



BULLYING BEHAVIOR IN THE INTEGRATED ISLAMIC BOARDING SCHOOL AT LHOKSEUMAWE CITY

Said Alwi

Doctoral Student at School of Postgraduate
State Islamic University of North Sumatra Medan – Indonesia
saidalwi@gmail.com

Saiful Akhyar Lubis

Professor in Islamic Counseling at School of Postgraduate
State Islamic University of North Sumatra Medan – Indonesia
saifulakhyarlubis@uinsu.ac.id

Lahmudin Lubis

Professor in Islamic Studies at School of Postgraduate
State Islamic University of North Sumatra Medan – Indonesia
lahmudinlubis@uinsu.ac.id

Abstract. *This study aims to analyze the background, type of behavior of bullying practices and analyze the actions of the Integrated Islamic Boarding School of Lhokseumawe city towards bullying perpetrators. Next, analyze the actions carried out by the Integrated Islamic Boarding School of Lhokseumawe city against bullying victims. The study was conducted in the Integrated Islamic Boarding School of Lhokseumawe City, namely the Integrated Islamic Boarding School of Ulumuddin Uteun Kot Cunda, Misbahul Ulum Paloh, and Darul Ulum Lhok Mon Puteh. This research uses qualitative research with a phenomenological and psychological approach. Data collection techniques were carried out through participant observation, in-depth interviews, and documentation with the data source of the perpetrators of bullying, victims of bullying, and the Ustadz. There are four findings from this study: First; Factors underlying the occurrence of bullying behavior in integrated Islamic Boarding School Ulumuddin, Misbahul Ulum, and Darul Ulum consisted of factors of revenge, family / parenting parents, Islamic Boarding School situation, peer group, and mass media. Second; the forms of bullying that occur are physical bullying which consists of hitting, pushing, throwing, jerking the head, and fighting. Verbal bullying consists of mocking, insulting, calling by nicknames, and berating. Relational bullying consists of opposing, defaming, isolating and alienating. Third; the action taken by the Islamic Boarding School towards the perpetrators of bullying is through the punishment and advice approach, while the psychological approach cannot be implemented optimally due to the unavailability of counseling guidance teachers in the Islamic Boarding School. Fourth, Islamic Boarding School's actions against victims of bullying include coaching and giving advice.*

Keywords: *Bullying behavior of Student, Integrated Islamic Boarding School*

INTRODUCTION

Based on preliminary observations and interviews in the Integrated Islamic Boarding School of Lhokseumawe city researchers found phenomena of bullying

behavior in various forms such as yelling, shouting, hitting, isolating and giving a new nickname. One of the students admitted that he was often asked for food after receiving a shipment from his parents by his friend. The santri did not dare to report to the cleric because he was threatened and would be ostracized. In addition to these cases, there are still many other cases that occur.

Bullying behavior does not only occur between senior students and new students, but also between students of the same generation, where students who feel strong and influential will bully weak students. These actions will have a negative impact on the psychological of students to write themselves and adapt to the new environment so that victims will usually experience psychological pressure such as frequent solitude, depressed, decreased academic achievement and even the desire to transfer schools.

Based on the phenomenon above shows that there are still problems in the education system in the Integrated Islamic Boarding School of of Lhokseumawe city. Bullying behavior among santri which often occurs in integrated Islamic Boarding School of s is very contrary to the aims of Islamic Boarding School of education and the expectation of parents to send their children to Integrated Islamic Boarding School of . Students should be individuals who have good morals and noble personality, but in reality there are still students who behave deviant. Based on the above problems it is very interesting to study in depth the phenomenon of bullying behavior among Integrated Islamic Boarding School of students in the city of Lhokseumawe.

LITERATURE REVIEW

Bullying Behavior

Bullying is categorized as antisocial behavior or misconduct behavior by abusing its power to victims who are weak, individually or in groups, and usually occurs repeatedly. Bullying is said to be a form of delinquency, because this behavior violates community norms, and can be punished by legal institutions.

Emphasis on negative actions makes bullying connotes intentional actions done to give others uncomfortable feelings. Scolding, demeaning, denouncing, giving a nickname, kicking pushing hitting asking for money (depriving, extortion), avoiding, refusing to be friends are real forms of bullying. The behavior that is more popular among adolescents today is cornering new students or younger classmates. These

behaviors are often disguised as expressions of their desire to teach juniors about the behavior of courtesy in the school so that bullying is often not detected by the school. Bullying might even have been considered a school tradition wrapped in the phrase "I used to be when I was a new kid too"¹.

Based on the above definition, bullying can be interpreted as an action taken by an individual or a group to attack, threaten or hurt someone either physically, psychologically or verbally intentionally so as to make the victim feel scared, threatened, and unhappy.

The Kinds of Bullying

The forms of bullying according to coloroso are divided into three types, among others:

1. Physical Bullying

Physical bullying is the most visible and most identifiable type of bullying among other forms of bullying, but the incidence of physical bullying accounts for less than a third of reported incidents of bullying by students. Physical bullying such as hitting, strangling, elbowing, punching, kicking, biting, clawing, and spitting on an oppressed child to a painful position, and damaging and destroying clothing and belongings of the oppressed child.

The stronger and more mature the bully is, the more dangerous this type of attack is, even if it is not intended to seriously injure. Children who regularly play this role are often the most problematic bullies among the other bullies, and who are most likely to turn to more serious criminal acts.².

2. Verbal Bullying

Words are powerful tools and can discourage a child who receives them. Verbal violence is the most common form of bullying used by both girls and boys. Verbal violence is easy to do and can be whispered in the presence of adults and peers, without being detected. Verbal suppression can be shouted on the playground mixed with the noise that is heard by supervisors, ignored because it is only considered as a stupid and unsympathetic dialogue among peers.

¹ Faturochman, *Psikologi Untuk Kesejahteraan Masyarakat* (Yogyakarta: Pustaka Pelajar, 2012), p. 98

² *Ibid.*, p. 47.

Verbal oppression can be in the form of nicknames, reproaches, slanders, cruel criticisms, insults and statements about sexual solicitation or sexual harassment³.

3. Rational Bullying

This type of relational bullying is most difficult to detect from the outside. Relational oppression is the weakening of the self-esteem of victims of systematic oppression through neglect, exclusion, exclusion, or avoidance.

Relational oppression can be used to alienate or reject a friend or intentionally destroys friendships. This behavior can include hidden attitudes such as aggressive views, eye glances, sighs, sneers, mocking laughter and, rough body language⁴.

METHODOLOGY

This study uses qualitative research with the aim to explain the phenomenon of bullying behavior among santri as deeply as possible through deep data collection. According to Norman K. Denzim and Yvonna S. Lincoln qualitative research is an activity that places observers in the world. Qualitative research consists of a series of interpretive material practices that make the world witnessable. The practice transforms the world into a series of representations, including field notes, interviews, conversations, photos, recordings and memos about oneself. At this level, qualitative research includes a naturalistic approach to field notes, interviews, conversations, photos, recordings. This study also seeks to illustrate the context of research more clearly, exposing interpretives to the world. This means that qualitative researchers study objects in their natural settings, attempt to understand, or interpret, phenomena based on the meanings that humans attach to them.⁵

Qualitative methods are used because they are natural, in the sense that researchers do not try to manipulate research settings, but rather do a study of a phenomenon in situations where the phenomenon exists and tend to be rare. Qualitative research conducts research on natural settings or on the context of an entity. This is done

³ *Ibid.*, p 48.

⁴ *Ibid.*, p. 49.

⁵ Norman K. Denzim dan Ivonna S. Lincoln, *Qualitative Research*, Ter. Dariyanto, (Yogyakarta: Pustaka Pelajar, 2011), p. 3-4.

because natural ontology requires the existence of facts as a whole that cannot be understood if separated from the context⁶.

FINDINGS AND DISCUSSION

Factors Underpinning the Behavior of Bullying in Integrated Islamic Boarding School in Lhokseumawe City.

Factors underlying the occurrence of bullying behavior in the integrated Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum consist of factors of revenge, family / parenting parents, Islamic Boarding School of situation, peer group, and mass media. The explanation of these factors is as follows:

a. Revenge

Non-physical bullying behavior is often the case in the Islamic Boarding School in Lhokseumawe City and students as they are used to experiencing and doing it. The perpetrators of bullying were victims in the past and felt vengeful so they wanted to avenge what they had experienced both to their friends and to juniors when they had the opportunity. This shows that bullying behavior is like a spinning wheel where students initially become victims and then switch roles to become perpetrators.

Based on observations the researchers also found that some students played a dual role in bullying behavior in which they were victims as well as perpetrators. Santri call each other by their nicknames and taunt each other is a common thing, this dual role behavior usually occurs in bullying santri contemporaries. Cases of fighting between students usually occur due to mutual call behavior with nicknames and mutual mocking between students. Santri who were victims at the time of this study carried out their feelings of hurt and revenge so it is very likely that students who are victims at this time will become perpetrators later.

Based on data from interviews with perpetrators, victims, and religious teachers at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, Darul Ulum shows that revenge is a major factor causing bullying in the three Islamic Boarding School.

b. Family

There are not all perpetrators of bullying in the three Islamic Boarding Schools of the study site are caused by family factors or parenting parents. Although some of

⁶ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja rosda karya, 2005), p. 24.

them have perpetrators from family and parenting problems. Therefore family and parenting patterns do not become a dominant external factor for bullying behavior of students in the Islamic Boarding School at Lhokseumawe city.

c. Situation and Environment of Islamic Boarding School

The situation of the Islamic Boarding School of, such as the division of time in supervising students in boarding and schooling, neglect of bullying and the absence of concern for all members of the Islamic Boarding School of (ustaz and employees) in supervising students become the dominant factor in the occurrence of bullying behavior in the Islamic Boarding School of integrated. Based on observations at the three Islamic Boarding Schools of the study site, it was found that during school hours there were students who roamed the dormitory, canteen, and bathroom. Lack of supervision from the Islamic Boarding School of and ignorance of the citizens of the Islamic Boarding School of the discipline and behavior of students causes bullying to be more rampant.

d. Mass Media

It can be concluded that the mass media have an influence on the behavior of students bullying in the Islamic Boarding School of although not a dominant factor.

Types of Bullying Behavior that Occur in the Integrated Islamic Boarding School of Lhokseumawe City.

1. Physical Bullying

Forms of physical bullying that occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are hitting, pushing, throwing, jerking the head, and fighting.

2. Verbal Bullying

The forms of bullying behavior that often occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are ridiculing, insulting, calling by nicknames, and berating.

3. *Bullying Relasional*

The forms of relational bullying that often occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are hostile, slanderous, alienating and alienating.

Lhokseumawe City Islamic Boarding School of Integrated Act against Bullying Actors.

Islamic Boarding Schools of Ulumuddin, Misbahul Ulum, and Darul Ulum strictly prohibit acts of bullying. This can be seen from the three Islamic Boarding Schools of including mentioning the ban in the Islamic Boarding School of Code of Conduct. As for students who are perpetrators of bullying, punishment will be given in the form of advice to the calling of parents. Actions taken by the three Islamic Boarding Schools of the perpetrators of bullying are still limited to the punishment and advice approach, while the psychological approach cannot be carried out optimally due to the unavailability of psychology teachers or counseling guidance at the Islamic Boarding School of. Actors who often carry out bullying are fostered by the nurturing field by giving advice.

Lhokseumawe City Islamic Boarding School of Integrated Act Against Bullying Victims.

Handling of victims of bullying at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum in the form of coaching and advising. Bullying behavior that is considered normal occurs such as mocking and calling by the nickname, the victim usually receives less attention from the cleric or the Islamic Boarding School of, but if bullying is physical and fighting then the victim will receive special attention from the Islamic Boarding School.

Prevention Efforts by Islamic Boarding Schools

According to the board of the Islamic Boarding School of Ulumuddin in an effort to prevent bullying, the management divided the boarding and bathing rays between Tsanawiyah students and Aliyah students. It is expected to reduce bullying behavior due to not mixing between Aliyah and Tsanawiyah students, so that currently Aliyah's students are very rarely friends with Tsanawiyah's students even some of them are

embarrassed when they are friends with Junior santri. Besides that, after every prayer in the mosque, they are always reminded and advised about the behavior of fellow students. Then seek the involvement of all members of the Islamic Boarding School of (Ustad, employees, cooks, and cleaning services) to play an active role in overseeing students in the Islamic Boarding School of the environment.

According to the board of the Islamic Boarding School of Misbahul Ulum, efforts to tackle and reduce bullying behavior continue to be pursued, such as seeking the involvement of all religious teachers to advise students about good behavior and involve mudabbir (santri grades 5 and 6) to play an active role in and give examples to students. Junior students by placing mudabbir in the dormitory so that students can be well controlled.

According to the administrators of the Islamic Boarding School of Darul Ulum, efforts to minimize bullying behavior is by involving all the religious ustaz who live in the Islamic Boarding School of the organizational structure in the care of students so that the teachers feel responsible for controlling the behavior of students. In addition, the Islamic Boarding School of also adopted another policy, involving 6th grade students in the management of OSDU (Santri Darul Ulum Organization) as a coach and supervisor.

CONCLUSION

Based on the description in the previous chapters, the researcher concludes several conclusions that can be expressed as follows:

1. Factors underlying bullying behavior at the Islamic Boarding School of integrated Ulumuddin, Misbahul Ulum, and Darul Ulum consist of resentment factors, family / parenting parents, the situation of the Islamic Boarding School of, peers, and mass media. Among these factors, the factor of revenge, the situation of the Islamic Boarding School of, and peers is the most dominant factor in influencing the behavior of bullying among students of the integrated Islamic Boarding School of Lhokseumawe city. The perpetrators of bullying were victims in the past and they felt vengeful so they wanted to avenge what they had experienced both to their friends and to juniors when they had the opportunity. Bullying behavior is like a spinning wheel where students initially become victims and then switch roles to become perpetrators. There are also some

students who play a dual role in bullying behavior where they are victims and perpetrators. Santri in the teenage phase has an egocentric nature and has not been able to control their emotions, in this phase peers are very easy to influence students in doing various actions including bullying. Santri committing acts of bullying in the beginning only went along with friends so that it has become a habit.

2. The forms of bullying behavior that occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are divided into three namely physical bullying, verbal bullying, and relational bullying. Physical bullying is the type of bullying that is most easily seen and recognized, namely hitting, pushing, throwing, jerking the head, and fighting. Verbal bullying is no better than physical bullying. Verbal bullying is done through words, giving nicknames, even psychiatric pressure such as condescending and disparaging. The impact of verbal bullying behavior is not seen directly, in contrast to physical bullying behavior. The forms of verbal bullying that often occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are to mock, insult, call by the nickname, and berate. Relational bullying, also known as psychological language, is the most difficult bullying behavior to observe from outside the victim. Forms of relational bullying are behaviors that can weaken a victim's self-esteem which is carried out systematically through the neglect of exclusion or even slander. Relational bullying can be used to alienate, reject someone, or intentionally damage friendships. The forms of relational bullying that often occur at the Islamic Boarding School of Ulumuddin, Misbahul Ulum, and Darul Ulum are hostile, slanderous, ostracizing and alienating.
3. Students who are perpetrators of bullying are given punishment in the form of advice to the calling of parents. The actions taken by the three Islamic Boarding Schools of the location of the study of the perpetrators of bullying are through the punishment and advice approach, while the psychological approach cannot be implemented optimally due to the unavailability of psychology teachers or counseling guidance at the Islamic Boarding School of. Actors who often carry out bullying will be specifically fostered by the field of care by providing advice.

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