The Role of Islamic Religion Teachers in Preventing Bullying in Primary Schools

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INTRODUCTION

Bullying is a pervasive problem that affects the emotional health and academic performance of countless students in primary schools (Sapouna, 2010). Bullying in elementary schools, where children are still forming their sense of self and attitudes toward others, can have long-lasting effects on their lives (Zhong, Huang, Huebner, & Tian, 2021). The need for a safe and inclusive learning environment is now of the utmost importance, and the influence of Islamic religion teachers in shaping the moral character of students cannot be overstated. (Wolke, 2009)The negative effects of bullying necessitate a comprehensive approach involving the entire school community,

including educators, administrators, parents, and students. Using the teachings, values, and principles of Islam, Islamic religion teachers can play a crucial role in preventing and addressing bullying behaviors.

A 2018 PISA study found that 41% of 15-year-old students in Indonesia had been bullied at least several times per month. KPAI (National Commission for Child Protection) found that there were only 53 instances of bullying in the school environment, compared to 168 instances of cyberbullying. This is the year that the school is implementing online education. This explains why there are fewer instances of bullying in the school environment than in cyberspace. The most recent data is also provided by KPAI. In 2022, KPAI reported 226 instances of bullying involving physical and mental violence in the school environment, including 18 instances of cyberbullying. In actuality, the number of bullying cases is significantly higher than the number of cases released by KPAI, as many cases are not reported to KPAI or do not appear in the media. This situation demonstrates that our formal educational institutions have not been conducive to ongoing education and teaching for quite some time (Peren, 2023). According to the Global School-based Health Survey, 20.6% of Indonesian students aged 13 to 17 were bullied. The proportion was lower than that reported by countries in Southeast Asia (28.3–51.0%). According to reports, school education helps reduce bullying, but no comparable research has been conducted in Indonesia. This study sought to investigate the role of school-based education in preventing bullying in Indonesian high schools. Data indicate that 32% of students were bullied by peers at school on one or more days during the previous month(Noboru et al., 2021).

Islam, as a religion, places immense importance on justice, fairness, and compassion. Islam teaches its followers to treat others with kindness, respect, and compassion(Marjuni, 2022). Within the context of Islamic religious education, these principles provide a solid basis for addressing and preventing bullying behaviors (Perkins, 2011).

Islamic religion teachers have an exceptional opportunity to integrate Islamic values into the school's culture and curriculum. According to Noboru et al. (2021) In Indonesia, Islamic education and other forms of religious education are unique. Religious education is not a specialized subject and is integrated into general education alongside moral education. Other forms of religious education are sanctioned by the government. It is also believed that these curricula prevent bullying effectively. In numerous nations, degrees from Islamic education institutions are not recognized by larger education systems or general education systems, and Islamic education in general schools is typically limited. By incorporating Islamic teachings on justice, fairness, and compassion, these teachers can instill in their students a sense of social responsibility and foster an understanding of their peers. Through the Quran's teachings and the Prophet Muhammad's (peace be upon him) exemplary behavior, Islamic religion teachers can guide students in adopting Islamic values that discourage bullying and encourage inclusive behavior.

The ability to foster positive relationships with their students is a crucial aspect of the role of Islamic religion teachers in preventing bullying (Abdul Halim et al., 2022). The key to creating a safe space where students feel comfortable discussing their experiences and concerns is to foster trust and open communication. By cultivating such relationships, Islamic religion teachers can effectively identify signs of bullying, intervene quickly, and offer the necessary support to both victims and perpetrators(Mansir, 2021).

In addition to establishing trust, teachers of Islamic religion can educate students about the consequences of bullying in both this world and the next. In addition to emphasizing the importance of treating others with kindness and deference, the Quran warns of the negative consequences of oppressive behavior (Herman & Ida, 2022). By imparting this information, Islamic religion teachers can assist students in comprehending the moral implications of bullying and encourage them to uphold Islamic values in daily life. In empowering students to become active bystanders, Islamic religion teachers play a crucial role in preventing bullying by empowering students to become active bystanders. Islam encourages individuals to resist oppression and injustice (Alwi et al., 2023). Accoding to Sugiati, (2021) By teaching students the concept of "amr bil ma'ruf wa nahi anil munkar" (enjoining good and forbidding evil), Islamic religion teachers can encourage students to intervene when they witness bullying and foster a culture where standing up for others is celebrated and valued. Islamic religion teacher can implement conflict resolution and mediation strategies that are consistent with Islamic doctrine. Teaching students how to resolve conflicts peacefully, with an emphasis on forgiveness and reconciliation, provides them with valuable life skills. By instilling these principles, Islamic religion teachers contribute to the creation of a school environment in which conflicts are resolved constructively, thereby reducing instances of bullying(Mansir, 2021; Akbar & Silvianetri, 2023).

Collaboration with stakeholders is necessary for the effective implementation of anti-bullying strategies. Teachers of the Islamic religion can engage parents and guardians in conversations about the significance of preventing bullying and solicit their support in reinforcing Islamic values at home. By collaborating closely with school administrators and staff, Islamic religion teachers can advocate for policies and initiatives that prioritize an inclusive and safe school environment. In addition, partnering with community leaders and organizations can expand the scope of bullying prevention efforts beyond school walls, fostering a community-wide commitment to combating bullying (Sugiati, 2021). While Islamic religion teachers play an important role in preventing bullying in elementary schools, there are obstacles and limitations that must be addressed. To ensure that all students feel respected and valued, balancing religious teachings and cultural diversity requires sensitivity and inclusion.(Kaluge & Sundari, 2021)

It is crucial for fostering understanding and promoting a positive image of the religion to dispel misconceptions about Islam and its association with bullying. Furthermore, it is essential to provide Islamic religion teachers with adequate training

and professional development opportunities in order to equip them with the necessary skills and knowledge to effectively address bullying incidents. Islamic religion teachers play an essential role in preventing and combating bullying in elementary schools. By incorporating Islamic values, fostering positive relationships, educating students, empowering bystanders, and implementing strategies for conflict resolution, they can contribute to the creation of a safe and inclusive learning environment. Collaboration with stakeholders and addressing obstacles will further improve their efforts' efficacy. The following sections of this research paper will examine in greater detail the strategies and approaches Islamic religion teachers can employ to prevent bullying incidents and foster a harmonious school community.

RESEARCH METHODOLOGY

This type of research involves qualitative library research. Literature research is research conducted by reading literature or references related to the issues raised and then identifying significant passages closely related to the research topic (Creswell, 2012). This study employs the the role of islamic religion teachers in preventing bullying in primary schools. collecting data was conducted through literature studies by collecting relevant materials for this research(Togia & Malliari, 2017). On data collected from literature sources such as books, notes, and scholarly journals, descriptive and argumentative analyses are performed.

RESULT AND DISCUSSION
Bullying in Primary Schools

Bullying has become a significant issue in elementary schools, threatening the well-being and development of young students. It is a pervasive problem that can have severe effects on victims and the school climate as a whole(Nugroho, Handoyo, & Hendriani, 2021). Beyond the immediate experience, bullying frequently results in emotional distress, academic difficulties, and long-term psychological effects(Herman & Ida, 2022; Saputra & Irman, 2023). Recognizing the gravity of this issue, educators, parents, and policymakers have increasingly prioritized the development of effective strategies to prevent and combat bullying in primary school settings(Ihsanullah, 2022).

Bullying is a repeated and deliberate act of aggression, an imbalance of power, and a display of dominance over another person. It entails the use of physical, verbal, or psychological tactics to harm, intimidate, or control another individual. Bullying can take many forms in elementary schools, including physical aggression, verbal insults, social exclusion, cyberbullying, and relational aggression. It can occur in classrooms, on playgrounds, in hallways, and online, creating a pervasive and distressing environment for young students(Mohd Nor, Syed Abdullah, & Hadis A Rahman, 2019).

Numerous studies have demonstrated that bullying is pervasive in elementary schools, with a substantial number of students experiencing or witnessing bullying incidents(Kaluge & Sundari, 2021). The exact prevalence rates vary between studies

and regions, but research indicates that a significant proportion of primary school students are bullied at some point in their educational careers(Rahmatullah, Suud, & Azis, 2022). Bullying can have devastating effects on its victims, including diminished self-esteem, increased anxiety and depression, academic difficulties, social withdrawal, and even physical health issues. In addition, the effects are not limited to the victims alone; witnesses of bullying also experience elevated levels of stress, fear, and a compromised learning environment(Erliyani, 2021).

Bullying is a complex issue influenced by multiple personal, social, and environmental factors. Understanding these factors is necessary for the development of effective prevention and intervention strategies(McCormack, 2011). Power imbalance, lack of empathy and social skills, negative peer influence, family dynamics and home environment, and school climate are common contributors to bullying in primary schools(Menesini, 2002). In situations where there is an imbalance of power, such as differences in physical strength, popularity, or social standing, bullying frequently occurs.As a means of asserting dominance or seeking attention, students who lack empathy or effective social skills may engage in bullying behavior. Peer groups can either discourage or promote bullying behavior(Tang, 2018). Peer influence can reinforce and perpetuate instances of bullying. Problems within the family, such as abusive or neglectful parenting, can contribute to the bullying behavior of children(Kelishadi, 2012). A school climate that tolerates or ignores bullying can foster a conducive environment for such conduct. Lack of awareness, inconsistent disciplinary measures, and inadequate support systems can exacerbate the issue.

Bullying in elementary schools is pervasive and has severe repercussions for the well-being and development of young students. Recognizing the various manifestations and effects of bullying is crucial for the development of effective prevention and intervention strategies. By understanding the factors that contribute to bullying, educators, parents, and policymakers can create a school environment that fosters empathy, respect, and healthy relationships. A comprehensive approach involving education, awareness, policy implementation, and support systems is necessary to ensure the safety and well-being of all students when addressing bullying in elementary schools.

Islamic Teachings and Values Relevant to Bullying Prevention

Islam as a religion encompasses a plethora of teachings and values that instruct individuals on how to interact with one another. These teachings and values are extremely applicable to addressing and preventing bullying in elementary schools. By promoting concepts such as justice, compassion, empathy, kindness, respect, and conflict resolution, Islamic teachings can significantly contribute to the establishment of a safe and welcoming school environment. The Islamic teachings and values that are most pertinent to bullying prevention.

The pursuit of justice and equity is one of the fundamental principles of Islam(Marjuni, 2022). In all aspects of life, Islamic teachings emphasize the significance of treating others fairly and upholding the principles of justice(Sugiati, 2021). In the context of bullying prevention, Islamic religion teachers can educate students on the concept of justice and its relevance to their peer interactions(Kaluge & Sundari, 2021). They can emphasize the significance of fairness and dissuade students from engaging in bullying behaviors that exploit power imbalances or discriminate against others.

The Islamic faith places a heavy emphasis on compassion and empathy for others. The teachings of Islam encourage believers to demonstrate compassion, understanding, and concern for the welfare of their fellow humans(Nugroho et al., 2021). Teachers of Islamic religion can emphasize the importance of empathy, assisting students in developing a profound understanding of the emotions and experiences of their peers(Alwi et al., 2023). By fostering empathy, students are less likely to engage in bullying behaviors that may cause emotional harm to others.

The teachings of Islam prohibit explicitly any form of bullying, harassment, or harm against others. The principles of respect, dignity, and protection of human rights are promoted by Islam(Herman & Ida, 2022). Teachers of Islam can educate students on these teachings, emphasizing that bullying is contrary to Islam's core values. By emphasizing the prohibition against bullying, students can recognize that such conduct is not only socially unacceptable, but also contrary to their religious beliefs.

Islam education teaches its adherents to treat others with kindness and respect, regardless of their differences(Mansir, 2021). Teachers of Islam can emphasize the significance of kindness and courtesy in daily interactions with peers. They can encourage students to value diversity and recognize each individual's unique qualities and contributions. Students are less likely to engage in bullying behavior and more likely to create a positive and inclusive school environment if a culture of kindness and respect is fostered(Yuliasih, Suharyat, & Najmulmunir, 2020). Islam stresses the importance of reconciling differences and seeking forgiveness. Effective communication, active listening, and compromise are strategies that Islamic religion teachers can teach their students for resolving conflicts nonviolently(Hadisi, Sailan, Momo, & Musthan, 2019). They can emphasize the importance of forgiveness and encourage students to release grudges and hostility(Tambak, Hamzah, Sukenti, & Sabdin, 2021). Teachers of Islamic religion can reduce instances of bullying stemming from unresolved disputes by providing students with the tools to resolve conflicts constructively(Vortunata Ari Ustoyo, Ni, Lailiyah, & Khasanah, 2021).

Individuals are encouraged to stand up against injustice, as collective responsibility is emphasized in Islamic teachings(Rahmatullah et al., 2022). Islamic religion teacher can educate students on their responsibilities as bystanders in situations involving bullying(Muzammil, 2019). Instead of remaining silent or participating in the act, they can emphasize the importance of supporting and defending victims of bullying (Sa'adillah, 2021). By empowering students to be active bystanders, Islamic religion

teachers contribute to a school climate in which bullying is not tolerated and students are encouraged to stand up for what is right.

The teachings and values of Islam provide a solid basis for addressing and preventing bullying in elementary schools. By promoting justice, compassion, empathy, kindness, respect, and conflict resolution, Islamic religion teachers can play a crucial role in fostering a safe and welcoming school environment. By incorporating these teachings into the curriculum and daily interactions, Islamic religion teachers can assist students in gaining a comprehensive understanding of their responsibilities toward their peers. By instilling Islamic values in their students, Islamic religion teachers contribute to the development of their character and a sense of compassion, respect, and social responsibility. Through these initiatives, Islamic religion teachers can actively contribute to the prevention of bullying and the promotion of a supportive school community.

The Roles of Islamic Religion Teachers in Preventing Bullying in Primary Schools

This section explores the role Islamic religion teachers play in preventing bullying and fostering a positive school culture. By utilizing Islamic teachings, values, and principles, these teachers can significantly contribute to the creation of an inclusive and respectful school climate where bullying is not tolerated. The roles of islamic religion teachers in preventing bullying in primary schools are;

First, Islamic religion teachers are responsible for integrating Islamic values into their lessons, ensuring that students understand the significance of compassion, respect, and justice(Suyadi, Sumaryati, Hastuti, & Saputro, 2020). They can use the Quran and the teachings of the Prophet Muhammad (peace be upon him) to demonstrate the significance of these values in the Islamic faith. By incorporating Islamic teachings into their lessons, Islamic religion teachers can help students develop a solid moral foundation that discourages bullying and encourages empathy and understanding.

Second, Islamic religion teachers can educate students on their moral obligations to others. The treatment of others with compassion, fairness, and respect is highly valued in Islam(Jauhari, 2022). The significance of these virtues can be emphasized by discussing examples from Islamic history and stories. Teachers of Islamic religion empower students to take an active role in preventing bullying by educating them on their duty to oppose injustice and defend their peers.

Third, Islamic religion teachers can foster empathy and compassions: Empathy is an essential trait for preventing bullying. By discussing the experiences and emotions of others, teacher of the religion of Islam can help students cultivate empathy(Behavior & Teachings, 2023). They can instruct students to consider the effects of their actions on their peers, thereby encouraging them to think beyond their own perspectives. By fostering empathy and understanding, Islamic religion teachers create an environment in which students are more likely to support and care for one another, thereby reducing instances of bullying.

Fourth, Islamic religion teachers can promote effective communication and conflict resolution. Effective communication and conflict resolution skills are essential for preventing and addressing bullying(Ihsanullah, 2022). The importance of respectful and constructive communication can be taught by Islamic religion teachers to their students. They can provide direction on how to assertively express oneself while maintaining others' respect. Islamic teachings on forgiveness and reconciliation may also be incorporated, emphasizing the significance of conflict resolution through peaceful means and promoting a culture of forgiveness and tolerance.

Fifth, Teachers of Islamic religion serve as role models for their students and work to build their trust. In their interactions with students, they can set a good example by emulating Islamic values and principles(Mohd Nor et al., 2019). Teachers of the Islamic religion can foster a sense of safety and trust among their students by demonstrating kindness, fairness, and respect. When students observe their teachers consistently demonstrating respectful behavior, it establishes a precedent for them to emulate.

Sixth, Islamic religion teachers can contribute to the creation of a safe and inclusive environment by instituting classroom norms that emphasize respect and inclusion(Alfiah, Maskhur, Subhi, & Muslih, 2022). They can set clear expectations for behavior and actively discourage bullying. Islamic religion teacher can provide opportunities for students to engage in cooperative and collaborative activities, thereby fostering teamwork and mutual support. By fostering positive relationships among students and fostering a sense of belonging, Islamic religion teachers can reduce the likelihood of bullying.

Seventh, Islamic religion teachers can collaborate with other stakeholders, including parents, school administrators, and counselors, to develop comprehensive strategies for bullying prevention(Syahputra, Nahar, & Rakhmawati, 2022). They can actively engage parents by involving them in discussions and workshops on bullying prevention and by advising them on how to reinforce Islamic values at home. Collaboration with school administrators and counselors can ensure consistent messages and support systems for addressing incidents of bullying.

To increase their effectiveness in preventing bullying, Islamic religion teachers should engage in ongoing professional development. They can participate in workshops, seminars, and training sessions that emphasize bullying prevention strategies, effective communication, conflict resolution, and fostering a positive school climate. By continually updating their knowledge and skills, Islamic religion teachers can better support their students and address bullying issues effectively. In order to prevent bullying in elementary schools, Islamic religion teachers play a crucial role. By incorporating Islamic values into their teachings, fostering empathy and understanding, promoting positive communication and conflict resolution, serving as role models, creating a safe and inclusive environment, collaborating with stakeholders, and pursuing professional development, these teachers significantly contribute to the prevention of bullying. Islamic religion teachers have the unique opportunity to instill Islamic values

and principles in their students, guiding them to become compassionate, respectful, and accountable people. Through their efforts, they can promote the well-being and academic success of all students by fostering a school community where bullying is not tolerated.

CONCLUSION

In elementary schools, bullying has become a significant problem, endangering the health and development of young students. It is a pervasive issue that can have devastating effects on victims and the school environment as a whole.Educators, parents, and policymakers have increasingly prioritized the development of effective strategies to prevent and combat bullying in primary school settings due to the gravity of this issue.Numerous studies have shown that bullying is pervasive in elementary schools, with many students experiencing or witnessing bullying incidents.Multiple personal, social, and environmental factors contribute to the complexity of bullying.To develop effective prevention and intervention strategies, it is necessary to comprehend these factors. Common causes of bullying in elementary schools include power imbalance, lack of empathy and social skills, negative peer influence, family dynamics and home environment, and school climate. Bullying is pervasive in elementary schools and has severe effects on the well-being and development of young students.

For the development of effective prevention and intervention strategies, it is essential to identify the various manifestations and effects of bullying. By understanding the factors that contribute to bullying, educators, parents, and policymakers can foster empathy, respect, and healthy relationships in the school setting. These teachings and values are highly applicable to preventing and addressing bullying in elementary schools.By promoting concepts such as justice, compassion, empathy, kindness, respect, and conflict resolution, Islamic teachings can significantly contribute to the establishment of a welcoming and safe school environment. In this explanation, we will examine the Islamic teachings and values that are most relevant to the prevention of bullying. Islamic religion teachers can educate students on the concept of justice and its relevance to their peer interactions within the context of bullying prevention.

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