in schools.

Keywords: Bullying; Character Education; Islamic Religious Education Teachers; Religious Values; School Environment.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi peran guru Pendidikan Agama Islam (PAI) dalam menangani perilaku bullying di SMP Negeri Kabupaten Pamekasan. Dengan pendekatan deskriptif kualitatif, penelitian ini mengungkapkan bahwa bullying terjadi akibat faktor teman sebaya, senioritas, dan minimnya pengawasan sekolah. Jenis bullying yang dominan adalah verbal, seperti ejekan dan penghinaan, yang berkontribusi terhadap gangguan konsentrasi, kecemasan, dan depresi pada korban. Guru PAI memainkan peran strategis melalui edukasi nilai-nilai agama, empati, dan toleransi. Selain itu, mereka berfungsi sebagai model teladan dan pembimbing, bekerja sama dengan guru konseling, orang tua, dan komunitas sekolah untuk menciptakan lingkungan yang inklusif dan bebas bullying. Studi ini merekomendasikan penguatan kebijakan anti-bullying, program pendidikan karakter, dan pengawasan ketat sebagai langkah efektif mencegah dan mengatasi bullying di sekolah.

Kata Kunci: Bullying; Guru Pendidikan Agama Islam; Lingkungan Sekolah; Nilai Agama; Pendidikan Karakter.

INTRODUCTION

Basically, everyone has a character that is adapted to their nature. However, through the educational process, these characters can be changed and developed throughout their lives (Evy & Ahmad, Vol. 2, No. 2, 2019: 39). According to the General Provisions of Article 1 of Government Regulation No. 55 of 2007 concerning Religious Education and Religious Education, religious education is education that provides knowledge and forms the attitudes, personality, and skills of students in practicing their religious teachings. Religious education must be implemented at least as a subject or lecture in all paths, levels, and types of education. (Luaiyinnandiful & Sabarudin, Vol. 9, No. 2, 2023: 579).

Bullying can be defined as verbal and physical actions or behaviors that are done to harass someone who is weak. The term bullying comes from the word bully and can be interpreted as a behavior that leads to the understanding of intimidation or bluffing carried out by someone to another person so as to cause stress that appears in the form of physical, psychological, or both disorders for the victim (Windy, 2016: 8).

So based on the above definition, bullying can be interpreted as a deviant act committed intentionally by someone who is more powerful against a weak person with the aim of intimidating, threatening, frightening, or making the victim uneasy. That way the action creates an understanding of the negative impact of this behavior felt by victims and perpetrators of bullying.

In Indonesia, the prevalence of bullying cases in schools is still quite high, with many students reporting experiencing physical, verbal, or social violence from their classmates. In this case, in accordance with what happened at SMPN Pamekasan Regency, there are still many students who experience bullying behavior, even it is done in the school environment and the perpetrators are their own friends, the cause of this behavior is none other than peer factors and the type of bullying behavior that often occurs there is verbal bullying. It does not rule out the possibility of this happening if there is special action or handling that must be taken by PAI teachers at SMPN Pamekasan, this is a task for teachers, especially PAI teachers, to be able to overcome this behavior so that it does not spread widely and make a threat to the mentality of a student. This condition not only disrupts the teaching and learning process but also threatens the mental and emotional well-being of students. Therefore, it is important to find effective solutions to overcome this problem. One way that can be done is through the role of teachers, especially Islamic Religious Education (PAI) teachers.

Various forms of using force or violence to hurt someone so that the victim feels depressed, traumatized, and helpless are part of bullying behavior. When this happens, students feel alienated, especially in the school environment. The feelings that students have felt because they are victims of this behavior in the school environment will have an impact on their learning process and results, which in turn can hinder their growth. Bullying behavior is more common among those who are strong or powerful towards someone who is beneath them or considered weaker, causing the victim to be unsettled.

A victim of bullying, also referred to as a victim, is someone who is often traumatized by the unkind actions of others towards them and lacks the ability and power to fight back or stop them. Introverted children who have low and lacking self-esteem and social skills, especially those who cannot say or report what they have experienced become vulnerable victims of bullying at school. Victims feel distressed and are not brave enough to confront the bully directly, and want to stop being bullied by the bully. Victims of bullying also often do not tell their teachers or families about what they have experienced. This happens because victims feel afraid and will be punished or they feel they can solve their own problems (Adiyono & Irvan, Vol. 6, No. 3, 2022: 650-651).

E. Mulyasa states that teachers act as examples and role models for students and the environment. Teachers must be disciplined, responsible, authoritative, and independent (Yayah, 2022: 194). Students while at school are the responsibility of the school community, especially teachers. Problems that occur at school must be resolved by authorized parties such as counseling teachers in dealing with problems that occur with students. A teacher has the responsibility to guide, understand their needs and abilities in creating an optimal environment (BKI'A 20, 2022: 361).

In the world of education, the task of Islamic religious education teachers is not only to teach and provide knowledge, but also to be able to instill good character and discipline to their students so that they become human beings with character. A person is called a person of character if they have good traits or morals. However, being an Islamic religious education teacher is not easy. This is because character building today is very difficult and requires patience, diligence, and gradual progress. In addition, PAI teachers must be an example for each of their students. (Budi & Iksan, Vol. 10, No. 2, 2024: 703)

PAI teachers have a strategic position in students' moral and ethical education. Islamic teachings delivered in PAI subjects contain noble values such as compassion, mutual respect, and justice. These values are very relevant in efforts to prevent and handle bullying in schools. PAI teachers can utilize the PAI curriculum to instill anti-bullying values to students, as well as teach them to be empathetic and caring towards others. Through a religious approach, students are expected to understand the adverse effects of bullying and be motivated to avoid such behavior.

So the teacher's job here is to be able to handle bullying behavior as quickly and accurately as possible and use the right method. The meaning of the right handling can be done to the perpetrators, victims, and other students who participate in seeing the inappropriate behavior directly. Schools must carry out direct handling by teachers. Therefore, teachers must be able to understand the forms of bullying in schools so that teachers can prevent the occurrence of inappropriate behavior. Bullying has minor effects on the perpetrator, including feelings of unease after committing the act, and long-term effects, such as increased involvement in violence in the future, therefore the role of the family and the relationship between parents and children is the key to preventing bullying, so the general relationship with the child, school, or teacher is considered the main

requirement that must be done to prevent such actions. So, this study focuses more on how teachers deal with bullying behavior in the school environment directly (Nanda & Sugito, Vol. 6, No. 2, 2022: 1410-1411).

Forms of bullying behavior in students that occur at SMPN Pamekasan Regency can be in the form of insults or diatribes such as differences in the physique of a student. One of the events that occurred at SMPN Pamekasan Regency in class IX was that students took actions that harmed their classmates where the perpetrator deliberately gave glue to the head of the victim, so that the victim felt that he was being made a joke or played, from this it caused the victim not to go to school because he was traumatized by the incident that happened to him. After a few days the parents of the victim came to school to ask for information from the school about the incident that happened to him, After a few days the parents of the victim came to school to ask for information from the school about the incident that happened to their child, so that the child was reluctant to go to school, unlike the perpetrator, after being asked for information the perpetrator did not intend to humiliate the victim, but the perpetrator was nosy so that this was spontaneously done by the perpetrator.

Based on this background, this article will discuss the role of Islamic Religious Education teachers in overcoming bullying at SMPN Pamekasan Regency. The discussion in this article includes: Factors causing bullying, types of bullying behavior in students, the role of PAI teachers in overcoming bullying, the impact of bullying behavior.

METHODS

This study uses a combination of research methods, namely qualitative because the data obtained focuses on in-depth descriptive explanations, and quantitative which presents factors of bullying behavior, and types of bullying behavior, through distributing questionnaires conducted to students. A qualitative approach is a study that uses descriptive data from the subject under study, such as words, writings, or behaviors of individuals (Bogdan, Robert, 1992: 21-22). This study analyzes the role of Islamic religious education teachers in overcoming bullying at SMPN Pamekasan Regency. Where with the role of a teacher, it will have an impact and influence on student learning activities carried out by each teacher there. Research time was conducted in the odd semester of the 2024-2025 academic year for the location of this research is located at SMPN 1, SMPN 2, SMPN 5, SMPN 8 Pamekasan and the research sample is class XI students. The data obtained comes from human and non-human sources. Human data sources are PAI teachers and students at SMPN Pamekasan Regency. While non-human data sources are obtained from document analysis and related to the material discussed in this article, such as books, journals and the distribution of questionnaires which is one of the quantitative methods to measure the background factors and types of bullying behavior circulated to students presenting the answers to the questionnaire where the background of peers is the main factor in bullying behavior from the respondents' answers, so that later it can be known what percentage of the causes of bullying behavior due to peers after the questionnaire is distributed, it produces several percent of factors, types of bullying behavior that occurs at SMPN Pamekasan Regency. The data collection procedures were carried out using interview techniques, document analysis and observation. Interviews

were conducted to obtain additional non-physical data sourced from PAI teachers of SMPN Pamekasan district. And document analysis is done by studying literature related to the material discussed in this article. And observation is done in order to strengthen the analysis with the reality in the field. And data analysis is done using data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Factors causing bullying

Bullying is a complex and difficult problem to solve. Therefore, to solve the problem of bullying, it is necessary to start by looking for what causes bullying to occur among students. If the bullying case is not resolved effectively, then the problem will not be solved (Khoeron & Tobroni, Vol. 6, No. 2, 2023: 175). In the current situation, indecent behavior is increasingly rampant so that researchers can gain deeper insight into the factors that cause bullying. The emergence of these actions is caused by several factors so that there are research results regarding the factors that cause bullying behavior in Pamekasan Regency, therefore it can be mapped in the graph obtained from the respondents' answers using the distribution of questionnaires using google form can help identify and classify among others:

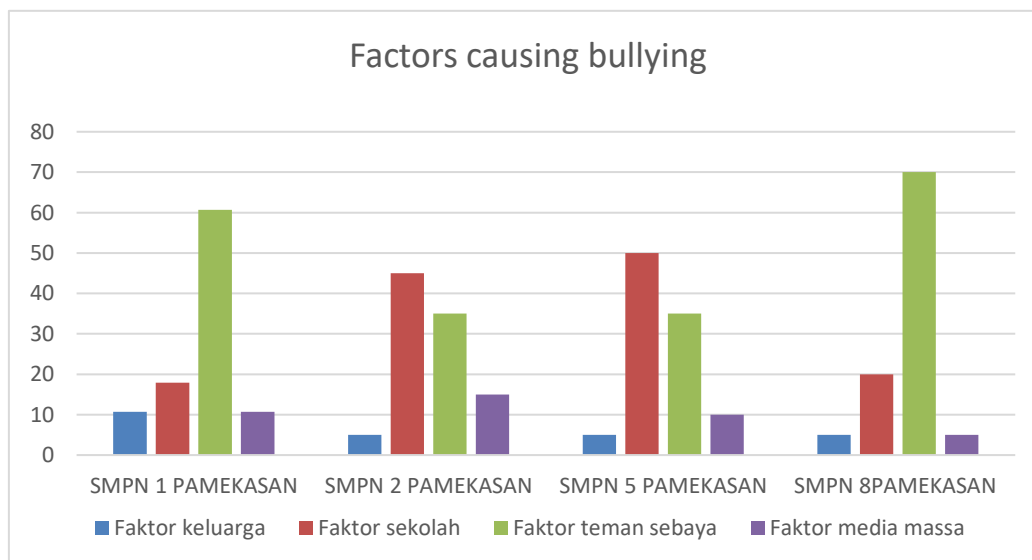


Figure 1.1 Factors that lead to bullying

Based on the figure above, the factor that becomes the emergence of bullying and often occurs in SMPN Pamekasan Regency is the peer factor found in SMPN 8 Pamekasan, namely 70% and SMPN 1 Pamekasan as much as 60%, other than in SMPN 5 and SMPN 2 Pamekasan the peer factor is not so dominant, but the school factor is more dominant, namely 45% in SMPN 2 Pamekasan, and 50% in SMPN 5 Pamekasan. In SMPN 8 and SMPN 1 Pamekasan, the peer factor is more because students often spend time with peers both when going to school, returning from school, and when playing, so it is the main factor that causes bullying behavior in Pamekasan Regency. In addition, there is also an act of seniority that wants to be seen as a champion among peers who requires respect and

willingness to serve, actually it is done, because he wants to show his identity, and maybe his peers sometimes tend to be lied to, played with then he can be treated arbitrarily with his friends.

This agrees with Windy Sartika L that peers who experience problems at school will have a negative impact on other peers, such as saying and behaving rudely towards teachers and friends. Some children abuse just to prove to their peers that they are accepted in their group (Windy, 2016: 158).

Regarding school factors that are a contributing factor to the occurrence of bullying behavior in SMPN Pamekasan Regency, namely in SMPN 5 Pamekasan reaching 50%, in this case it rarely occurs in every school but this behavior occurs in schools that lack teacher supervision of students, especially for students who are missed by the teacher's attention.

So it can be concluded that school factors do not rule out the possibility of bullying behavior in SMPN Pamekasan Regency, schools can take proactive steps to make a safer and more inclusive environment. If the school does not have an effective anti-bullying policy or program and does not monitor interactions between students, it can be a place where the perpetrator commits bullying behavior. This agrees with Setiawati that schools that tend to ignore bullying, make students who do it even more reinforced to commit the same act at a later time. In addition, schools with very low discipline, poor guidance, rules that are not properly implemented, and poor supervision and ethical guidance can also cause bullying to occur (Irvan, Vol. 10, No. 1, 2013: 52).

Family factors that are a factor in the occurrence of bullying behavior at SMPN 1 Pamekasan reach 10% in this case less dominant occurs due to parents who pay less attention and less educate children every day so that children become neglected (Broken home) and become uneducated.

The family environment plays an important role in shaping children's behavior. Families that lack attention, affection, or consistent discipline can contribute to the development of bullying behavior. Children who grow up in families with violence, conflict, or a lack of effective communication are more likely to mimic the aggressive behaviors they witness at home. In addition, the wrong parenting style can exacerbate a child's tendency to bully. This agrees with Pipih M, that family is a major factor in harassment behavior. Family factors include poor parenting and family functioning. So the family is where children learn and behave well and make good relationships with others. The child's relationship with the family makes them able to reflect the behavior. Children's experiences with family and parenting influence how children adapt at school and their relationships with peers (Pipih & Fatwa, Vol. 1, No. 2, 2019: 102-103).

And for the mass media factor that occurs at SMPN Pamekasan Regency, namely at SMPN 2 Pamekasan, it reaches 15% to be a factor in the occurrence of bullying behavior at SMPN 2 Pamekasan at this time there is no doubt about the sophistication of technology as the times increase many students already have mobile phones (HP), one of the applications that can influence students is youtube or other applications, from that students imitate bad actions such as fighting with friends who are considered a trend or cool in front of their friends. Regarding the mass media factor, teachers at SMPN 2 Pamekasan have handled these cases such as students being prohibited from bringing cellphones to school because they minimize students who do not have cellphones and can cause their friends to do something that is not desirable later. It can be emphasized that at SMPN 2 Pamekasan strictly prohibits students from bringing cellphones to school for

reasons of comfort and safety when teaching and learning activities, and also when the process of teaching and learning activities can run well so that students can understand the learning material that has been given by the teacher.

This agrees with Derksen and Strasburger that media violence is the reason youth violence is increasing. A person wants to be recognized for fulfilling their psychosocial needs in the mass media (Sigit, Seger, Vol. 17, No. 2, 2020: 4).

Types of Bullying Behavior in Students at SMPN Pamekasan Regency

There are several types of bullying behavior that occur in SMPN Pamekasan Regency, therefore it can be mapped in a graph that is carried out using the distribution of questionnaires with google form which shows the types of bullying behavior in students as follows:

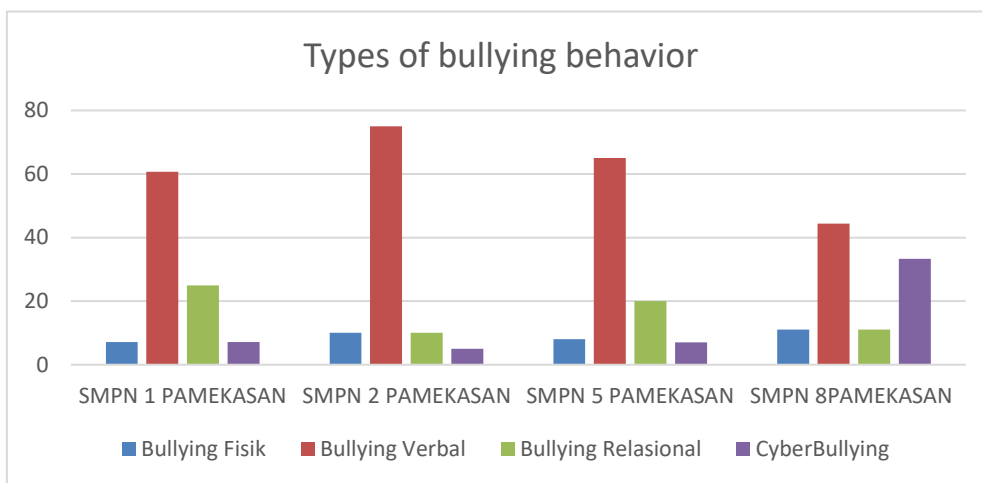


Figure 1.2 Types of Bullying Behavior in Students

Based on the data entered through the distribution of questionnaires using the google form link, the type of bullying that often occurs in SMPN Pamekasan Regency, especially in SMPN 2 Pamekasan, is verbal bullying as much as 75%, while other types of bullying such as physical bullying, relational bullying, and cyberbullying do not dominate much. The type of bullying behavior that is very dominant in SMPN 1, SMPN 2, SMPN 5, and SMPN 8 Pamekasan is verbal bullying, this states that the level of verbal bullying is still very high, including students who mock someone using nicknames, besides that students often make fun of, insult and insinuate. Because basically students are just nosy to the victim who causes insults or diatribes such as differences in the physique of a student, for example, some have white skin and some have black skin. So the impact of these actions can cause feelings of insecurity in the students themselves and can interfere with the development of the learning process.

So from the verbal bullying that occurred at SMPN 2 Pamekasan above, it can be concluded that verbal bullying is a form of intimidation that uses words to hurt, demean, or intimidate others. Although it does not involve physical contact, verbal bullying can have a very damaging psychological impact, including lowering self-esteem, causing stress, anxiety. In the long run, victims of verbal bullying may develop social anxiety disorder and difficulty in building healthy interpersonal relationships.

This agrees with Ela Zain Z, The most common form of bullying committed by boys and girls is verbal violence. Verbal abuse is easily perpetrated in front of adults and peers without detection. On the playground, verbal bullying mixed with the sound of ringers can be heard by supervisors. Because it is considered stupid or disrespectful talk among peers, it is ignored. Name-calling, reproaches, slander, cruel criticism, insults, and statements that resemble sexual solicitation or sexual harassment are included in verbal bullying (Ela, Sahadi, Vol. 4, No. 2, 2017: 328).

For relational bullying as much as 25% that occurred at SMPN 1 Pamekasan, this behavior can be said to occur more or less among students of SMPN 1 Pamekasan, one of the incidents that occurred at SMPN 1 Pamekasan was boycotting, which is encouraging other students to avoid or not talk to someone, so that the target feels isolated and alone. For initial action in preventing relational bullying, it is necessary to condition the student environment to be more comfortable and conducive.

So it can be concluded that such behavior is treatment that aims to damage one's social relationships and reputation. Addressing relational bullying requires special attention and concerted action from families, schools, and communities to prevent and effectively deal with incidents. Unlike verbal bullying, relational bullying is often difficult to detect because it does not involve direct violence.

This agrees with Ela Zain Z that among other types of bullying, the bullying that occurs frequently and is easy to recognize is physical bullying. However, students only report less than a third of physical bullying cases. Hitting, scratching, biting, punching, elbowing, kicking, crimping, choking, and spitting on the bullied child in a painful position, as well as damaging and destroying their clothes and belongings are among the types of physical bullying (Ela, Sahadi, Vol. 4, No. 2, 2017: 328).

Regarding physical bullying reaching 7.1% which is a type of bullying behavior that is rarely carried out at SMPN 1 Pamekasan, for physical bullying that occurs at SMPN 1 Pamekasan is seizing or damaging the victim's belongings, such as bags, books, etc. by forcing the victim to give the items requested by the threat of violence. So that the impact caused by bullying can be considered bad on the victim, so that the victim will experience physical and psychological injuries such as stress, depression and anxiety.

This agrees with Windy that physical bullying, includes the act of scamming, spitting, stepping on feet, tripping, knocking, slapping, throwing with items (Windy, 2016: 149). The impact of physical bullying is not only limited to physical injury, but also includes deep emotional and psychological trauma. In addition, physical bullying can cause victims to feel unsafe in their social environment, which can negatively impact their academic performance and social life.

For cyberbullying that occurred at SMPN 8 Pamekasan, it reached 33.3%, which occurred when the perpetrator sent a message to the victim containing threats or harsh words. As a result, the victim experiences depression, loss of self-confidence, shyness, decreased academic achievement, and feels isolated in relationships. Not only the victim feels the impact of such behavior, but also other people who see it. Those who are victims of cyberbullying usually experience mental problems, physical health, inability to socialize and failure in learning. The effects of cyberbullying can also extend to academic performance, as the emotional distress experienced interferes with concentration and motivation to learn.

This agrees with Endah Ruliyatin, that cyberbullying means cyber bullying with the intention of intimidation, threats, and harassment carried out verbally and physically.

Harassment, intimidation, threats, and humiliation by the perpetrator (bully) to the victim through social media or through mass media (internet) can be interpreted as cyberbullying. Cyberbullying is an act that is not good to do or treatment that wants to degrade someone's dignity carried out by an individual or group of people to a target who has difficulty defending himself with the help of electronic devices or social media (Endah & Dwi, Vol. 5, No. 1, 2021: 3).

So it can be concluded from the forms of physical bullying and cyber bullying that occur in SMPN Pamekasan Regency that it is possible that this does not happen, because both types of bullying require serious attention and handling. Education, anti-bullying policies, support for victims, surveillance and incident reporting are important steps in preventing and handling such bad behavior. To create a safe and supportive environment for all individuals, especially for students, there must be a collaborative effort from the family, school and community.

So it can also be concluded from the explanation above that the types of bullying can be divided into 4, namely physical bullying such as spitting, hitting, choking, kicking, biting. verbal bullying such as slander, reproaches, insults, accusations of untrue accusations. relational bullying such as alienating or rejecting a friend or deliberately shown to damage friendship. Cyberbullying such as sending hurtful messages or using pictures.

One of the cases that has occurred at SMPN Pamekasan Regency in class IX is physical bullying where students take actions that harm their classmates where the perpetrator deliberately gives glue to the head of the victim, so that the victim feels that he is being made a joke or played, from this it causes the victim not to go to school because he feels traumatized by the incident that happened to him, After a few days the parents of the victim came to school to ask for information from the school about the incident that happened to their child so that the child was reluctant to go to school, unlike the perpetrator, after being questioned the perpetrator took this action not with the intention of humiliating the victim, but the perpetrator was nosy so that this was spontaneously done by the perpetrator.

Impact of Bullying Behavior

The impact of bullying that has occurred at SMPN Pamekasan Regency experienced by victims is feeling fear, low self-esteem, anxiety and lack of confidence, fear of interacting with the environment, and difficulty concentrating on learning, which in the long run can affect the ability to concentrate at school. Self-confidence is impaired, causing avoidance or avoidance of school and solitary behavior in the social environment. In addition to this, it is not only the victim who is harmed, but the academic achievement that usually gives good grades to the victim, but the behavior is getting worse due to bullying behavior.

Furthermore, the impact of bullying that occurs in SMPN Pamekasan Regency on the actions of the bullying perpetrator feels that there is guilt as well as regret in themselves. The victim does not avoid the perpetrator and also a small part that does good to the perpetrator. The impact of bullying behavior is extensive and detrimental to all parties involved. Therefore, it is important for schools, families and communities to work together to prevent and tackle bullying. Effective prevention efforts involve character

education, strong anti-bullying policies and psychological support for victims, perpetrators and witnesses of bullying.

So it can be concluded that the impact of bullying that occurs in SMPN Pamekasan Regency can have serious effects on victims, both physically and psychologically, the impact involves an increased risk of mental disorders such as depression, anxiety etc. Effective prevention efforts involve character education, strong anti-bullying policies and psychological support for victims, perpetrators and witnesses of bullying. That way, what can be done by teachers at SMPN Pamekasan Regency so that students can be enthusiastic and concentrate again in carrying out the learning process by:

1. Provide support and motivation to students, give special attention to students who are victims of bullying, invite the student to talk privately so that the student can tell the experience that happened and tell the student that he is not alone.
2. Creating a safe and conducive classroom environment, so teachers at SMPN Pamekasan Regency must apply strict rules against bullying.
3. Encourage active participation and involvement, encourage students to participate in extracurricular activities so that students can expand their social networks, and give big or small awards to students both in academics and non-academics so that students can be re-energized in carrying out the learning process.
4. Working with student guardians who participate in providing motivators, guidance and advice that their students will later have. This meeting is held at least once every 3 months to be able to see the development of students. Not only that, teachers provide worksheets that require each student to fill in every activity carried out every day so that indirectly the teacher can monitor student activities from the beginning of waking up to sleeping again, this allows students to carry out positive activities every day.
5. The need to socialize the impact of bullying can be done through lectures, discussions, and relevant learning materials.

The Role of PAI Teachers in Overcoming Bullying at SMPN Pamekasan Regency

In addition to providing knowledge, teachers have the responsibility to teach morality or good character values to their students. These values will develop along with the students' life process. (Siti & Muna, Vol. 5, No. 1, 2022: 53).

Islamic religious education (PAI) teachers have an important role in delivering Islamic religious education (PAI) materials and being more innovative and creative to be able to motivate students in learning religion, especially in elementary schools. At this stage, students are still pure and easy to learn, and the teacher can already explain, understand the material well and accordingly (Mannan, Alvi, Vol. 4, No. 1, 2023: 2).

There are several factors, both technical and non-technical, that affect the success of the learning process in achieving an educational goal. Not only teachers and students contribute to the achievement of education, but other aspects must also be considered. One very important component to achieve educational goals is the method used (Muliatul, Sri, Vol. 2, No.1, 2020: 12).

All teachers at SMPN Pamekasan Regency play an active role not only PAI teachers who play an active role in conveying the dangers of bullying behavior in the implementation of the learning process but such as counseling teachers who are also very instrumental in providing appropriate guidance and motivation to their students, as well as homeroom teachers who want to report on what has happened to their students.

Guidance and counseling teachers have an important role in preventing and eliminating bullying in schools, so they must provide effective and comprehensive services to all students. Guidance and counseling teachers, among others, can help overcome problems by using various types of programs. (Fahatul & Predi, Vol. 10, No. 3, 2024: 1374).

According to Hani Fitria, the role of the teacher is consistently a description of the pattern of behavior applied in various interactions with fellow teachers and students. The role of the teacher is:

1. Teacher as Educator

Teachers are educators as well as figures, examples, and role models for their students, as well as identification for students and their environment. Therefore, teachers must meet certain standards, such as responsibility, authority, independence, and discipline (Hani, 2021, 25-26).

PAI teachers as educators who must be able to prevent bullying behavior in SMPN Pamekasan Regency by teaching students' values such as empathy, and tolerance by telling stories, group discussions so that students understand the dangers of bullying. In this case the teacher is the key to providing direction about the dangers of this behavior. The value of empathy in question is to understand the suffering of others, students who empathize tend not to commit acts of violence because they are aware of the suffering of others when hurt, not only that the teacher also teaches students about understanding tolerance, tolerance is not only from religion but appreciates the differences that exist around them, both their physical form and race, so the PAI teacher of SMPN Pamekasan Regency conducts the above understanding so that these bad actions are not carried out by students.

2. Teacher as Counselor

Although teachers do not have the special ability to be advisors, teachers need to have an advisory role for their students. Learners will inevitably need to make decisions, and in the process, they will rely on their teachers (Hani, 2021, 26).

PAI teachers of SMPN Pamekasan Regency do a way to know the character of each student, even the problems that occur, by providing free time to talk individually to students involved in bullying cases, both victims and perpetrators. In this way the teacher can understand the background of the problem that occurred and provide advice to both victims and perpetrators. In the event of bullying behavior towards students by other students, Pamekasan Regency SMPN teachers will approach both parties, both from the victim, and from the perpetrator, the teacher will ask the background of why the incident occurred, whether it is used to happening or only once happened, the teacher will also investigate whether the case is said to be severe or mild, if it is severe the teacher will contact both parents of the victim and the perpetrator, otherwise if it is mild then the teacher will solve it only by giving structured advice.

3. Teacher as Model and Role Model

Teachers act as examples and role models for their students, therefore, the personality of a teacher and what the teacher does or implements will be considered by students and people in their environment who consider them as role models (Hani, 2021, 26).

By being a model and role model for students, PAI teachers of SMPN Pamekasan apply or model good values such as mutual respect, tolerance in differences, positive

behavior, this can help in creating a school environment that is free from bullying behavior. Teachers are examples and role models for their students, so that what is done by the teacher will be exemplified by the students as has been applied by the PAI teacher of SMPN Pamekasan Regency, the behavior shown by the teacher is very good, from polite speech, moral behavior so that students will imitate the teacher's model and morals, if that happens then there will be no bullying behavior or violence that occurs in schools, especially in SMPN Pamekasan Regency.

4. Teacher as Motivator

Teachers are motivators for their students, so they must be able to encourage their students to be enthusiastic and active in learning. In addition, teachers must identify the factors that cause students to be lazy and reduce their performance at school (Hani, 2021, 26). Here, providing motivation emphasizes more on the formation of good morals, where morals are the overall core of human life movements (Mitra, Vol. 6, No. 1, 2023: 51).

PAI teachers of SMPN Pamekasan Regency have a role as a motivator, and must provide or model good examples for their students such as showing mutual respect for fellow creatures of God Almighty, implementing justice in all matters in daily interactions, such exemplary can motivate students to follow a good attitude as shown by the teacher in order to avoid bullying attitudes. In this case it is not much different from the teacher as an advisor and as a model and example, where the PAI teacher of SMPN Pamekasan Regency teaches and applies to students to respect each other as fellow creatures of Allah SWT. teachers also provide examples of how to respect each other, for example, young students respect their seniors, and adult students love young students, from that students will understand mutual respect between others so that violent behavior that occurs in schools can be avoided.

5. Teacher as Mentor

Teachers act as mentors for their students, their presence at school is to guide students to become people who have good morals both verbally and in action. Learners will face difficulties in their development if they do not receive guidance from their teachers. With less ability, students depend more on the help of teachers. However, as students get older, their dependence on teachers gradually decreases (Hani, 2021, 26-27). In fostering character in children can be through habituation to participating in Islamic religious activities, the cooperation of parents is needed for the success of shaping children's character (Ayu & Mohammad, Vol. 7, No. 1, 2021: 50).

The role of PAI teachers at SMPN Pamekasan Regency as mentors in overcoming bullying behavior can be done by conducting counseling and mediation, if there is a case of bullying the teacher can mediate or call the victim or perpetrator, so that from this the teacher can help solve problems or cases that occur in their midst. For the role of the teacher as an educator is not much different from the teacher as a mentor, where the teacher must provide direction on violent behavior to students on the dangers of violence committed at school, not only that, the teacher can also conduct or hold guidance on students involved in violence or bullying by conducting direct interviews with victims and perpetrators as well as their parents, so that the results of the interview can produce a way out so that the violence does not happen again. In addition, PAI teachers can act as role models in daily behavior. The attitude and behavior of teachers who are fair, firm, and compassionate can be an example for students in interacting with their friends. Teachers who show respect and support for all students, regardless of differences, can create a more inclusive and harmonious environment. Thus, the role of PAI teachers is not

only limited to classroom learning, but also includes character building and positive school culture.

PAI teachers also have an important role in the identification and early intervention of bullying cases. Through observation and interaction with students, PAI teachers can recognize signs of students who are victims or perpetrators of bullying. Prompt and appropriate intervention is essential to prevent the escalation of the problem and provide the support needed by the students involved. PAI teachers can work together with school counselors, other teachers, and parents to address this issue holistically. Finally, collaboration between PAI teachers and the entire school community, including the principal, other teachers, and parents, is essential in creating a bullying-free environment. Anti-bullying counseling and education programs that involve all parties can increase the awareness and involvement of the entire school community in bullying prevention and handling efforts. Thus, PAI teachers can play a central role in building a school culture that is safe, friendly, and supportive of students' positive development.

This agrees with Hani Fitria regarding the role of teachers as educators, mentors as well as motivators, models and role models and advisors. While the role of PAI teachers in SMPN Pamekasan Regency in tackling bullying behavior is through a religious approach that teaches moral and ethical values. Regarding the education of religious values by teaching noble morals such as respecting others, doing good, and not hurting others. For character building, it can be done with Islamic character programs such as honesty, responsibility. And for student empowerment, it can be done by building awareness such as teaching students to realize the negative impact of bullying and the importance of respecting each other, and can be done by doing positive activities by encouraging students to engage in positive activities that can strengthen solidarity and a sense of community. And do not forget to be able to supervise and accompany students both outside and inside the classroom to detect signs of bullying.

In addition, there are obstacles faced by PAI teachers of SMPN Pamekasan Regency in dealing with bullying behavior, namely the lack of openness of students in telling the bullying incidents experienced by these students, the lack of teachers' delivery to students of the dangers of bullying behavior and the lack of parental involvement in overcoming the problem.

The way PAI teachers can overcome bullying behavior that occurs in SMPN Pamekasan Regency is by integrating religious and moral values in the learning process and daily interactions. As well as teachers must conduct special coaching for students to understand the dangers of bullying behavior, and if bullying behavior occurs, the school already has a special team to overcome this, the team is TPPK (Violence Prevention and Handling Team). In SMPN Pamekasan Regency, to be a PAI teacher, it is necessary to provide an exemplary example to students where students will model what the teacher does, such as the personality of the teacher who must be shown to be polite, respectful, caring towards all students, and to carry out a positive activity, the teacher is required to involve students in activities such as cooperation, mutual respect etc..

CONCLUSIONS AND SUGGESTIONS

Summary

Bullying is known as unkind behavior done intentionally by someone who is powerful and stronger to someone weaker who aims to scare, threaten, or make the victim

unhappy. The occurrence of bullying in SMPN Pamekasan Regency is caused by factors that often occur peer factors in SMPN 8 Pamekasan as much as 70% and in SMPN 1 Pamekasan as much as 60%, because students often spend time with peers both when leaving school, returning from school and when playing, this is the main factor causing bullying behavior to occur. For the types that often occur in SMPN Pamekasan Regency, especially SMPN 2 Pamekasan, namely verbal bullying as much as 75%, because students often make fun of, insult and insinuate. So that from the formulation of the problem proposed, it is proven that the most dominant factor of bullying behavior in SMPN Pamekasan Regency is peer factors, while the dominant type of bullying behavior in SMPN Pamekasan Regency is verbal bullying, and the impact experienced by victims of bullying behavior in SMPN Pamekasan Regency is the disruption of learning concentration for victims, in addition to the risk of mental disorders such as depression, anxiety, etc. Furthermore, the role of PAI teachers in SMPN Pamekasan Regency in overcoming bullying behavior is by preparing a special team in handling bullying behavior, namely the Violence Prevention and Handling Team with the existence of this team, the acts of violence contained in SMPN Pamekasan Regency can be resolved properly so that it can prevent bullying behavior.

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Advice

Based on the above description, it can be suggested as follows:

1. The Principal of SMPN Pamekasan Regency can start by creating a clear and firm anti-bullying policy, as well as ensuring that all school members understand and implement it.
2. Islamic Religious Education (PAI) teachers have an important role in instilling moral and religious values that encourage positive behavior. In overcoming bullying, PAI teachers can insert messages about the importance of mutual respect, empathy, and compassion in learning materials.
3. Parents also have a crucial role in dealing with bullying, especially by providing moral support and supervision at home. Parents need to provide an understanding of good values, teach children how to respect others, and listen to children openly when they face problems at school.

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