

THESIS

**THE ROLE OF CLASSROOM TEACHER'S ROLE IN PREVENTING
BULLYING: CASE STUDY OF IVth GRADE STUDENTS IN NURUL
HIDAYAH ISLAMIC ELEMENTARY SCHOOL**

Presented to Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University Malang

In Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan
(S.Pd)



Written by :

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(16140141)

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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2020

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FACULTY OF EDUCATION AND TEACHER TRAINING MAULANA
MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG**

2020

LEGITIMATION SHEET





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PREVENTING BULLYING: CASE STUDY OF IVth GRADE
STUDENTS IN NURUL HIDAYAH ISLAMIC ELEMENTARY
SCHOOL**

THESIS

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Has been defended in front of the board of examiners on December 17th,
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STATEMENT AUTHENTICITY OF THESIS

This thesis is an original work written by Dian Fathur Rohmah who is submitted to meet the requirements for obtaining a Bachelor's Degree (S1) at Maulana Malik Ibrahim State Islamic University Malang. With this, the authors state solemnly that this thesis is made based on the results of his research except for the parts that are referenced by the source with the provisions that have been determined by the University. If later it is proven that this work is not my original work or is plagiarized by someone else, then I am willing to be responsible for receiving the applicable sanctions.

Malang, 05 November 2020

Writer



Dian Fathur Rohmah

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APPROVAL SHEET

Thesis with the title **THE ROLE OF CLASSROOM TEACHER'S ROLE IN PREVENTING BULLYING: CASE STUDY OF IVth GRADE STUDENTS IN NURUL HIDAYAH ISLAMIC ELEMENTARY SCHOOL** This has been checked and agreed to be tested.

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School)

Is considered acceptable to be defended after being intensively read and regulary
consulted in the area of research content, language and writing composition.

wassalamu'alaikum, wr wb

Advisor



Dr. Ahmad Nurul Kawakip ,M.Pd., MA
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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

" Don't Lose Hope Nor be Sad U will Surely be Victorious if U are True in Faith" (Surah Ali Imran: 139)

Nasihat Syaikh Mutwally Asy Syarawi , "ketika Allah menahanmu dari sesuatu, Dia akan mendekatkanmu pada sesuatu yang lebih baik."

-

Based on that, my motto is:
Everything happens for a reason



DEDICATION

Even the biggest trees experience fall

Even the brightest stars get covered by clouds

Even the helpful river overflows

Even the strongest ground breaks

There's no shame in downtime

For My beloved family, My family would sometimes tell me if I take things slowly I can do it, acknowledging my potential, thank you form of trust that you give me and I try my best no to betray that trust. Mom I want to say that I'm so grateful for all you do, and dad always told me '*may you achieve your dream, push through and never give up*'. Thank you from the bottom of my heart ☺

For Myself : you being here, presenting yourself to the world, despite your thousand messes and scars, in accomplishment. I know you have a lot of struggles that have been there for so long you deal with so many frustrations, fight with so many inner demons. The chaos has been long and tiring but here you are, continuing on. You're brave not giving up even when it seemed to be the easiest choice, you are strong for standing up again, you are a marvel for giving chance to the possibility that things will be alright, you are a hero for protecting the little light that remains. you experience more disappointments because you do more, If there's one thing you need to hear- it's that you are great. No need to prove anything to anyone, more than anybody realizes you have been incredibly strong, you have taken care of things alone, you have fought with all your might.

I want you to know that I am proud of you and believe that you're strong don't say you weak, don't say you're incapable, you get through this Dian! : D

XOXO

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

praise the authors pray the presence of Allah SWT who never stops to bestow his mercy, and guidance so that the author can complete his thesis, prayer and greetings may remain poured out to the Prophet Muhammad. the author expresses his thanks to all those who have helped the writer. the author sincerely thanks:

1. Prof .Dr. H. Abdul Haris, M.Ag as the Rector of Maulana Malik Ibrahim, State Islamic University of Malang.
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3. Dr. H. Ahmad Sholeh, M.Ag as the Head of Islamic Elementary Teacher Education Department.
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7. My bigfamily, Thank you for carrying me through all the hard times and never leave me. Mom thank you for showing me how to maintain a stress-free lifestyle and for teaching me how to care my self as an adult. Thank you for your positive influence. you're the person that I can put more trust than any other. Bapak Thank you for always being the support that I need to keep going. Lil Bro you're not just My reflection, from saying I hate you during childhood to I miss you during college to thank you right now- we both have come a long way, love you Lil bro.
8. All friends on ICP, because of you guys, I found a new family member. Blood does not define us. Thank you for standing by my side when times get hard. Because of you guys, it's possible to be a younger sister when I've been the oldest. Thank you for the memories I will cherish forever.
9. Faidah, Dewi, Kanjeng, Yeni, Rio, Syukron, Ainun, Nurul, Mawan, Rizal and all my best friends that I can't count one by one. thank you for not making distance a big deal of our friendship, thousand miles apart, and you're still my good old friend, thank you for dealing with my immaturities and tantrums, even if I'm hard to deal with at times, you never left. Instead, you still try to understand and love me behind my flaws.

10. Debate Tim Nadia, Dini thank you for inspiring me, you're strong, independent, caring selfless and you inspire me to become a better person, just you know, you're one of the few people I truly look up to.
11. Titi and Abidah thank you for sharing the experience with me. thank you for being one of the best teachers. You thought me how to choose battles wisely. Vivi, Vidi, Fazat and fadiyah thanks for looking me like a sister, I'm deeply thankful for it. Latifah and Fajri thanks for the little ways that you help me sometimes, thank you for always encouraging me to do my best.
12. Mesbah El-Ulum Narathiwat Thailand, Thank you for an excellent Experience. I found everything interesting and enjoyable, Mesbah thanks for showing me that love is something you do; something not just said, but also to be shown.
13. Dream Perfect Regime (DPR), NCT thank you for accompany me when I am alone, your music help me get through the day. keep shining and inspiring me always.

Malang, December 3th2020

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

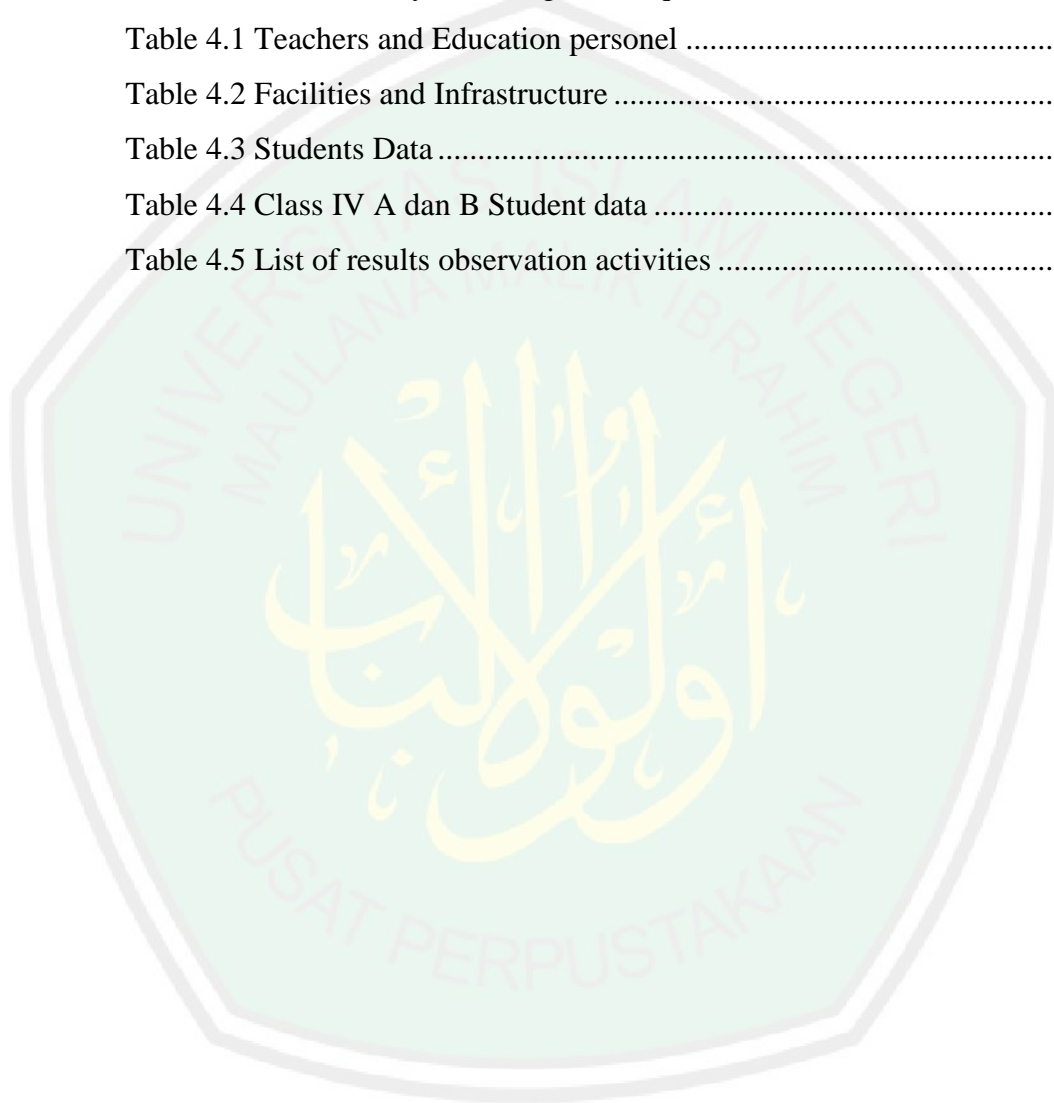
Translation of Arab-Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/U/1987. Those are:

A. Letter

Huruf Arab		Huruf Latin	Huruf Arab		Huruf Latin
1	ا	Not Symbolized	15	ض	d
2	ب	B	16	ط	t
3	ت	T	17	ظ	z
4	ث	S	18	ع	'
5	ج	J	19	غ	g
6	ح	H	20	ف	f
7	خ	Kh	21	ق	q
8	د	D	22	ك	k
9	ذ	Z	23	ل	l
10	ر	R	24	م	m
11	ز	Z	25	ن	n
12	س	S	26	و	w
13	ش	Sy	27	ه	h
14	ص	S	28	ي	y

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ATTACHMENT

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Attachment : Thesis consultation

Attachment : Turnitin results

Attachment : Member Check & Statement Letter

Attachment : Observation and Documentation Guidelines

Attachment : Interview Transcript

Attachment : Documentation results

Attachment : Author's Biodata

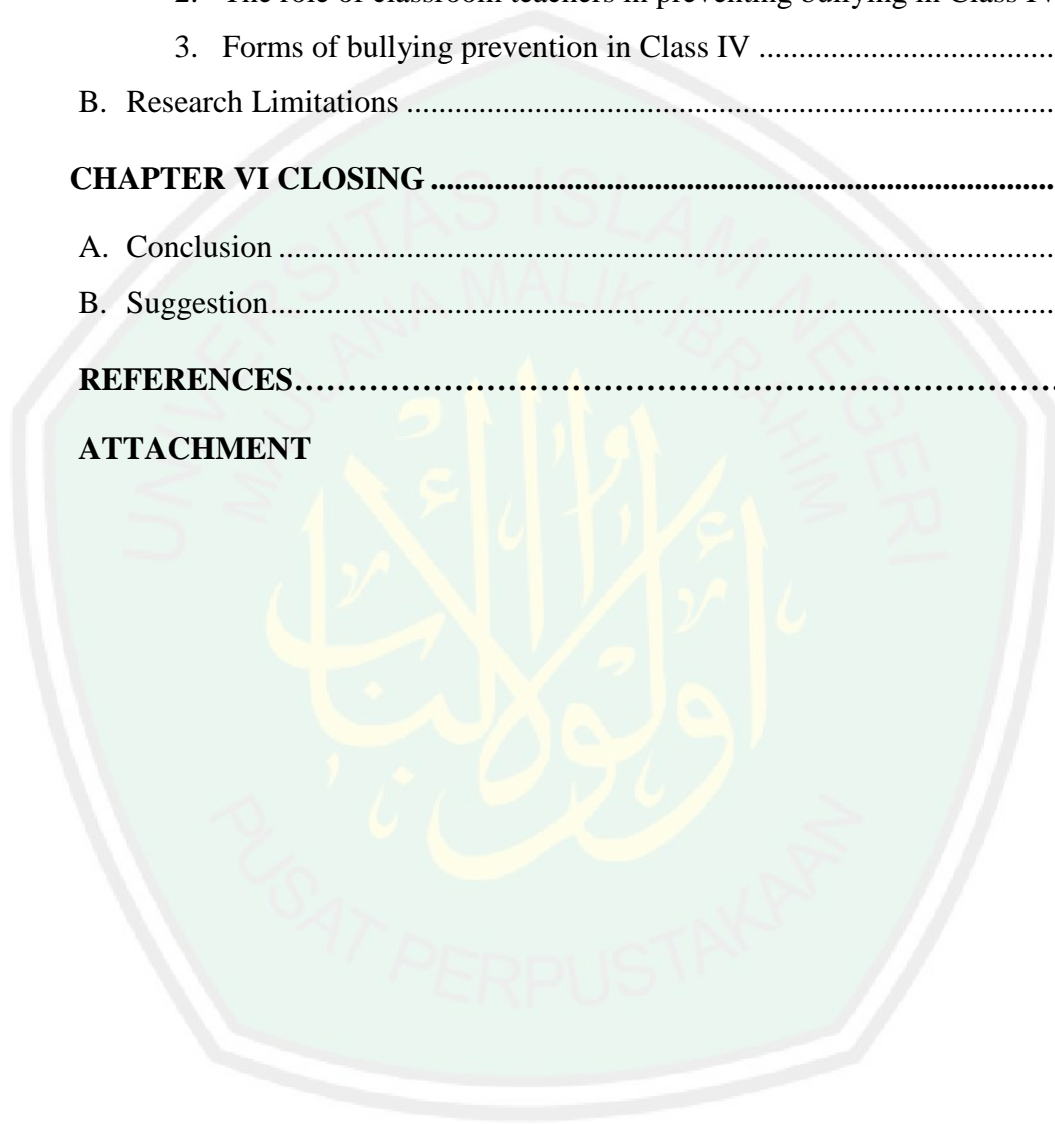


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ABSTRAK

Rohmah, Dian Fathur.2016. Peranan Guru Kelas dalam Mencegah Bullying (*Studi Kasus Kelas IV MI Nurul Hidayah*).Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan Malang, Pembimbing : Dr. Ahmad Nurul Kawakip ,M.Pd., MA

Kata Kunci : Peranan, Guru Kelas, Mencegah Bullying.

Banyak sebab seorang anak melakukan perilaku bully, karakteristik anak sekolah dasar dalam perkembangannya perlu mendapatkan perhatian khusus baik dalam penanganan maupun pencegahannya , perundungan menjadi masalah kesehatan masyarakat yang serius dan tak bisa dianggap remeh. Oleh karena itu di lingkungan sekolah Guru menjadi sarana pertama yang menangani kasus Bullying di Sekolah. Peranan guru dalam mencegah perilaku bully berpengaruh terhadap perkembangan baik secara secara fisik dan psikis siswa.

Tujuan dari penelitian ini adalah: 1) bertujuan untuk mengetahui faktor-faktor Bullying yang terjadi pada siswa kelas IV MI Nurul Hidayah 2) Untuk mengetahui peran guru kelas dalam mengatasi perilaku Bullying siswa kelas IV MI Nurul Hidayah 3) Untuk mengetahui bentuk-bentuk Pencegahan Bullying yang diterapkan di Kelas IV MI Nurul Hidayah.

Untuk mencapai hasil penelitian di atas, pendekatan yang di gunakan merupakan kualitatif deskriptif , dan jenis penelitian yang di ambil adalah studi kasus di MI Nurul Hidayah. dengan subjek penelitian yakni guru kelas , kepala sekolah dan siswa yang pernah menjadi pelaku bullying. Pengumpulan data dilakukan dengan observasi dan wawancara serta dokumentasi. Analisis data dilakukan dengan reduksi data , penyajian data serta penarikan kesimpulan, keabsahan data di lakukan dengan triangulasi, member check dan penggunaan bahan referensi.

Hasil penelitian menunjukkan bahwa: 1) Faktor-faktor penyebab bullying di kelas IV MI Nurul Hidayah disebabkan oleh faktor orang tua dan faktorteman sebaya, serta faktor media massa 2) peran guru dalam mencegah bullying melakukan tugasnya sebagai pembimbing, konselor, mediator dan juga pengawas 3) Bentuk-bentuk pencegahan bullying menggunakan Kearifan local berupa bahasa jawa yang diterapkan untuk pendidikan karakter tata karma, serta penguatan penanaman nilai-nilai Islami menggunakan pendidikan akidah, ibadah dan juga pendidikan

Akhlak, Cara penanganan bullying yang dilakukan di MI Nurul Hidayah berupa diberikannya tindakan peringatan oleh guru kelas, pemanggilan ke kantor untuk pendalaman individu, penyerahan ke Guru Bimbingan konseling jika kasus sudah tidak bisa di atasi oleh guru kelas dan pemberian sanksi berupa baca al-quran 1 juz.



مستخلص البحث

رحمة ، ديان فتور. 2016. دور معلمي الفصل في منع التنمر (دراسة حالة لطلاب الصف الرابع الابتدائي نور الهداية). أطروحة ، إعداد المعلم بالمدرسة الإبتدائية ، كلية التربية و تدريب المعلمين مالانج ، المشرف: د.أحمد نور الكواكب ، ماجستير ، ماجستير

هناك العديد من الأسباب التي تجعل الطفل يتنمر بالسلوك ، وخصائص أطفال المدارس الابتدائية في نموهم تحتاج إلى اهتمام خاص في كل من التعامل والوقاية ، والتنمر مشكلة صحية عامة خطيرة ولا يمكن الاستهانة بها. لذلك ، في البيئة المدرسية ، المعلمون هم الوسيلة الأولى للتعامل مع حالات التنمر في المدارس. يؤثر دور المعلم في منع سلوك الفتوة على نمو الطلاب جسديًا ونفسيًا.

أهداف هذه الدراسة هي: (١) تحديد عوامل التنمر التي تحدث في طلاب الصف الرابع بالمدرسة ابتدائية نور الهداية (٢) تحديد دور معلمي الفصل في التغلب على سلوك التنمر لدى طلاب الصف الرابع في مدرسة ابتدائية نور الهداية(٣) تحديد الأشكال منع التنمر الذي يتم تنفيذه في الصف الرابع مدرسة ابتدائية نور الهداية

ولتحقيق نتائج البحث أعلاه ، فإن المنهج المستخدم هو وصفي نوعي ، ونوع البحث الذي تم إجراؤه هو دراسة حالة في مدرسة ابتدائية نور الهداية. مع موضوعات بحثية مثل معلمي الفصل ومديري المدارس والطلاب الذين تعرضوا للتنمر ، وتم جمع البيانات عن طريق الملاحظة والمقابلات والتوثيق. تم إجراء تحليل البيانات عن طريق تقليل البيانات ،

وعرض البيانات ، والختام ، تم إجراء صحة البيانات عن طريق التثليث ، وفحص الأعضاء ، واستخدام المواد المرجعية .

أظهرت النتائج أن: (١) العوامل المسببة للتنمر في الصف الرابع بالمدرسة ابتدائية نور الهداية نتجت عن عوامل الوالدين والأقران ، وكذلك عوامل الإعلام (٢) دور المعلم في منع التنمر من القيام بواجباته كمرشد ومستشار ووسيط ومشرف (٣) تستخدم أشكال الوقاية من التنمر الحكمة المحلية في شكل اللغة الجاوية التي يتم تطبيقها على تعليم الشخصية للكارما ، وكذلك تعزيز زراعة القيم الإسلامية باستخدام التعليم الديني والعبادة والتعليم الأخلاقي ، وكيفية التعامل مع التنمر في مدرسة ابتدائية نور الهداية في شكل عطاء إجراءات تحذيرية من قبل معلمي الفصل ، ودعوات إلى المكتب للتعميق الفردي ، وتقديمها إلى المعلم ، وإرشاد الإرشاد إذا كان لا يمكن حل المشكلة من قبل مدرس الفصل وإصدار عقوبات في شكل قراءة القرآن (١) جزء

ABSTRACT

Rohmah, Dian Fathur. 2016. The Role of Class Teachers in Preventing Bullying (Case Study of Class IV Islamic Elementary School Nurul Hidayah Students). Thesis, Teacher Education at Madrasah Ibtidaiyah, Faculty of Tarbiyah and Teacher Training Malang, Supervisor: Dr. Ahmad Nurul Kawakip, M.Pd., MA

Keywords : Role, Class Teacher's , Preventing Bullying

There are many reasons for a child to bully behavior, the characteristics of primary school children in their development need special attention both in handling and prevention, bullying is a serious public health problem and cannot be underestimated. Therefore, in the school environment, teachers are the first means of handling cases of bullying in schools. The teacher's role in preventing bully behavior affects the development of both physically and psychologically students.

The objectives of this study were: 1) This study aimed to determine the factors of bullying that occurred in grade IV MI Nurul Hidayah 2) To determine the role of classroom teachers in overcoming bullying behavior of fourth-grade students of MI Nurul Hidayah 3) To find out the forms of Bullying Prevention applied in Class IV MI Nurul Hidayah.

To achieve the above research results, the approach used is descriptive qualitative, and the type of research taken is a case study at MI Nurul Hidayah. with research subjects namely class teachers, principals, and students who have been bullies. Data collection was carried out by observation and interviews and documentation. Data analysis was performed by data reduction, data presentation, and concluding, data validity was done by triangulation, member checks, and the use of reference materials.

The results showed that: 1) The factors causing bullying in class IV MI Nurul Hidayah were caused by parents and peer factors, as well as mass media factors 2) the role of the teacher in preventing bullying from carrying out its duties as a guide, counselor, mediator and supervisor 3)

Forms of bullying prevention use local wisdom in the form of Javanese language which is applied to character education for karma, as well as strengthening the cultivation of Islamic values using religious education, worship, and moral education, how to deal with bullying carried out at MI Nurul Hidayah in the form of warning by the class teacher, a call to the office for individual deepening, submission to the counseling teacher if the case cannot be resolved by the class teacher and the provision of sanctions in the form of reading the Qur'an 1 juz.



CHAPTER I

INTRODUCTION

A. Reaserch Context

School is one of the biggest contributing places where the character and intellectual development of a child are formed besides at home. Nearly 8 hours per day from Monday to Friday starting at 06.45-15.30 WIB,¹ with a break every two hours spent by a child studying and building character and honing his / her intelligence at school, the duration of this teaching and learning activity is by the year curriculum 2013. One of the phenomena that seized in this era was the violence that occurred in schools. the violence that occurs in the school environment is known as the bullying school. Violence is defined as any behavior by a person that can cause feelings, body, or physical discomfort in others. rampant acts of violence ranging from bullying, intimidation, physical assault (slapping, hitting, or pushing), and many other forms of violence. The occurrence of these acts of violence is now rife in print media such as newspapers and electronic media such as tv and radio.

The Bullying case that occurred in early 2019 which shocked the Indonesian public about junior high school students being beaten up by high school students in Pontianak. Then recently, a video of the harassment experienced by 7 elementary school children was,² this shows the fact that Indonesia has not been able to be separated from moral decadence. At the beginning of 2020 in February in Jogja, there was a case of bullying that

¹ <https://hellosehat.com/parenting/kesehatan-anak/pro-dan-kontra-full-day-school/> accessed on 28 October 2019.

² <https://www.detik.com/tag/kasus-bullying> accessed on 28 October 2019.

occurred in elementary school students, where it was suspected that the victim had an intestinal wound that caused intestinal irritation due to the impact and pressure experienced by the victim.³ Data dari KPAI yang dirilis kembali pada 23 Juli 2018 menunjukkan bahwa sampai Mei 2018 terjadi 36 kasus bullying, yang jika di presentasikan merupakan 22,4% dari 161 kasus yang terdata di bidang pendidikan.⁴In February 2020 there was also an explosive case that occurred in the Malang city of a junior high school student with the initials MS who became a victim of bullying so that his finger had to be amputated by the bully, committing violence by lifting and dropping the victim on paving. It was not enough to stop there, the perpetrators dropped MS back into the plant pot.⁵

In Pekanbaru, there was also an almost identical case of a student in Pekanbaru of Riau who suffered a broken nose in November 2019 because of a joke. Because they did not accept what the victim said, the perpetrator then hit, pulled, and banged the victim's head until he broke his nose.⁶ Not only the physical impact of the bullying case, but it also has a dangerous psychological impact on elementary school students at SD Negeri 33 Merangin Jambi. Severe depression because they have been bullied and are also suspected of

³ <https://jogja.suara.com/read/2020/02/21/135408/viral-siswa-sd-jogja-jadi-korban-bullying-hingga-usus-luka-dan-bernanah?page=all> accessed on tanggal 09 September 2020.

⁴ Nurlita, D., & Widiastuti, R. Hari anak nasional, KPAI catat kasus bullying paling banyak. <https://nasional.tempo.co/read/1109584/hari-anak-nasional-kpai-catat-kasus-bullying-paling-banyak>. Diakses pada tanggal 17 November 2019.

⁵ <https://www.solopos.com/tak-cuma-di-solo-4-kasus-bullying-ini-bikin-gempar-bahkan-berakhir-di-kepolisian-1076012> accessed on tanggal 09 September 2020.

⁶ <https://riaupos.jawapos.com/riau/09/11/2019/213236/lama-dibully-puncaknya-patah-hidung.html> accessed on 11 november 2019..

experiencing physical violence by their friends. The victim is even hysterical if he sees someone wearing an official uniform or school uniform.⁷

Mira Amir believes that bullying is a serious public health problem and cannot be underestimated. In fact, research shows that around 18-31 percent of children are affected by bullying. As many as 7-15 percent of children also experience cyberBullying or bullying done through cyberspace. This number is estimated to continue to increase.⁸ According to Seto Mulyadi, children are unique individuals who are different from one another. It should be noted that every child is basically an imitator, this happens because one of the processes for shaping children's behavior is obtained from imitating.⁹ Children who engage in bullying and violent behavior even as perpetrators, victims, or just spectators are all at risk if left unattended. In Indonesia itself, law number 23 of 2002 concerning child protection it regulates that bullying can be criminalized, this law stipulates that everyone is prohibited from allowing, committing, or participating in violence against children, and those who violate it will be subjected to it. maximum criminal sanctions of 3 years and a fine of 72 million.¹⁰

The school that will be studied is also experiencing problems with cases of violence or commonly called bullying, this bullying behavior occurs in class IV MI Nurul Hidayah. The forms of bullying that are carried out by

⁷ <https://news.okezone.com/read/2020/03/10/340/2181285/alami-bullying-hingga-kekerasan-fisik-siswi-sd-depresi-berat> accessed on 09 september 2020.

⁸ <https://www.cnnindonesia.com/gaya-hidup/20190410124811-255-384896/bullying-jadi-masalah-serius-kesehatan-masyarakat> accessed on 2 november 2019.

⁹ Akhmad Muhaimin Azzet. 2010. Mengembangkan Kecerdasan Sosial bagi Anak. Jogjakarta: Katahati p-13.

¹⁰ Undang-undang nomor 23 tahun 2002

grade IV children are direct verbal and non-verbal bullying¹¹. The deviant behavior that is carried out is in the form of making fun of parents' names, bad nicknames, hitting, spitting on, pushing, and pulling the coffee cup and the headscarf. This bullying behavior is carried out during the alternating hours of learning or when the teacher does not pay attention to. actions like this are of course destructive. This is also reinforced by Windy Sartika Lestari's previous research, on the analysis of the factors causing bullying among students, a case study on students of SMPN2 Kota Tangerang Selatan. This research was conducted on junior high students to analyze the factors of bullying among students, the results of this study indicate the factors that cause bullying among students are the factors of parenting from the family having the first level, the second is the peer factor and the last is the media mass factor.

Likewise with Zaidatul Hamidah's previous research with the title role of Islamic religious education teachers in handling bullying cases at Ta'miriyah Junior High School in Surabaya, Thesis at Sunan Ampel State Islamic University Surabaya in 2019. The results of this study show the role of religious education teachers as children's friends, the approach of the individual as a confidant is suspected of being able to prevent and deal with bullying. The role of the teacher in this research is considered to be an important element in the handling and prevention of bullying. The teacher in the Javanese tradition is an acronym for "digugu lan di tiru" (people who are trusted and followed), not only responsible for teaching the subjects that are their duty, the teacher's role is a series of interrelated behavior carried out in a

¹¹ interviews and observations at MI Nurul Hidayah on 14-26 uli 2020.

certain situation and related to the progress of changes in behavior and the development of the student being the goal.¹²

In Islamic figures themselves, among them, through the thoughts of Ibn Qayyim Al-Jauziyah, the viewpoint is that educators are an element that determines the success or failure of education for children. The roles and responsibilities of educators are not only transferring knowledge but also more than that, namely being responsible for supervising, guiding and directing, and providing space for children to develop their creativity.¹³ The teacher is the first tool to handle cases of bullying in schools because the teacher is someone who interacts with students longer than other school staff, especially the class teacher who has the most teaching hours, the activities that the teacher does in the teaching and learning process in class are also influential on the formation of the social environment in the class physically and socially. Based on the explanation of the above data, the researcher is interested in conducting research at MI Nurul Hidayah with the title **“The Role Of Classroom Teachers Role In Preventing Bullying: Case Study of IVth Grade Students In Nurul Hidayah Islamic Elementary School”**.

B. Research Focus

1. What are the factors that cause bullying to fourth-grade students at MI Nurul Hidayah?
2. What is the role of the classroom teacher in dealing with bullying that occurs in fourth-grade students?
3. What Forms of Bullying Prevention Do in Class IV?

¹² Moh. Uzer Usman.1995. Menjadi Guru Profesional.Bandung:PT Remaja Rosdakarya. Hal-1

¹³ Rosidi.2019. Tarbawy Jurnal pendidikan Islam vol 6 no 1 Konsep Pendidikan Anak dalam prespektif Ibn Qayyim Al-Jawziyyah.IAIN Syaikh Abdurrahman Sidik Bangka Belitung. Hal-8

C. Objectives of Research

Based on the problem formulation above, the general objective of this study is to determine the role of classroom teachers in preventing bullying, while the specific research objectives are as follows:

1. This study aims to determine the factors of bullying that occur in grade IV MI Nurul Hidayah.
2. To determine the role of classroom teachers in overcoming bullying behavior of fourth-grade students of MI Nurul Hidayah.
3. To find out the forms of Bullying Prevention applied in Class IV MI Nurul Hidayah.

D. Significance of Research

1. Theoretically

The results of this study are expected to be a reference to an understanding of the role of classroom teachers in preventing bullying.

2. Practically

- a. for teachers

The results of this study are expected to be able to take a preventive stance in developing an anti-bullying curriculum for other teachers and can be used as a reference and input for evaluation and improvement of educational learning activities.

- b. for students

The results of this study are hoped to provide information about personal qualities and train peer support so that cases of bullying do not occur again in school.

c. For parents

Hopefully, the results of this study can become a reference for parents to give positive educational influence and provide effective and consistent supervision of children's social role models.

d. For researchers

The results of this study can be a reference for future research references in order to better understand the role of teachers in preventing bullying.

E. Research Originality

1. Andini arum sari dan Dedi setyawan, About *Peran Guru Dalam Pencegahan Bullying di PAUD* Journal Media of Teaching Oriented and Children (MOTORIC) Volume 2 Number 1, June 2018 ISSN : 25805851. This research is a qualitative study using a literature review method related to Bullying that occurs in PAUD, and interviews conducted with Kindergarten teachers. The results of this study indicate that the teacher knows what acts of violence are committed by their students, but the teacher does not yet know that the violence is a sign of bullying committed by early childhood.
2. Adnan, *Peran Guru Bimbingan Konseling Dalam Mengatasi Bullying Siswa Studi SMP x kretek Bantul*. Postgraduate thesis of Sunan Kalijaga State Islamic University Yogyakarta, 2016. This study uses a qualitative research phenomenological approach with snowball samples. The results of this study address the role of counseling guidance teachers in overcoming bullying behavior, the impact of behavior on perpetrators and victims, and the steps of counseling guidance teachers in overcoming bullying behavior.

3. Qurrotu A'yuni Alfitriyah, *Internalisasi Nilai-nilai Pendidikan Agama Islam Dalam Mencegah Perilaku Bullying (Studi Kasus MTS Darul Ulum Waru dan SMPN 4 Waru)*. Thesis of the State Islamic University of Sunan Ampel Surabaya, 2018. This research is a qualitative descriptive study, data collection techniques using interview techniques, observation, field notes, and documentation. The results show that the strategy of internalizing the values of Islamic religious education in preventing bullying at MTS Darul Ulum and SMPN 4 Waru is carried out through several strategies such as exemplary strategies, habituation, discipline, and learning strategies. In preventing bullying, the use of measures such as safe cares punishment or lipstick while at SMPN4 Waru uses the notion of inclusion and how to get along with inclusive friends.
4. Windy Sartika Lestari, *Analisis Faktor-faktor Penyebab Bullying Di Kalangan Peserta Didik (Studi Kasus Pada Siswa SMPN2 Kota Tangerang Selatan)*. Thesis of Syarif Hidayatullah State Islamic University in 2016. This research was conducted on junior high school students. This study analyzes the factors of bullying, the results of this study indicate the factors that cause bullying among students are the factors of parenting from the family having the first level, the second is the factor of peers and the last is the mass media factor.
5. Zaidatul Hamidah, *Peran Guru Pendidikan Agama islam dalam menangani kasus Bullying di SMP Ta'miriyah Surabaya*. Thesis of the State Islamic University of Sunan Ampel Surabaya in 2019. The type of research used is qualitative, the research approach uses descriptive

qualitative, the results of the study show the role of religious education teachers as children's friends, taking individual approaches as confidants.

Table 1.1 Research Originality

No.	Nama Peneliti, Judul, Bentuk (Skripsi/ tesis / Jurnal/dll), Penerbit, dan Tahun Penelitian.	Persamaan	Perbedaan	Orisinilitas penelitian
1.	Andini arum sari dan Dedi setyawan, tentang peran guru dalam pencegahan Bullying di PAUD Journal Media of Teaching Oriented and Children (MOTORIC) Volume 2 Number 1, Juni 2018 ISSN : 25805851	penelitian kualitatif	Penelitian terdahulu dilakukan pada guru dan siswa PAUD, serta penelitian terdahulu menggunakan metode tinjauan pustaka. Sedangkan penelitian ini dilakukan pada guru dan siswa Sekolah dasar.	This research uses descriptive qualitative research, this research was conducted on class teachers and fourth-grade students of MI Nurul Hidayah Elementary School
2.	Adnan, Peran guru bimbingan konseling dalam mengatasi Bullying siswa studi SMP x kretek bantu. Thesis program pasca sarjana Universitas Islam Negeri Yogyakarta, 2016	penelitian kualitatif sama-sama menggunakan studi kasus	pendekatan fenomenologis dengan sampel snowball. Guru yang dimaksud dalam penelitian terdahulu merupakan guru Bimbingan Konseling sedangkan dalam penelitian ini guru kelas.	This study uses the role of elementary school class teachers as the main focus, using case studies.
3.	Qurrotu A'yuni Alfitriyah, Internalisasi Nilai-nilai Pendidikan Agama Islam dalam mencegah perilaku bullying (Studi kasus MTS Darul Ulum Waru dan SMPN 4 Waru). tesis Universitas Islam Negeri Sunan Ampel Surabaya ,2018.	Penelitian sama-sama merupakan penelitian deskriptif kualitatif studi kasus, teknik pengumpulan data menggunakan teknik wawancara, observasi, catatan lapangan dan dokumentasi	Penelitian terdahulu dilakukan di Sekolah menengah atas, Sedangkan penelitian ini dilakukan pada kelas IV di Sekolah Ibtidaiyah.	Previous research was conducted in high schools and above while this research was conducted in elementary schools with a focus on the role of classroom teachers in preventing cases of bullying
4.	Windy Sartika Lestari. Analisis	Mengangkat topik Bullying.	Penelitian ini dilakukan pada	Previous research was conducted in

	faktor-faktor penyebab Bullying dikalangan peserta didik (studi kasus pada siswa SMPN2 kota tangerang selatan). Skripsi Universitas Islam Negeri Syarif Hidayatullah pada tahun 2016.	Sama-sama menggunakan studi kasus	siswa menengah pertama. Penelitian ini menganalisis tentang faktor-faktor Bullying .	high schools and above while this research was conducted in elementary schools with a focus on the role of classroom teachers in preventing cases of bullying
5.	Zaidatul Hamidah , Peran guru pendidikan agama islam dalam menangani kasus Bullying di SMP Ta'miriyah Surabaya. Skripsi Universitas Islam Negeri Sunan Ampel Surabaya pada tahun 2019	Penelitian sama-sama merupakan penelitian deskriptif kualitatif,	Penelitian ini dilakukan pada siswa menengah pertama, Guru yang dimaksud dalam penelitian terdahulu merupakan guru Pendidikan Agama Islam sedangkan dalam penelitian ini guru kelas.	Current research focuses on the role of classroom teachers in primary schools in dealing with bullying.

F. Definitions of Key Terms

Definitions are instructions and explanations of the titles and variables used as research. The affirmation of this term is used so that there is no misunderstanding or lack of clarity in interpreting the research title used by the researcher.

1. Role

Roles are behaviors that are expected to be owned by people in society. Meanwhile, the teacher's role is a series of behaviors that are carried out in a particular situation whose purpose is to progress towards changing behavior and student development.

2. Class teacher

The class teacher is a teacher in a class where he must be able to teach various subjects, master and appreciate in-depth a variety of subject matter.

3. Prevent Bullying

Preventing Bullying is holding back efforts or making efforts so that acts of violence do not occur.

G. Systematics of the Writing

The systematic discussion in this study is divided into five chapters which are further divided into related sub-chapters, this is done so that the problem is answered thoroughly and systematically, the five chapters are as follows:

Chapter I: Introduction is the first chapter in the thesis proposal which contains the background of the problem to be raised in the research, the formulation of the problem which contains questions about what is being researched, the research objectives reveal the objectives to be achieved, the benefits of the research, the research hypothesis, the scope of the research, originality of research, operational definition, and schematic discussion.

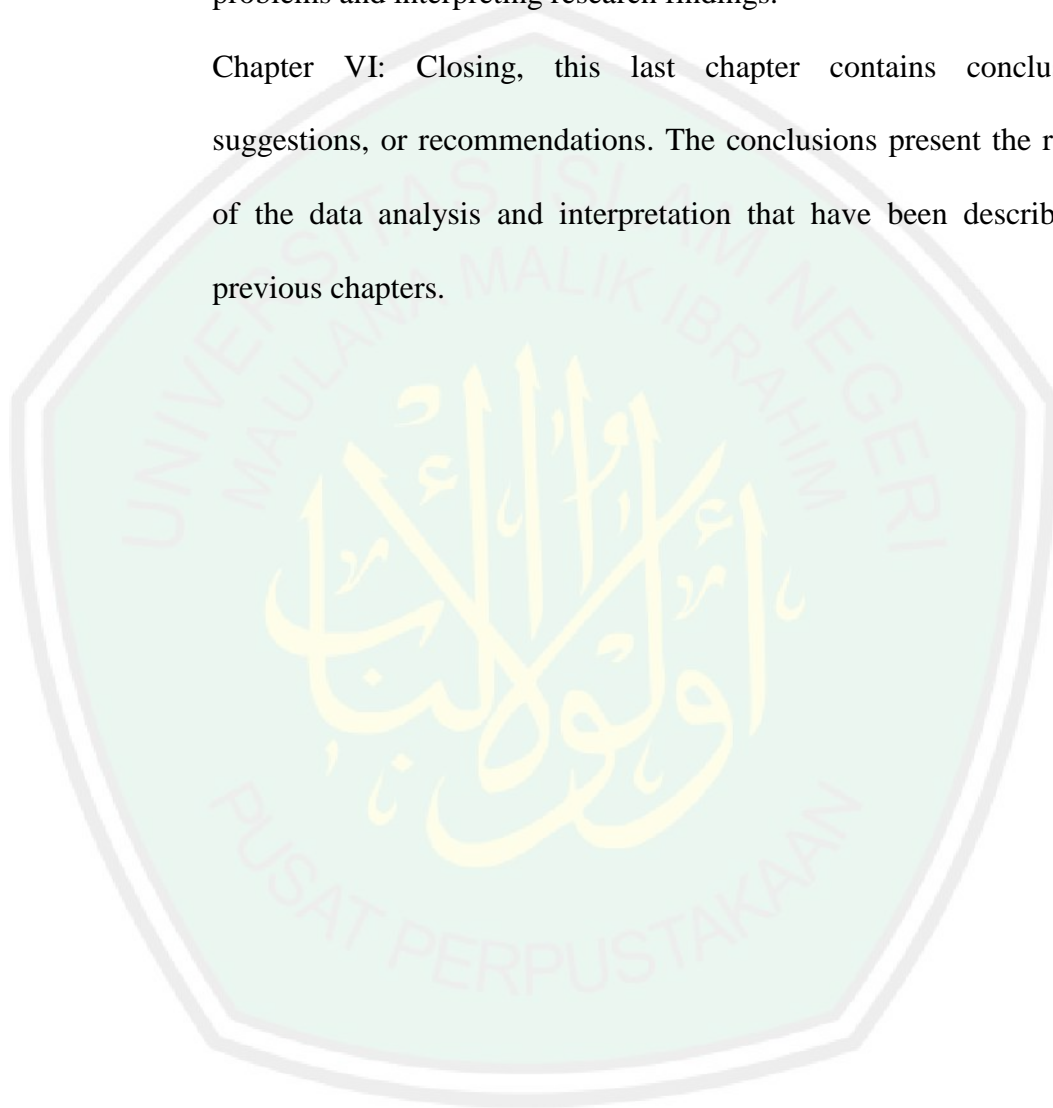
Chapter II: Contains the theoretical basis, the theory referred to here is a theory that is relevant to the role of teachers and bullying and contains a frame of mind.

Chapter III: Contains research methods which include the approach and type of research, the presence of researchers in the field, research locations, data and data sources, techniques used to collect data, data analysis, research procedures, and temporary literature.

Chapter IV: Data exposure and research results contain the findings or exposure to research data, where this chapter contains a description of the object of research.

Chapter V: The discussion in this chapter is about answering research problems and interpreting research findings.

Chapter VI: Closing, this last chapter contains conclusions, suggestions, or recommendations. The conclusions present the results of the data analysis and interpretation that have been described in previous chapters.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Foundation Of Thesis

1. Theory Perspective

The theoretical perspective is a conceptual framework of a set of assumptions, values, or ideas that influence perceptions and influence how we act.¹⁴ So it can be concluded that the theoretical perspective is the viewpoint of researchers based on several sources and theories of experts or people who have conducted research with the same object that has been verified.

a. Class Teacher Role

1) Definition of Role

The role of the teacher is a series of interrelated behaviors that are carried out in a certain situation and are related to the progress of behavior change and the development of students who are the goal.¹⁵ The role of education personnel, especially teachers, is one of the most determining factors, especially in primary schools. This is because the teacher is a human element who is very closely related to children in daily educational activities at school. In fact, children often make teachers as identity figures, so that teachers can guide and direct children in teaching and learning activities, which ultimately determine the success of students in achieving educational goals.

¹⁴ Dedy Mulyana.2013. Metodologi penelitian kualitatif. Bandung : PT Remaja Rosdakarya. P-16

¹⁵ Moh Uzer Usman.1995. Menjadi Guru Professional. Bandung: Remaja Rosdakarya.P-1

2) Definition of Class Teacher

According to an education expert in roestiyah teacher is a person who cause a person to know or be able to do something or give a person knowledge or skill.¹⁶ According to Balnadi Sutadipura, a teacher is someone who deserves to be digested and imitated,¹⁷ , in the sense that a teacher is a person who has charisma or authority so that he needs to be imitated and emulated. According to Zainal, from the point of view of their assignment, educators (teachers) in elementary schools consist of two functions, namely as class teachers and as subject teachers. Class teachers mean teachers who must be able to teach various subject matter.

The teacher is not only asked to complete the specified subject matter, but the teacher must deeply master and appreciate all the material to be taught. Meanwhile, field teachers are teachers who teach certain subjects according to the qualifications required, for example, physical and sports education teachers or religious education teachers and regional language teachers. Therefore, in providing subject matter, the teacher has a role and duty as the manager of the teaching and learning process in the classroom which requires a lot of initiative and is full of creativity. So mastery of all subject matter is absolutely owned by an elementary school teacher.¹⁸

¹⁶ Syaifudin Nurdin.2002 Guru Profesional dan Implementasi Kurikulum. Jakarta: Ciputat pres. P-7

¹⁷ Ibid P-7

¹⁸ Nurhayati.2014. Jurnal Formatif 4(2): 140-149, 2014 ISSN: 2088-351X Perbedaan Pengaruh Fungsi Guru (Guru Bidang Studi dengan Guru Kelas) Terhadap Hasil Belajar Matematika Ditinjau Dari Tingkat IQ siswa. Universitas Indraprasta PGRI. P-143

Class teachers have roles and responsibilities in counseling guidance activities including, collecting data about students, organizing group guidance, researching student progress and development (academic, social, physical, personal), supervising students' daily activities and providing information, etc. So the classroom teacher is the teacher in the classroom in the School where he must be able to teach a variety of subjects. In addition, it is not only necessary to complete the specified subject matter, but the teacher must deeply master and appreciate all subject matter. The teacher has a role and duty as the manager of the teaching and learning process in the classroom which requires a lot of initiative and is full of creativity. In addition, a classroom teacher must pay attention to students, especially attitudes, behavior, order, and discipline, besides that a classroom teacher must know about the backgrounds of students, both from a social, economic, and cultural perspective.¹⁹

3) The role of the teacher in the teaching and learning process

The role and competence of teachers in the teaching and learning process include teachers as teachers, class leaders, mentors, environmental regulators, participants, expeditors, planners, supervisors, motivators, questioners, evaluators, and counselors.²⁰

1. The Role of the Teacher as Class Manager

In their role as class manager, teachers should be able to manage the class because it is a learning environment. Supervision of a good learning environment also determines the extent to which the

¹⁹ Ibid P-144.

²⁰ Moh Uzer Usman. 1995. *Menjadi Guru Professional*. Bandung: Remaja Rosdakarya. P-9

environment becomes a good environment for learning. A good environment is an environment that stimulates students to learn and provides a sense of security and satisfaction in achieving goals.²¹

2. The Teacher's Role as a Mediator

As a mediator, the teacher acts as an intermediary in relationships between people. The goal is that teachers can maximize the quality of an interactive environment. In this case, there are three kinds of activities that can be carried out by the teacher, namely encouraging good social behavior, developing personal interaction styles, and fostering positive relationships with students.

3. The Role of the Teacher as an Evaluator

Assessment needs to be carried out by the teacher in order to know the success, goal achievement, student mastery of the lesson, as well as the accuracy and effectiveness of teaching methods. Another purpose of the assessment is to determine the position of students in the class or group.

4. The Psychological Role of Teachers

The role of the teacher is psychologically viewed as follows:

- a) Educational psychologists, namely psychology officers in education who carry out their duties on the basis of psychological principles.

²¹ Ibid P-8

- b) Artists in human relations, namely people who are able to make human relationships for specific purposes, by using certain techniques, especially in educational activities.
- c) Catalytic agents, namely people who have influence in causing renewal.
- d) Mental health officers who are responsible for coaching students' mental health.²²

5. The Role of the Teacher as a Counselor

The teacher as a counselor is expected to be able to respond to all behavioral problems that occur in the learning process. therefore teachers must be prepared so that,

- 1) Can help students solve problems that arise between students and their parents.
- 2) Can gain expertise in fostering human relationships and can prepare to communicate and cooperate with all kinds of people.

6. The role of the teacher as implementing the curriculum

The role of the teacher as implementing the curriculum is a set of learning experiences that will be obtained by students as long as they follow an educational process. The success of a curriculum that is to be achieved depends on the ability factor possessed by the teacher. Because the teacher is a direct implementer of a curriculum. Teachers in charge of developing curriculum at the learning level. It is the teacher who directly faces various problems related to the

²² Moh. Uzer Usman.1995. Menjadi Guru Profesional.Bandung:Remaja Rosdakarya.P-13

implementation of the classroom curriculum, and the teacher's job is to find efforts to solve the problems faced and carry out those efforts.²³

Roestiyah N.k outlined the teacher's duties:

- a) Passing culture in the form of skills, intelligence, and empirical experiences to students.
- b) Shaping the child's personality in accordance with the basic values of the State. Delivering students to become good citizens, functioning as media, and learning intermediaries for children.
- c) Directing and guiding children so that they have maturity in speaking, acting, and behaving. guiding children to learn to understand and solve problems faced by students.²⁴

Wens Tanlain, et al. Stated that there are several points that are the responsibility of a teacher, namely obeying human norms and values, accepting the task of educating not as a burden, being wise and wise, and careful and careful.²⁵ The role of the teacher shown in this way, will shape the characteristics of students or graduates who are faithful, have a noble character, are capable of being independent, useful for religion, the country and the nation, especially their life in the future.

In Islamic figures themselves, through the thoughts of Ibn Qayyim Al-Jauziyah, the viewpoint is that educators are an element that determines the success or failure of education for children. The roles and

²³ Hamzah B. Uno.2007. Profesi Kependidikan: Problem, Solusi dan Reformasi Pendidikan di Indonesia. Jakarta: Bumi Aksara. P 23-25.

²⁴ Syaiful Sagala.2009. Kemampuan Profesional Guru dan Tenaga Kependidikan. Bandung: Alfabeta. P -12.

²⁵ Ibid.P -13

responsibilities of educators are not only transferring knowledge but also more than that, namely being responsible for supervising, guiding and directing and providing space for children to develop their creativity.²⁶

b. Primary school children

1) Children in an Islamic perspective

Children in an Islamic perspective are as follows:

a) As jewelry

Allah likens a child to jewelry for a family, where the birth of a child is considered to bring happiness to both parents.²⁷

أَلْمَالُ وَالْبَنُونَ زِينَةُ الْحَيَاةِ الدُّنْيَا وَالْبُقِيَّةُ الصَّالِحَةُ خَيْرٌ عِنْدَ رَبِّكَ ثَوَابًا وَخَيْرٌ أَمَلًا

Meaning: "Treasure and children are the jewels of the life of the world, but eternal charity and righteousness are better rewarded by your Lord and better to be hope".(QS: Al-Kahfi:46)".

b) Children as Enemies

Children are described as enemies by Allah in the Qur'an surah Al-Taghabun.²⁸

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّ مِنْ أَرْوَاجِكُمْ وَأَوْلَادِكُمْ عَدُوًّا لَكُمْ فَاحْذَرُوهُمْ وَإِنْ تَعَفَّوْا
وَتَصَفَّحُوا وَتَغْفِرُوا فَإِنَّ اللَّهَ غَفُورٌ رَحِيمٌ

²⁶ Rosidi.2019. Tarbawy Jurnal pendidikan Islam vol 6 no 1 Konsep Pendidikan Anak dalam prespektif Ibn Qayyim Al-Jawziyyah.IAIN Syaikh Abdurrahman Sidik Bangka Belitung. P-8

²⁷ N. Hartini.2011. Journal Pendidikan Agama Islam – Ta’lim Vol 9 No.1. Metodologi Pendidikan Anak dalam Pandangan Islam. Universitas Pendidikan Indonesia.

²⁸ Zulfa Ahmad. 2009. SLAMICA, Vol. 4 No. 1, September, Journal Perlindungan Anak dalam Prespektif Islam. Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta.P- 146

Meaning: *O believers, verily among your wives and children there are enemies to you, so be careful of them and if you forgive and do not scold and forgive (them) then verily Allah is Forgiving, Most Merciful. (QS At-Taghabun 14).*

The reference to the enemy here is that children plunge their family into things that cannot be proven by religion. The reality of life shows that many children have conflicts with their parents, for example, their parents are sued by their parents because they have taken their inheritance rights.

c) Children as qurratu a'yun

وَالَّذِينَ يَقُولُونَ رَبَّنَا هَبْ لَنَا مِنْ أَزْوَاجِنَا وَذُرِّيَّاتِنَا قُرَّةَ أَعْيُنٍ وَاجْعَلْنَا لِلْمُتَّقِينَ إِمَامًا

Meaning: *"O our Lord, grant to us our spouses and our descendants as pleasing (us), and make us leaders for those who are righteous." (QS.)*

What is meant here is when a child can please both parents. When a child is ordered to worship, the child will immediately worship; when a child is ordered to learn, the child will immediately obey the service. They are also children with good character and character, speech and courtesy, and a high sense of responsibility.

d) As a trial

وَاعْلَمُوا أَنَّمَا أَمْوَالُكُمْ وَأَوْلَادُكُمْ فِتْنَةٌ وَأَنَّ اللَّهَ عِنْدَهُ أَجْرٌ عَظِيمٌ

Meaning: *And know that your property and that of your children is only a trial and in fact with Allah there is a great reward. (QS.)*

From the point of view of the Quran, this child is a test for his parents. take the child to hell or the way to heaven. When parents succeed in educating and raising their own children, making the child a pious person means that the parent has passed the test. On the other hand, children make their parents forget to remember Allah, which means they fail the test given by Allah.²⁹

Quraish Shihab's thoughts on the concept of a child in several terms in the Quran which all mean "child", namely: (أولاد) aulâd, (بنون / بنين) banûn / banîn, (ذرية) zurriyah, (طفل) t'ifl, (صبي) šabiy, and (غلام) ġulâm. The difference in terms used by the al-Qur'ân does not change the basic concept of what is meant by a child, either biologically or ideologically. Shihab's concepts of thought regarding the meanings of these terms are as follows:

a) The word aulâd is the plural form of the word (ولد) walad which means child. The word aulâd according to Shihab is not in the sense of a child within a certain age limit, but rather a child in a general sense, so that the word aulâd here can be interpreted as a child in various age and gender boundaries. This means that the word aulâd also includes early childhood. According to experts, early childhood ranges from 0-6 years, or some opinions say from 0-8 years. Judging from the translation of the al-Qur'ân, the term aulâd tends to be pessimistic, in

²⁹ Ibid . P-146

the sense that what is called aulâd tends to harm or bring danger that threatens faith. Like aulâd as "torment" (Surah at-Taubah 9: 55); aulâd as "fitnah" (Surah al-Anfal 8: 28); aulâd as those who can "neglect from remembering Allah" (Surat al-Munafiqûn 63: 9); and aulad as something that "is not the cause of drawing closer to Allah" (Surah Saba '34: 37). The meaning of aulâd according to Shihab emphasizes more prudence in dealing with children. The existence of children in the family must be addressed wisely, educated with strong faiths, good worship, and noble morals.³⁰

b) In the Koran as the word (بَنِيّ) banî which means descent, class of followers, or clan, and also the word bunny, which means a young child.³¹ The word bani in the Koran is often coined with the word Israel or bani Israel, referring to the descendants of Israel. Israel is Ya'kub son of Prophet Ishaq, son of Prophet Ibrahim a.s. The Children of Israel are judged by the Koran as infidels, while the word banî adam refers to the definition of Adam's descendants, both believers and disobedient. Meanwhile, the word bani adam refers to the meaning of Adam's descendants, both believers, and disobedient ones.³²

c) ذرية (Zurriyyah) is rooted in the word (ذَرَّةٌ) Zarrâh which means small ants or ant heads, or dust that flies in the gaps of sunlight entering through holes or windows. According to the Quraish Shihab

³⁰ Fathan Boulu, Journal Ilmiah AL-Jauhari (JIAJ) Volume 1 No 1, Edisi Desember 2016 , Konsep Anak Menurut M Quraish Shihab dan Implikasinya Terhadap Pendidikan.p-57

³¹ M. Quraish Shihab. 2010. Tafsir al-Mishbah Pesan, Kesan, dan Keserasian al-Qur'an, Jakarta: Lentera Hati.p- 298.

³² Shihab, M. Quraish. Tafsir Al-Misbah: Pesan, Kesan dan Keserasian AlQur'an, Vol. I . Jakarta: Lentera Hati, 2002.p-208

17, The word is used to describe the smallest thing. Based on this definition, the word *zurriyyah* can mean a very young child.³³

d) According to Shihab, the word (طفل) *tifl* in this verse is understood as the final limit of the human development process in the womb which starts from *nuṭfah* and *'alaqah* then is born in the form of *tifl* (baby). The word *tifl* refers to a child who has not grown up to the age of knowing his genitals.³⁴

e) (صبي) *sabiy* raises two definitions, namely interpreted as a child who will receive a prophetic treatise or a noble task directly from Allah, and also interpreted as a small child (baby). The first meaning has implications for the concept of *irhas*, which is that small children (babies) who are born carry special prophetic signs as also applied to other prophets. The special signs that apply to babies other than prophets are called *karâmah*, as happened to the saints of Allah (*Waliyyullâh*). Strictly speaking, the term *śabiy* here refers to the figure of a small child who has certain advantages or advantages.³⁵

f) The word (غلام) in the Qur'an is repeated thirteen times and spread over eight chapters, one of which uses the word (غلمان), *Gilman*. The term *gulam* which is shown in these verses refers to the meaning of a boy because if you pay attention, most of the verses are in the

³³ M. Quraish Shihab. *Tafsir Al Misbah: Pesan, Kesan Dan Keserasian Al Qur'an*, Vol. 15. Jakarta: Lentera Hati, 2003. P-531

³⁴ Fathan Boulu, *Journal Ilmiah AL-Jauhari (JIAJ) Volume 1 No 1, Edisi Desember 2016*, Konsep Anak Menurut M Quraish Shihab dan Implikasinya Terhadap Pendidikan.P-59

³⁵ *Ibid*.P-60

form of announcements of joy (tabsyir) about the birth of a prophet in a family chosen by Allah SWT.³⁶

2) Characteristics of elementary school children

Children aged 6-12 years are elementary school children whose development is still heavily influenced by their families. According to Gunarsa, the characteristics of children aged 6-12 years are³⁷:

- a) The label used by parents, at this age the child does not want to obey the orders of the parents and is more influenced by his friends.
- b) The label used by educators, aged 6-12 years is the primary school age. Where children of this age are expected to be able to acquire the basics of knowledge that are considered important for the success of adjusting themselves to adult life and learning certain skills.

According to Gunarsa, the development tasks for children aged 6-12 years are :

- a) Developing conscience, morality, and value scale.
- b) Learn to train the necessary physical abilities.
- c) Forming certain attitudes towards himself as an individual who is growing and developing.
- d) Learn to get along with peers.
- e) Develop basic skills in reading, writing, and counting.
- f) Forming attitudes towards social groups and institutions.

³⁶ Ibid.p-61

³⁷ Putri Wardhatul Asriyah, Budi M. Taftazani dan Meilany Budiarti S.2016. Jurnal ISSN 2581-1126, Peranan Orang tua terhadap perilaku anak sebagai pemirsa televisi dirumah.Universitas Padjajaran. P-282

g) Get personal freedom.

c. **Bullying**

1) **Definition of Bullying**

The word bullying itself comes from English, which is from the word Bull, which means bull which is moving here and there, this term is taken to refer to destructive action. Examples of bullying include mocking, spreading rumors, inciting, ostracizing, intimidating, bullying, hitting, or physically assaulting them. In contrast to other countries Norway, Finland and Denmark call bullying mobbing or mobbing. The original term comes from England, namely the mob which emphasizes that usually, the mob is a group of people who are anonymous and have a large number and are involved in violence.³⁸ Olweus defines bullying as behavior that contains three basic elements, namely:³⁹

- a) are offensive (aggressive) and negative
- b) done repeatedly
- c) there is a power imbalance between the parties involved.

Olweus also divides bullying into 2 types, namely direct bullying, for example, physical assault, and indirect bullying, such as exclusion. Some research shows that forms of bullying such as social exclusion or rejection are more often carried out by women than by men. While boys do bullying using physical attacks. In the context of violence at Riauksina Schools, Djuwita and Soesetio define school bullying as

³⁸ Nova Ardy Wiyani. 2012. Save Our Children From School Bullying. Jogjakarta: Ar-ruzz Media.

³⁹ Olweus, D. 1993. Bullying at school: What we know and what we can do. Victoria: Blackwell Publishing

aggressive behavior that is repeated by a person or group of students who has power over other weaker students to hurt that person. Based on the above definitions, it can be concluded that bullying is an act of violence that attacks someone weaker both mentally and physically by the victim.

2) Forms of Bullying in Primary Schools

In the context of violence at school Riauksina, Djuwita, and Soesetio group bullying behavior into five categories as follows:

- a) Direct physical contact (hitting, pushing, biting, grabbing, kicking, locking someone in a room, pinching, scratching, blackmailing, and destroying other people's belongings).
- b) Direct verbal contact (threatening, humiliating, humiliating, criticizing or taunting, intimidating, cursing, and spreading gossip).
- c) Direct non-verbal behavior (looking cynically, sticking out the tongue, displaying a facial expression that is condescending, mocking, or threatening usually accompanied by physical or verbal bullying).
- d) Indirect nonverbal behavior (silence someone, manipulating friendship to crack, deliberately isolating or ignoring, sending anonymous letters).
- e) Sexual harassment (sometimes categorized as physical or verbal aggressive behavior).

John Galtung divides the typology of violence into three, namely:

- a) Direct violence
- b) Structural violence
- c) and cultural violence

Cultural violence is the most basic strata and is a source of inspiration for structural violence and direct violence. The next strata is the cultural stratum and the peak is violence that is visible to the eye in the form of direct violence perpetrated by humans against others. Direct violence manifests in behavior such as beatings, intimidation, and torture. System and structural violence such as discrimination in education, employment, and health services. Cultural violence manifests in attitudes, feelings, and values that are shared in society, such as hatred, fear, racism, sexism, and intolerance.⁴⁰

In the context of the national education system, to see the forms of violence that occur in the educational building is divided into 2 reviews, namely an economic-social perspective and a technological-managerial perspective. From the socio-economic viewpoint, what is meant by educational buildings are all the elements that makeup education. Except for the main actors of educators and students, these elements include education, systems, and methods of education. Different from the socio-economic review, the technology-managerial review distinguishes the building of education into 3 elements, namely the framework, institutions, and curriculum. Both reviews place the State as the main perpetrator of violence in the education sector.

3) Bullying Factors Bullying

These acts of violence are caused by the following factors:

1. Family factors

⁴⁰I marshana Windu.1992. kekuasaan dan Kekerasan menurut John Galtung. Kasinus.

Children aged 6-12 years are elementary school children whose development is still heavily influenced by their families. Some research results show that the more parents are overprotecting their children, the more vulnerable their children are to bullying. Parents' upbringing is a major factor in bullying, a messy parental lifestyle, parental quarrels, and divorce, fighting in front of children, triggering depression, and stress in children. According to Carl Rogers, individuals understand external objects and experiences and give meaning to them. Because the quality of being organized continues from time to time to form itself and become a characteristic of a person.⁴¹

A child who lives and lives in a family that applies negative communication, the child will tend to imitate this habit. The process of communicating with others results in the development of the meaning of words which then forms the structure of consciousness. According to Rotter, the human personality has a fundamental unity, namely, humans have relative stability where humans learn to evaluate new experiences based on previous reinforcement. Where this means a child can imitate the actions of his previous parents and become a bully person because the child is used to being in a rough family environment. Likewise with Vygotsky's theory which says where children learn is greatly influenced by their families and the people around them. Vygotsky also described that

⁴¹ Lawrence A. Pervin, Daniel Cervone dan Oliver P. John. 2010. Psikologi kepribadian: Teori dan penelitian edisi kesembilan. Jakarta: Kencana. P-173

children can imitate actions that are beyond their capacity, but only within certain limits.⁴²

2. Peers

Peers have a big influence on bullying behavior where children will be affected by their environment. According to Vygotsky, the success of a child is very much supported by the environment. The environment can shape a child, the impact is not playing games, for example when children who tend to like to say harshly to their friends and teachers will gradually be followed by other children. Mc Crae and Costa say that one of the basic components of personality is an external influence where humans continue to find themselves in a physical or social situation that influences their personality system.

According to Hartono and Hant, it defines that peers are a group of people who have the same age and have the same status⁴³, with whom someone generally relates and mingles. with whom someone generally relates and mingles, as well as Syamsu Yusuf, stated that the role of peers for children is learning how to interact with other people, learn to control social behavior, learn to develop skills and interests that are relevant to their age.

3. Mass Media

⁴² Harianto.2008. Jurnal ISSN:0216-7999 Teori yang melandasi pembelajaran konstruktivistik. Universitas Negeri Yogyakarta.P-1

⁴³ Shelvy oktavia, Bercha P.Rohman. 2018. Jurnal Pengaruh Teman Sebaya Terhadap Perkembangan Sosial Skill Peserta Didik Kelas XI SMA Global Madani. Universitas Islam Lampung.

Munahadad Yakan in his book *Beware of Media that Damages Children* explains that destructive media can be found in immoral singing, pornographic films, crime films, horror films, yellow newspapers, penny stories, fake propaganda, historical fiction books of anti-Islamic films, and the atheistic print media. Our enemies exploit various media in various ways to corrupt children to keep them away from their religious goals. The author puts forward Zakiah Daradjat's opinion in his book *Islamic Education in Households and Schools* which states that the child's eyes see and record whatever is seen by him, the recording stays long in the memory, so there are psychiatric experts who say that humans learn through vision as many as 83 %.

Then the ear also functions as soon as he is born and catches anything that reaches his eardrum, he hears Sounds, words spoken by his mother and father, older siblings and other people in his family, or other sounds such as radio, TV, and so on. It is through hearing that children learn as much as 11%.⁴⁴ From the above statement, it can be concluded how mass media is damaging to children's personality education. Children receive more destructive information, so don't be surprised if even children will imitate bad behavior.

4) Impact of Bullying

According to the journal long-term bullying effect of Dieter Wolke and Suzet Tanya Lereya the consequences of bullying consistently during

⁴⁴ Abhandla Amra. Volume 18, No.2 Desember 2015. Journal pengaruh media massa terhadap peserta didik. Stain Batu sangkar.

childhood at ages 6 to 17 years have a higher risk of impact for common somatic problems such as colds or psychosomatic problems such as headaches, stomach aches or sleep problems, victims also often experience internalization problems where anxiety and depression disorders arise, internalization problems also increase from time to time to those who are intimidated. Furthermore, victims of bullying also significantly risk self-harm and think about suicide in adolescence.⁴⁵ Bullying or bullying in elementary schools has been shown to influence personality and psychotic experiences such as delusions and hallucinations.⁴⁶ Other negative effects are a decrease in enthusiasm for learning, insecurity, and comfort while at school, a feeling of inferiority or inferiority in socializing and victims of bullying have the potential to become perpetrators in the future due to an unrequited sense of revenge.

d. Bullying from an Islamic Perspective

In the perspective of Islam itself, bullying is a dishonorable attitude and is strictly prohibited in Islam and any religion because it can harm others. Before the existence of regulations or laws governing the prohibition of acts of bullying in Islam, especially in the Holy Qur'an itself has long governed the prohibition of oppressing others. as contained in Surah Al-hujarat Ayat 11 which reads:

⁴⁵ Dieter Wolke dan Suzet Tanya Leraya. 2015. Journal: long-term effect bullying. US National Library Of Medicine National Institute Of health .

⁴⁶ Dieter Wolke , Woods S, Stanford K, et al.2012. Journal : Bullying and victimization of primary school children in England and Germany: Prevalence and school factors.

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرْ قَوْمٌ مِنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نِسَاءٌ
 مِنْ نِسَاءٍ عَسَىٰ أَنْ يَكُنَّ خَيْرًا مِنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ ۗ
 بِئْسَ الْإِسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ ۗ وَمَنْ لَمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ ۗ

It means: *O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers.*

The word (يسخر) yaskhar, makes fun of, which is to mention the shortcomings of the other party to laugh at the person concerned, either with words, deeds, or behavior.⁴⁷ The word (قوم) qaum, is usually used to designate a group of people. The language uses it for the first time only for the male group because the above verse also specifically mentions women. Indeed, women can be included in the meaning of qaum when viewed from the use of the many words that refer to men, for example, the word al-mu'mininun can be included in it al-mu'minat, women believers. However, the above verse emphasizes the mention of the word (نساء) nisa', women due to ridicule and "huddled" are more common among women than among men.⁴⁸

The word (تلمزوا) talmizu, taken from the word (اللمز) al-lamz, the scholars differed in the meaning of this word. Ibn 'Assyria, for example, understands it in the sense of ridicule immediately confronted by the person being ridiculed, whether, using a gesture, lips, hand, or words understood as ridicule or threat. This is a form of insolence and persecution.⁴⁹ His Word (يكونواخيرامنهمأعسى) asa a yakunu khairan

⁴⁷ M. Quraish Shihab, Tafsir Al-Misbah: Pesan, Kesan, dan Keserasian Al-Qur'an, edisi revisi (Tangerang: PT. Lentera Hati, 2016), P-606.

⁴⁸ Ibid.P-606.

⁴⁹ Ibid.P-606.

minhum, may be that those who are ridiculed are better than those who make fun of the existence of a measure of glory which is the basis for God's judgment which may be different from human standards in general. . Indeed, many of the values that some people think are good about themselves or others are very wrong. This mistake led them to insult and abuse the other party. If they use the basis of judgment set by Allah, surely they will not insult or ridicule.⁵⁰

The word (تَنَابَزُوا) tanabazu is taken from the word (بِزَانٍ) an-nabz, which is a bad title. At-tanabuz is giving each other bad titles. This prohibition uses a form of words that contain reciprocal meanings, in contrast to the prohibition of al-lamz in the previous section. This is not only because at-tanabuz occurs more frequently than al-lamz, but also because bad titles are usually conveyed overtly by calling out the person concerned. This invites those who are offended by the bad calls to reply by calling those who also call him with a bad title so that tanabuz occurs.⁵¹ The word (الْأَسْمَاءُ) al-ismm that is meant by this verse is not in the meaning of the name but the title. Thus, the above verse is like stating: "The worst of words is calling someone with a title that has the meaning of wickedness after he is characterized by the nature of faith." This is because faith contradicts wickedness. Some understand the word alism in the meaning of a sign and if so this verse means: "The worst sign of recognition that someone has put on after he has believed is to introduce him to a sin he has committed." For example, by introducing someone as the Bank Breaker or Thieves and others.⁵²

Sabab Nuzul It is reported that this verse was revealed regarding the behavior of the Bani Tamim tribe who had visited the Prophet, then they made fun of some poor and poor friends such as' Ammar, Suhaib, Bilal, khabbab, Salman al-Farisi, and others. other because their clothes are very simple. Some argue that this verse was revealed in connection

⁵⁰ *Ibid.*P-607.

⁵¹ *Ibid.*P-607.

⁵² *Ibid.*p-697.

with the story of Safiyyah bint Huyay bin Akhtab who once came to the Prophet Muhammad, reported that several women in Medina had rebuked him with offensive words such as, "O Jewish women, Jewish descendants, and so on, "So the Prophet SAW said to him,"Why don't you just answer my father Prophet Harun, my uncle Prophet Musa, and my husband is Muhammad".⁵³

This Ayat explains how the rights of human beings between one another must be upheld. That mocking and denouncing behavior is the act of wrongdoing towards fellow beings. The word dzalim here can be interpreted as a mean and despicable nature that is contrary to Akhida and Morals of humans who should use the excess in the form of reason for good. Rasulullah SAW said: There are three kinds of wrongdoing: wrongdoers that Allah will not forgive; The wrongdoing Allah will forgive; The wrongdoers Allah will not leave. The wrongdoers Allah will not forgive is shirk. Allah says: Surely shirk is a very big wrong (Luqman: 13); The wrongdoing Allah will forgive is the wrongdoing of man against himself by committing sins between him and his Lord; The wrongdoers that Allah will not leave are wrongdoers to fellow human beings so that they will be judged later (in the afterlife) - (HR Al-Tauhalisy and Abu Na'im from Anas Bin Malik - According to Sheikh Nasiruddin Albaniy - Hadith Hasan - Sahih Al Jaami '- No. 3961).⁵⁴

In an atsar (narration) which is popularly mentioned, be an alim, or a seeker of knowledge, or a good listener of knowledge, or a person who loves experts and don't be the fifth, you will perish.⁵⁵ It includes the

⁵³ Erma Pornawati.2019. Skripsi, *Bullying Prespektif Al-quran*. Salatiga : Institut Agama Islam Negeri Salatiga.

⁵⁴ Intan Kurnia Sari. 2018. Skripsi: *Bullying dalam Al-Quran*. Lampung : Universitas Islam Negeri Raden Intan Lampung.

⁵⁵ Disebutkan oleh Al-Haitsami dalam Ma'maj Az-Zawaa'id (I/122) ia berkata: "Diriwayatkan oleh Ath-Thabraani dalam ketiga mu'jamnya dan Al-Bazzar, para perawinya tsiqah." diakses pada tanggal 31 oktober 2020 dari <https://almanhaj.or.id/5994-hukum-mengolokolok-ulama-dan-orang-orang-shalih.html>.

glorification of Allah Subhanahu wa Ta'ala, namely glorifying Muslim parents, people who memorize the Qur'an without exaggeration or loosening in it, and glorify just rulers. Ubadah bin Shamit Radhiyallahu 'anhu narrated, that the Prophet sallallaahu' alaihi wa Sallam said:

لَيْسَ مِنْ أُمَّتِي مَنْ لَمْ يُجِلِّ كَبِيرَنَا وَيَرْحَمْ صَغِيرَنَا وَيَعْرِفَ لِعَالِمِنَا حَقَّهُ

Meaning: *Not including my people, who does not honor older people, love younger people, and know the rights of pious people.*⁵⁶

e. Prevent Bullying

1) Definition of Prevent

To prevent in the large Indonesian dictionary from the form of the word cegah, which means deter or prohibition of doing something, Prevent is a verb which means to hold back so that something does not happen, to deter, not obey or make efforts so that it does not happen.⁵⁷

2) Prevent Bullying

Islamic figures such as Ibn Khaldun in his book Muqaddimah also argue that the purpose of education is to form children so that they have noble morals, good and tough personalities, and have skills and master the religious sciences (naqliyah) and general science (aqliyah) for their survival.⁵⁸ An effort to prevent bullying can be done in the following ways:

⁵⁶ <https://almanhaj.or.id/5994-hukum-mengolokolok-ulama-dan-orang-orang-shalih.html> diakses pada tanggal 31 oktober 2020.

⁵⁷ Kbbi.web.id di akses pada tanggal 9 November 2019.

⁵⁸ Noor Hidayah. 2015. Jurnal vol.10.no. 1 Konsep Pendidikan Anak Menurut Ibnu Khaldun dalam Kitab Muqoddimah.P-27

a) Educating, supporting and cooperating between children and parents, parents are the closest source of children, by increasing positive parenting patterns and good communication between parents and children can strengthen feelings of security and affection to prevent bullying in children. parents can also instill values of how to socialize with good friends, norms that exist in the environment as well as self-confidence and foster courage in children.

b) Prevention through schools, education officers, especially teachers, can build effective communication with students, training teachers on how to deal with children who have problems. Both teachers and staff in schools must work together to create a safe and conducive and comfortable learning environment for children, teachers can also create programs and instill religious values to prevent bullying that occurs in children.

3) The Role of Class Teachers in Preventing and Minimizing Bullying

Chind & Benne in Thompson said that in dealing with bullying teachers have a role and task to provide teaching methods and strategies for communicating and educating students in ways that should be more open and fair accompanied by subtle ways.⁵⁹ Here are the strategies to deal with bullying:

- a) Strategies that emphasize factual and rational evidence for change (empirical-rational).
- b) The strategy involves re-education and agreement on new norms (Normative-re-educative).

⁵⁹ Ponny Retno Astuti.2008. Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan Pada Anak.Jakarta: Grasindo.P-11.

- c) Strategies that emphasize change (power-coercive).

According to Pearce in Elliot the practical effort in supervising, guiding and intervening in bullying shirts is by giving examples of how to make friends well, giving examples to students to be able to control themselves. Explain that violent aggression is unacceptable, stopping every symptom of aggression as soon as possible. Identifying and mentioning the effects of aggression. Describe or explain the condition of victims of aggression behavior.⁶⁰

4) Form of Bullying Prevention

- a) There are three models for preventing or minimizing effective bullying behavior:⁶¹

1) Transteori Model

This model was invented by W.F Prochaska transteori as one of the methods for raising awareness of the dangers of bullying that are solicited. Easy to understand and gradual but relatively fast and safe. Among others, group coaching, counseling, media.

2) Support network

The support network is a program to carry out communication efforts between schools and their communities. This model functions in the implementation of training.

3) Friends program

⁶⁰ Ibid P-11

⁶¹ Ibid P-26

Through organizing networks and introducing ethics, this program provides examples of friendly behavior, for example organizing community service, discussions that show a spirit of togetherness, tolerance, friendship, and responsibility towards others in their work.

b) Internalization of Islamic Values

Values Another prevention that teachers and parents can do at home is to internalize the values of religious education, which means incorporating attitudes into personalities based on religious teachings.⁶² Inculcating religious values or religious values, these values are rooted in faith in the creator, all values relating to fellow human beings come from faith in him. The meaning of value itself is an abstract reality that is felt within oneself as a driving force that guides life.⁶³ So that behaviors or attitudes are formed following the prevailing norms.

These Islamic values are in accordance with the concept of what a person thinks and is considered important in his life. these values can determine an idea, object, person, how to behave good and.⁶⁴ The foundation of Islamic education values pays close attention to the individual and social arrangements that lead its adherents to the application of Islam and its teachings into their daily behavior. Therefore,

⁶² Rohmat Mulyana. 2004. Mengartikulasikan pendidikan nilai. Bandung: Alfabeta. P-21

⁶³ Nurul Jempa.2017. Vol.04 , No.2 Jurnal Ilmiah Pendidikan dan Pembelajaran.Fakultas Tarbiyah, Universitas Muhammadiyah Aceh. P-102

⁶⁴ Ibid.P-103

the existence of the source and foundation of Islamic education must come from the same source as Islam itself, namely the Al-Quran and Sunnah.⁶⁵

The principles of Islamic teachings consist of three major parts, namely aqidah, Sharia, and morals. Aqidah comes from Arabic which means attachment, bonding. Meanwhile, according to the term faith, it is the firmness of faith that there is no doubt in it. The second is sharia which means the rules or regulations of Allah's commandments to his servants. Shari'a in its terms is anything that Allah reveals to his servants from the faith, worship, morals, muamalah, and life systems to achieve salvation in the world and the hereafter. Morals are behaviors that are attached to a person who can trigger good deeds without first thinking.

An educational method that is very influential in the formation of children according to Abdullah Nashih Ulwan:⁶⁶

1. Educate by Example

Exemplary in education is the most effective and successful way to prepare children from a moral, mental, and social perspective. That is because educators are role models or idols in the eyes of children and a good example in their eyes. Children will follow the behavior of their educators, imitate their morals, whether they realize it or not.

2. Educate with habit

⁶⁵ Abdurrahman An Nahlawi. 2000. Pendidikan Islam di rumah, sekolah dan Masyarakat. Jakarta: Gema Insani Press.P-28

⁶⁶ Elfa Yuliana. Jurnal Volume II No 1 Tahun 2018 Konsep Pendidikan Anak dalam Al-Quran Dan Hadits . Al-Irfani STAI Darul Kamal NW Kembang kerang.P-3

It has been stipulated in Islamic law that since birth a child has been created in a state of pure monotheism, upright religion, and faith in Allah. Rasulullah also said: "Every baby is born in a state of nature." (Bukhari) This means being born in a state of monotheism and faith in Allah. From here, habituation, dictation, and discipline must begin to take their role in children's growth and strengthen pure monotheism, noble morals, great souls, and upright sharia ethics.

3. Educate with advice

The method of education that is effective in shaping children's faith, character, mental, and social is a method of educating with advice. This is because advice has a great influence in making children understand the essence of something and giving him an awareness of Islamic principles.

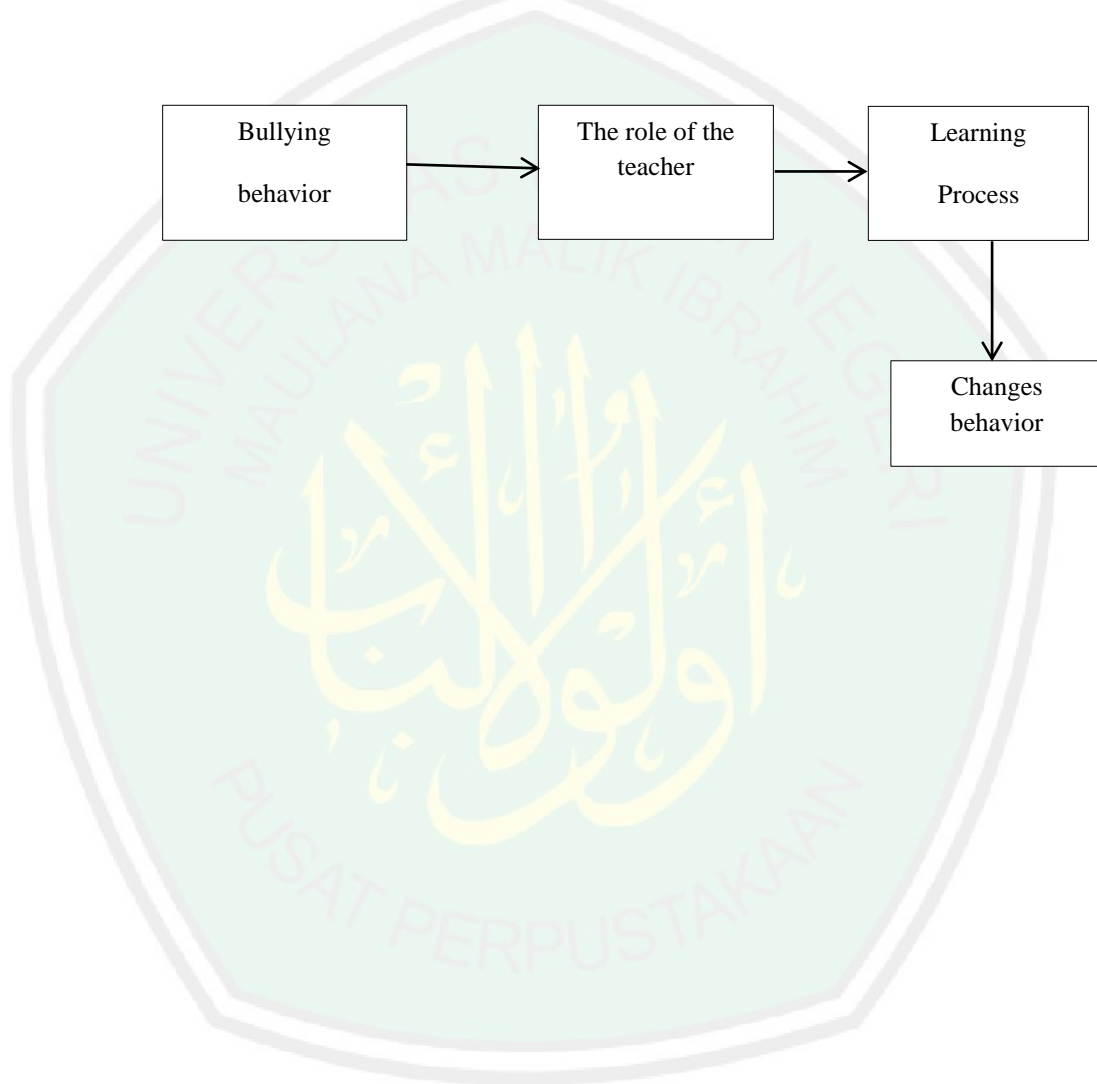
B. Framework of Thinking

The role of the teacher is one of the most decisive factors in overcoming bullying, as is the role of the teacher, among others, as a teacher, class leader, supervisor, environmental regulator, participant, expeditor, planner, supervisor, motivator, questioner, evaluator and counselor⁶⁷, where the teacher determines the success of the teacher goals to be achieved by students. According to W.H. Bruton , Learning is a change in the individual due to the instruction of that individual and his environment, which fills a need and makes him more capable of dealing

⁶⁷ Moh Uzer Usman, 1995. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya. p.9

adequately with his environment. Because in the learning process there are changes in behavior both from the aspect of knowledge, skills, and aspects of his .⁶⁸

2.1 Picture Framework of thinking



⁶⁸ Ibid. p- 5

CHAPTER III

RESEARCH METHOD

A. Approach and Type of The Research

This research was conducted to find out how the teacher's role in overcoming bullying in grade IV students at MI Nurul Hidayah, where this research was conducted to find out in-depth how to deal with bullying at the school. This research uses qualitative research to test the formulation of the problems that have been compiled. A qualitative research paradigm is carried out from specific concepts to general, conceptualization, categorization, and descriptions that are developed based on problems that occur in the field. The purpose of this research is to understand the social setting phenomena that occur in the field, which are circular (cyclical). Peshkin in noriah says: "That a good qualitative study can describe or explain, assess and carry out a combination or integration of knowledge about the world and what applies in it."

Meanwhile, for the research model, researchers used a case study model. A case study is a qualitative research model that emphasizes the exploration of a "bounded system" in one case or several cases in detail, accompanied by in-depth data mining that involves a variety of information sources that are rich in context.⁶⁹

⁶⁹ Haris Herdiyansyah. 2012. *Metode Penelitian Kualitatif untuk Ilmu-ilmu Sosial*, Jakarta: Salemba Humanika. p- 76

B. Researcher Attendance

The presence of researchers in this study acts as an instrument as well as a data collector. Non-human instruments can be used but their functions are limited, to support the task of researchers as instruments. Therefore the presence of researchers in qualitative research is very necessary because research cannot be represented. Bogdan Defines precisely observing participation as research characterized by social interaction that takes a long time to systematically collect notes on the subject in the subject's environment without interruption.⁷⁰

C. Location of The Research

The research location is located in MI Nurul Hidayah. This school was built in the middle of the village. Precisely in Banyubang Village, Solokuro District, Lamongan Regency. This school has 2 buildings, each of which has two floors. Researchers took the school as a research location because there was good bullying prevention for gaps between students, researchers were interested in how the supervision was carried out by the school and the role of class teachers in preventing this deviant behavior, resulting in a decrease in the number of bullying at the school.

D. Data Resources

The data and data sources of this study were taken from primary data and secondary data. Primary data sources are data sources obtained directly from research subjects by using measuring devices or data

⁷⁰ Lexy J. Moleong. 2013. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosdakarya. p-164.

collection tools directly on the subject as a source of information sought. Secondary data is the source of data obtained from sources that already exist. This secondary data is complementary to primary data. In the form of pictures, writing, and important notes.

Tabel 3.1 Data Resources

Number	Data	Data Resources
1.	Data Primary	Guru Kelas, staf dan guru lain, Guru Bimbingan Konseling, Kepala Sekolah dan Siswa Kelas IV MI Nurul Hidayah.
2.	Data Secondary	Catatan Guru kelas, Catatan Pelanggaran, Aturan Sekolah.

E. Data Collection Techniques

In this study, the techniques used by researchers in data collection include:

1) Observation technique

Observation is the activity of collecting data through observation of symptoms, phenomena and empirical facts related to the research problem.⁷¹ Observation techniques carried out in the situation and the original object (natural). Observations made by researchers are direct observations.

⁷¹ Musfiqon.2012. *Panduan lengkap metodologi Penelitian Pendidikan*.Jakarta:PT.Prestasi Pusatkarya.p-120.

Tabel 3.2 List of Observation Activities

Number.	Activities	Explanation
1.	Mengenal lingkungan MI Nurul Hidayah Banyubang.	
2.	Mengamati perilaku siswa-siswi Kelas IV MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	
3.	Mengikuti kegiatan belajar mengajar di kelas, terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying.	
4.	Mengamati peran guru Kelas IV MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	

2) Interview techniques

Data collection in this study used interview techniques, which were conducted to find data about thoughts, concepts or in-depth experiences from informants. The use of interview techniques in this study is intended so that researchers can construct their thoughts, events, activities, and opinions on research issues. Thus, researchers can carry out reduction and analysis based on the data obtained.

Tabel 3.3 Instrument Interview

Number	Indicator	Data source	Question
1.	Menganalisis Faktor keluarga sebagai penyebab Bullying.	Siswa Kelas IV yang terindikasi sebagai pelaku dan korban Bullying.	<ol style="list-style-type: none"> 1. Bisakah kamu menceritakan tentang keluarga kamu? 2. Bagaimana hubungan kamu dengan orang tua kamu di rumah? 3. Apakah kamu selalu menjaga komunikasi dengan orang tua? 4. Apakah orang tua sering

			<p>memberi nasihat tentang pentingnya menjaga persahabatan?</p> <p>5. Bagaimanakah sikap orang tua kamu tentang perkembangan pribadi dan Sekolah kamu?</p> <p>6. Bagaimana perlakuan orangtua Anda terhadap Anda di rumah?</p>
2.	Menganalisis Faktor teman sebaya sebagai penyebab Bullying.	Siswa Kelas IV yang terindikasi sebagai pelaku dan korban Bullying.	<p>1. apa hobi kamu?</p> <p>2. Apakah kamu memiliki teman yang se-hobi dengan kamu?</p> <p>3. Berapa banyak teman kamu?</p> <p>4. Di mana biasanya kamu dan teman-teman kamu berkumpul?</p> <p>5. Apa yang biasanya dilakukan?</p>
3.	Menganalisis Faktor Media Massa sebagai penyebab Bullying.	Siswa Kelas IV yang terindikasi sebagai pelaku dan korban Bullying.	<p>1. Seberapa sering kamu menonton televisi?</p> <p>2. Acara apa yang kamu tonton?</p> <p>3. Mengapa kamu menyukai tontonan tersebut?</p> <p>4. Seberapa sering kamu mengakses internet?</p> <p>5. Bagaimana cara kamu mengakses internet tersebut?</p> <p>6. Informasi apa yang kamu cari?</p>

4.	Menganalisis Cara Mengatasi Bullying di Kelas IV.	Kepala Sekolah & Guru Kelas	<ol style="list-style-type: none"> 1. Bagaimana cara Sekolah mengatasi Bullying? 2. Bagaimana langkah-langkah guru kelas dalam menyelesaikan konflik antar Siswa? 3. Dalam proses pembelajaran dikelas apa yang dilakukan anda untuk meminimalisir tindakan Bullying? 4. Tindakan Preventif apa yang dilakukan untuk mencegah Bullying? 5. Apa kendala yang dihadapi dalam mengatasi perilaku Bullying?
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3) Documentation

In this study using documents and records by Guba and Lincoln for reasons of documents and records that can be accounted for,⁷² a document is a collection of facts and data stored in the form of text or artifacts. While the record is every written statement compiled to test an event.

F. Data Analysis

⁷² Lexy J. Moleong. 2013. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosdakarya.p-217.

Research data means notes or empirical facts about the problem to be examined. Research data is collected and analyzed to be the basis for concluding the research. Qualitative data analysis does not use statistical formulas. The analysis uses the thinking ability of researchers because of researchers as an analysis tool (human as an instrument).⁷³ Data analysis according to Bogdan and Biklen is an effort made by working to organize data, picking and selecting them into units that can be managed, searching and finding what is important and what can be told to others.⁷⁴ Qualitative data analysis in this study uses miles and Huberman models where there are three kinds of activities in qualitative data analysis.

1) Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming raw data obtained from field notes. Qualitative data can be reduced in many ways, namely through summary or paraphrase.

2) Data Model (Data Display)

The next step of data analysis is the data model. the model here is defined as a compiled collection of information that allows the description of conclusions and taking action.

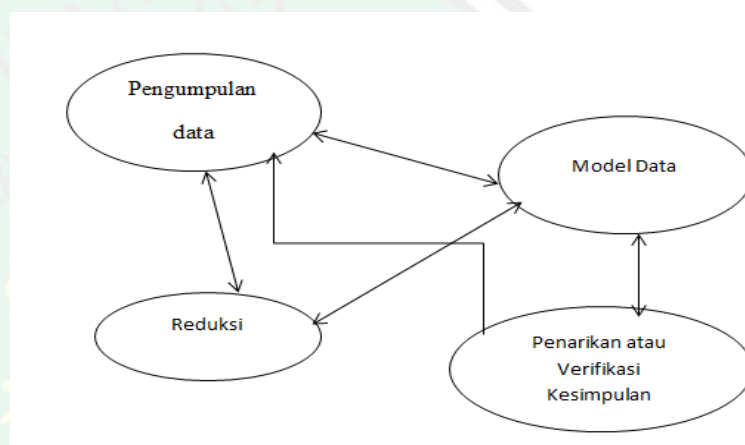
3) Withdrawal of Conclusions

⁷³ Musfiqon.2012. *Panduan lengkap metodologi Penelitian Pendidikan*.Jakarta:PT.Prestasi Pusatkarya. P-153

⁷⁴ Lexy J. Moleong. 2013. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosdakarya. P-248.

Withdrawing and verifying conclusions from researchers can handle conclusions clearly, maintaining honesty and suspicion (skepticism). using the terms from Glasser and Strauss that the conclusions may not occur until data collection is complete, depending on the field notes, coding, storage, and improvement methods used, as well as the researcher's experience.⁷⁵

picture 3.1 Components of Data Analysis: Interactive Model



G. Checking the Validity of the Findings

Valid findings and interpretations need to be examined for their credibility using techniques. What is meant by the validity of the data here is that each circumstance must meet:

- 1) Demonstrate the correct value.
- 2) It provides a basis for this to be applied.
- 3) Obtain external decisions that can be made about the consistency of the procedure and the neutrality of the findings and decisions.

⁷⁵ Emzir.2010. *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: RajaGrafindo Persada. p.130- 134

To determine the validity, inspection techniques are needed. The implementation of inspection techniques is based on certain criteria. There are four criteria for the validity of the data used, namely the degree of trustworthiness, transferability, dependence, and certainty.

a) Data validity checking techniques:

Tabel 3.4 Data validity checking techniques⁷⁶

Kriteria	Teknik Pemeriksaan
Kredibilitas (derajat kepercayaan)	1) Perpanjangan keikut-sertaan 2) Ketekunan pengamatan 3) Triangulasi 4) Pengecekan sejawat 5) Kecukupan referensial 6) Kajian negative 7) Pengecekan anggota
Kepastian	8) Uraian rinci
Kebergantungan	9) Audit kebergantungan
Kepastian	10) Audit kepastian

b) Triangulation

This study uses data validity checking techniques that utilize something outside the data as a comparison to that data.⁷⁷ According to Patton triangulation with sources can be achieved by:

a) comparing observational data with interview data.

⁷⁶ Lexy J. Moleong. 2013. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosdakarya. P-327

⁷⁷ Ibid.p-330

- b) comparing what people say in public with what they say in private.
- c) compare what people say about the research situation with what is said all the time.
- d) comparing one's circumstances and perspectives with various opinions.
- e) compare the results of the interview with the contents of any relevant document.

H. Research Procedure

In this research, the procedure contains and arranges the stages of research carried out by researchers. Starting from the preparation process, the initial implementation of research to get preliminary information about MI Nurul Hidayah by observing. The second stage is the implementation stage, after the observation stage, the next stage is conducting interviews with the subject. After the data collected the researcher will check and also analyze the data collected through data reduction, in this process will be known incomplete data or still not revealed, then the researcher will extend the research to find and complete the data that is felt to be less than what is desired.

CHAPTER IV

DATA EXPLANATION AND RESEARCH FINDINGS

A. Data Explanation

1. Object Description

a. Profile MI Nurul Hidayah

This research was conducted at MI Nurul Hidayah, which is one of the formal educational institutions located on Jl. Al-Mukarrom RT.04 / RW.02 Banyubang Village, Solokuro District, Head of Lamongan Regency. Under the auspices of the LP foundation. MA'ARIF NU. From the results of observations and document analysis that the researcher has done, the following is a brief history of the school, teachers and education staff, class student data, vision, and mission as well as facilities and infrastructure.⁷⁸

b. History of MI Nurul Hidayah

MI Nurul Hidayah is located in Banyubang Village, Solokuro District, Lamongan Regency, is an institution under the auspices of the Ministry of Religion. The beginning of MI Nurul Hidayah was no different than other educational institutions in general. In July 1957 this educational institution was first established in the service by religious leaders and the village community itself. At the beginning of the establishment of MI Nurul Hidayah. The number of teachers that have is 5 people with one classroom, which has about 20 students. This educational institution is progressing rapidly because much of it is funded by the local community

⁷⁸ Documentation results with the Administration, Winarlik, July 9, 2020, at 09: 36

apart from the government. In 2003 MI Nurul Hidayah already had a two-story building for self-study. In 2016 MI Nurul Hidayah was accredited A.

Based on the Decree of the East Java Regional Office No.1328 of 2019, the school seeks to optimize its potential by compiling the Come Build Schools Movement (GERAMM) program which includes the School Literacy Movement (GELEM), the Healthy School Movement (GEMES), the Furudlul Ainiyah Movement (GEFA), the Innovation School Movement (GEMI). This year MI Nurul Hidayah has 173 students, with a new building that was only completed in early 2020. As for the boundaries of the MI Nurul Hidayah location. is in the north bordering residential areas in the west is bordered by residential areas in the south bordering the village road, in the east by residential settlements.⁷⁹

c. Vision and mission MI Nurul Hidayah

1. Vision

The vision of MI Nurul Hidayah is the realization of graduates who are devout, have good character and quality.

2. Mission

- 1) Carry out effective learning and guidance that is supported by existing potentials, to be able to realize it in the fields of IMTAQ and Science and Technology.
- 2) Motivating and helping each student to explore his / her potential so that it can grow and develop completely and optimally.
- 3) Optimizing religious education following Islamic teachings ala Ahlu Sunnah Wal Jama'ah.

d. Teachers and Education Personnel

The total number of staff is 14 teachers and 1 education staff. The List of MI Nurul Hidayah Teacher Names in 2020/2021 is as follows:

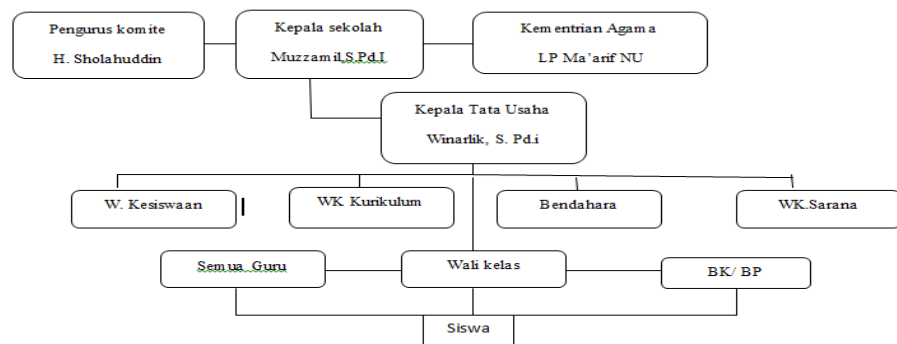
⁷⁹ Documentation results with the Administration, Winarlik, July 9, 2020, at 09: 36

Tabel 4.1 Teachers and Education Personnel

Nama Guru	Pendidikan Terakhir	Jabatan	Status Kepegawaian	Sertifikasi	
				Ada	Tidak
Muzammil, S.Pd.I	S1 2009	Kepala Sekolah	Pegawai Tetap	√	
H.Moh Ilham, S.Pd.I	S1 2007	Guru	Pegawai Tetap		√
Drs.Mujianto	S1 1993	Guru	Pegawai Tetap	√	
Moh.Arifin	MAN 1985	Guru	Pegawai Tetap		√
Moh.Mustaqim, S.Pd.I	S1 2009	Guru	Pegawai Tetap	√	
Fathul Ihsan, S.H	S1 2001	Guru	Pegawai Tetap	√	
Moh.Munashir, S.Pd.I	S1 2007	Guru	Pegawai Tetap	√	
Moh.Maftuhin, S.Pd.I	S1 2010	Guru	Pegawai Tetap	√	
Zakiyah, S.Pd.I	S1 2003	Guru	Pegawai Tetap	√	
Nur Jamilah, S.Pd	S1 2007	Guru	Pegawai Tetap		√
Nur Rohmat, S.Pd	S1 2006	Guru	Pegawai Tetap	√	
Karimatul Ummah, S.Pd.I	S1 2009	Guru	Pegawai Tetap		√
Eka Ratna Jamilah, S.Pd.	S1 2017	Guru	Pegawai Tetap		√
Agus Fadlun N.,S. kom	S12016	Guru	Pegawai Tetap		√
Cicik Rosyidah, S.Pd.I	S1 2010	Guru	Pegawai Tetap		√
Winarlik, S.Pd.I	S1 2012	Staf TU	Pegawai Tetap		√

e. Organizational Structure

Picture 4.1 Organizational Structure



b. Facilities and infrastructure⁸⁰

The availability of facilities and infrastructure is one of the important components that must be met in supporting the achievement of educational goals. The learning facilities available at MI Nurul Hidayah are quite adequate. Among other things, the school provides LCD and projector screens. At MI Nurul Hidayah there is a library, in the library, there is an al-Qur'an, and the PAI teacher also provides Gefa (Furudlul Ainiyah Movement) for students. Computer laboratories also exist to support the ability of teachers and students to learn IT. The following is the infrastructure contained in MI Nurul Hidayah which can be seen in the following table:

Table 4.2 Facilities and infrastructure

No	Prasarana	Jumlah	Kondisi
1.	Kantor guru	1	Baik
2.	Ruang kepala Sekolah	1	Baik
3.	Ruang tata usaha	1	Baik
4.	Ruang kelas	7	Baik
5.	Aula	1	Baik
6.	Masjid	-	Baik
7.	Perpustakaan	1	Baik
8.	Laboratorium computer	1	Baik
9.	Toilet Guru	1	Baik
10.	Toilet Siswa	10	Baik
11.	Kantin	1	Baik

⁸⁰Documentation results with the Administration, Winarlik, July 9, 2020, at 09: 36

12	Gudang	1	Baik
13	Tempat Parkir	1	Baik
14	Ruang serba guna	1	Baik
15	Ruang Tamu	1	Baik

f. School Regulations

I. Issuance Administration

- 1) Students arrive 10 minutes before the morning apple starts.
- 2) After the bell rings, students line up on the field to follow the apples.
- 3) Before and after learning, students must pray, led by the class leader, or take turns.
- 4) When the lesson is in progress students are obliged to maintain class order.
- 5) Students must dress modestly and in uniform according to the day.
- 6) Class III to VI: Compulsory to participate in scouting.
- 7) Students are required to carry out mass gymnastics every Friday and wear sports uniforms.
- 8) Students who are absent for 3 consecutive days must provide a clear explanation.
- 9) Students are not allowed to bring gadgets or smartphones
- 10) Students are obliged to obey school rules, for those who violate will be subject to sanctions from the school.

II. Prohibition

- 1) Students should not wear excessive jewelry to avoid things that are not desirable

- 2) No smoking, drinking, and using illegal drugs.
- 3) Do not carry sharp weapons
- 4) Scribble on walls, walls, tables, chairs, and furniture in the school environment.
- 5) Fighting, mocking/insulting, fighting inside and outside of school both against friends and underclassmen.
- 6) Bring firecrackers to school
- 7) Do not bring/use gadgets in the school area.
- 8) prohibited from taking his friend's belongings
- 9) it is prohibited to play and leave the classroom during class hours
- 10) it is prohibited to interfere with the learning process in other classes

III. Penalty

Students who violate school rules will be sanctioned:

- 1) Oral Warning I and II
- 2) Written warning and reading the Koran 1 juz I and II
- 3) Not allowed to attend school within a certain period
- 4) Returned to parents.

g. Student Data ⁸¹

At MI Nurul Hidayah in the 2020/2021 school year, the total number of students is 173 students, consisting of 78 boys and 95 girls.

Table 4.3 Student Data

Kelas	Laki-laki	Perempuan	Jumlah
I	10	10	20
II	11	15	26

⁸¹ Documentation results with the Administration, Winarlik, July 9, 2020, at 09: 36

III	19	16	35
IV A	08	09	17
IV B	09	08	17
V	13	21	34
VI	09	15	24
Jumlah	78	95	173

List of names of grade IV A and IV B students as follows:

Table 4.4 List of names of grade IV A and IV B

No.	Nama Siswa IV (A)	No	Nama Siswa IV (B)
1.	Ahmad Ali Musyafaf (L)	1.	Auzaie Lizia Az-Zahra (P)
2.	Ahmad Labib Al- Kholisi (L)	2.	Bintang Dwi Nugroho (L)
3.	Ahmad Muhyidin (L)	3.	Desia Nasywa Kamilah (P)
4.	Ahmad Rizky Hamdan Al. (L)	4.	I'in Ainur Rosyidah Rofi (L)
5.	Ahmad Tsalis Septian K. (L)	5.	Lucky Pratama Althafur (L)
6.	Ahmad Ulfi Hamdy Asy (L)	6.	Luthfi Sakhi Zahid (L)
7.	Aisyayarifah (P)	7.	Moh Nabil Adila Putra (L)
8.	Ibni Faruq Akbar R. (L)	8.	Muhammad Islahul Ahnafi (L)
9.	Lovely Alfarini Eridani (P)	9.	Muhammad Naufal Fakhri (L)
10.	Lutfiah Zahra Talita (P)	10.	Oktavia Anggraini (P)
11.	Moh. Nabigh 'Abqary An. (L)	11.	Queema Athila Ash-shofa (P)
12.	Nadhirotur Rohmah (P)	12.	Rizky Ramdhan Putra (L)
13.	Najma Azalia Mumtazuni (P)	13.	Syarif Hidayatullah (L)
14.	Nur Aida Rafiah (P)	14.	Tsabita Nur Ahsana (P)
15.	Nur Fidatin Ilmiyatul H. (P)	15.	Yuli Eliyatin Mahmuda (P)
16.	Nur Ghilman Baihaqi (L)	16.	Zahra Awalina Putri (P)
17.	Qory Evangelina Ayumi (P)	17.	Moh. Mutamam (L)

B. Research Findings

The research data currently presented is obtained through several stages, starting from the observation stage, the interview stage, and the documentation. In this study, researchers took eleven sources of informants as research subjects. Among them were the school principal, 2 classroom teachers, and 3 students who were indicated to have committed

bullying, 3 victims of bullying, and counseling teachers and subject teachers. This source of informants is expected to help provide information related to the focus of the research so that the data needed by researchers can be collected. The research was conducted for three months from July to September 2020. The following will describe the data from the results of interviews and observations from the principal of MI School Nurul Hidayah Muzammil, S.Pd.I, Class IV (A) teacher namely Eka Ratna Jamilah, S.Pd, and class IV (B) teacher Moh.Mustaqim, S.Pd.I, 3 Bullying Victims namely Nasywa (P) and Zahra (P) Class IV B students, Rizky Hamdan (L) Class IV A students, as well as from 3 bullying perpetrators with the initials: NF (P) Class A students, NB (L) Class A and RZ (L) students are class B students. From the results of field observations it can be described as follows:

Tabel 4.5 observation activities

Day, research date	activities	Information
Selasa, 14 -26 Juli 2020	Mengenal lingkungan MI Nurul Hidayah	Gedung tempat proses pembelajaran dilaksanakan pindah ke gedung baru, karena adanya pandemi covid-19 seperti sekarang Sekolah hanya masuk sampai pukul 10.00.
	Mengamati perilaku siswa-siswi MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	apel pagi ditiadakan para siswa dan siswi langsung memasuki ruang kelas terlihat rapi dan sopan-sopan tidak ada yang berperilaku kasar, mengenakan masker serta pelindung wajah sesuai anjuran kementerian kesehatan.
	Mengenal lingkungan MI Nurul Hidayah	Pertama kali masuk ke kelas IV A saat jam pergantian pelajaran anak-anak mulai ramai dan berlarian kesana kemari, terjadi olok-olok dan pemukulan terhadap salah satu siswa
	Mengamati perilaku siswa-siswi MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Mengajar seluruh kelas dari mulai kelas 1-6, berganti-ganti setiap harinya.

	Mengenal lingkungan MI Nurul Hidayah	Beberapa hari mengajar di temukan bahwa siswa kelas tinggi lebih sering memiliki konflik dengan teman dibandingkan siswa kelas rendah.
	Mengamati perilaku siswa-siswi MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Kelas yang lebih banyak memiliki perilaku bullying dan konflik antar kelas baik dalam kelas maupun diluar adalah kelas IV. Anak-anak kelas 6 lebih bermasalah terkait pelajaran, murid-murid yang sering tidak mengerjakan tugas di jemur di lapangan terbuka.
Selasa, 14 -26 Juli 2020	Mengamati peran guru Kelas IV MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Guru terlihat menegur dan menasehati anak-anak yang terlibat perkelahian.
Minggu, 26 Juli 2020	Mengamati perilaku siswa-siswi kelas IV (A) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Saat diluar kelas ataupun jam kosong siswa cenderung bermain dengan siswa kelas lain.
	Mengamati perilaku siswa-siswi kelas IV (B) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Siswa cenderung pergi ke kelas lain saat diluar jam pelajaran. Terjadi pertengkaran antara siswa kelas A dan B.
	Mengikuti kegiatan belajar mengajar di kelas IV (A), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying.	Terjadi pemukulan saat pergantian guru, Siswa yang menjadi korban Bullying merupakan siswa yang cukup berprestasi.
	Mengikuti kegiatan belajar mengajar di kelas IV (B), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying	Pelaku kadang juga membully siswa perempuan.
Senin, 27 Juli 2020	Mengamati perilaku siswa-siswi kelas IV (A) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Korban Bullying juga siswa yang memiliki keterbatasan lambat berpikir, Saat jam pembelajaran jika ada yang kurang bisa siswa cenderung memBully temannya dengan seButan yang kurang pantas.
	Mengamati perilaku siswa-siswi kelas IV (B) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Pelaku melakukan Bullying ketika diluar jam pelajaran misalkan waktu piket kelas dilaksanakan.
2- 6 agustus 2020	Mengamati perilaku siswa-siswi kelas IV (A) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar	Pada saat TPQ pada sore hari terjadi insiden mencolok mata oleh pelaku NF dikarenakan merasa terganggu dengan teguran, Pelaku cenderung pemalu saat pembelajaran di kelas diadakan. Jika ada Tanya jawab mereka cenderung di diam dan enggan turut serta menjawab.
	Mengamati perilaku siswa-siswi kelas IV (B) MI Nurul Hidayah baik saat jam	Pelaku bullying sering menjaili temannya pada saat di luar jam belajar.

	belajar maupun di luar jam belajar.	
	Mengamati peran guru Kelas IV MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Guru-guru bertugas dengan baik, dengan memberikan contoh perilaku dan juga nasihat serta peringatan kepada anak yang bermasalah
25-27 Agustus 2020	Mengikuti kegiatan belajar mengajar di kelas IV (A), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying	Jika ada teman yang tidak bisa atau masih kesulitan membaca pelaku terang-terangan mengejek dan menjaili temannya tersebut.
	Mengikuti kegiatan belajar mengajar di kelas IV (B), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying	Pelaku adalah anak yang aktif dan memiliki banyak teman.
2-3 September 2020	Mengikuti kegiatan belajar mengajar di kelas IV (A), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying	Pelaku biasanya mencontek hasil pekerjaan dari korban, korban sering di jahili oleh pelaku dan enggan membalas. Tindakan yang biasanya dilakukan Mulai dari mencubit maupun mengolok-olok sipit
	Mengikuti kegiatan belajar mengajar di kelas IV (B), terutama untuk mengamati perilaku peserta didik yang terindikasi Bullying	Pelaku bertengkar (dipukul) dengan teman perempuannya.
	Mengamati peran guru Kelas IV MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Guru dengan guru bergaul dengan menggunakan bahasa jawa krama , dengan pemberian contoh tersebut perilaku dan ucapan anak-anak sedikit demi sedikit ada perubahan.
14- 17 September 2020	Mengamati perilaku siswa-siswi kelas IV (A) MI Nurul Hidayah baik saat jam belajar maupun di luar jam belajar.	Anak-anak kelas IV A cenderung meniru apa-apa yang dilakukan teman sekelasnya. Jika ada yang berlari maka temannya yang lain meniru hal yang sama. Jika ada yang mengejek temannya atau menyembunyikan barang temannya mereka juga cenderung mengikutinya.

From the exposure to the data from the observations above, it was found that high-grade children were more likely to have conflicts between friends, grade IV children tended to dominate bullying behavior both inside and outside the classroom, children in grades 5 and 6 tended to have problems with their subject matter with the teacher, or behavior problems. From the results of the observations that have been described above, the researcher took the research subject of bullying to grade IV students.

a. Forms of Bullying that occurred at MI Nurul Hidayah

Bullying Is destructive behavior carried out by strong parties against weak⁸², in the case of bullying that occurred at MI Nurul Hidayah from the results of research in the field showed that there were forms of verbal and non-verbal bullying in grade IV A and B students, as stated by the teacher. class (A) Ibu Eka Ratna Jamilah in the following interview.

“Kalo secara umum di MI itu sedikit atau banyak memang terjadi tindakan Bullying. semisalkan Bullying dari segi verbal maupun non verbal baik mengolok-ngolok seperti gendut, jelek kalau fisiknya. kalo ngata-ngatain yang non fisik ya bodoh, ngga bisa apa-apa ngata-ngatain seperti itu sering terjadi.”⁸³

Furthermore, the researcher interviewed with Mr. Muzammil as the principal of MI Nurul Hidayah school to determine the validity of the data obtained from Mrs. Eka Ratna Jamilah. The following was stated by the principal.

“Memang ada Bullying tidak dipungkiri setiap anak kan berbeda-beda sifat dan tingkah lakunya tapi kebanyakan yang ringan seperti mengolok-ngolok, biasanya diperingatkan secara lisan kalo masih ringan, kalo sudah agak berat diberikan sanksi mengaji, kenapa mengaji karena hukuman yang sifat jasmani tidak boleh mbak, mengaji itu kan disamping supaya dia insaf dia juga mendapat pahala dari hukuman itu.”⁸⁴

In the fourth grade students of MI Nurul Hidayah, there is often direct non-verbal bullying such as making fun of each other by using parents' names, animal names, calling stupid, and physically speaking like being fat and bald. Meanwhile, indirectly non-verbal occurs more

⁸² Nova Ardy Wiyani. 2012. Save Our Children From School Bullying. Jogjakarta: Ar-ruzz Media.

⁸³ Interview with Mrs Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

⁸⁴ Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah, Thursday, August 6, 2020.

frequently among female students where girls who conflict usually easily mediate their friends, purposely isolate or ignore. Direct non-verbal bullying itself can be easily recognized because it can be detected with the sense of hearing. Also disputes between classmates and those from other classes that occur. This is following the interview data taken on August 6, 2020, with the bullying RZ class IV B students, as follows:

“ya dikelas itu yang berantem. biasanya As sama Nb itu biasanya perang (bertengkar) terus dipisah. itu beda kelas sama saya tapi saya lihat, ya bertengkarnya biasanya nendang2 kursi gitu bu. Ya yang lain paling saling ejek, kalo istirahat kan sering gitu ngejek-ngejek ke kelas sebelah.”⁸⁵

Verbal bullying by grade IV A and B students is a form of direct and indirect verbal bullying. Direct physical contact that occurred, such as hitting, pushing, pulling the coffee cup or headscarf, kicking, locking friends in a cupboard, pinching, and hiding other people's belongings while indirect verbal bullying is in the form of humiliation by throwing copy at another class while the teacher is teaching or locking up a friend in another class when there is a teacher, taunting, intimidating, and cursing.

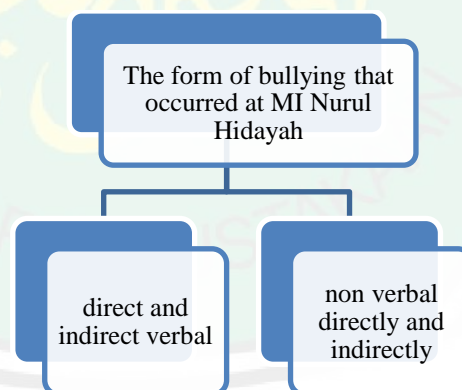
Based on observations and interviews conducted with eyewitnesses and victims of bullying, researchers can conclude that on average, they provide the same information about how this deviant activity is usually carried out at changing hours or when teachers are unable to attend. Through observation data and interviews,

⁸⁵ Interview with Bullying RZ, Class IV B Student MI Nurul Hidayah, Thursday, August 6, 2020.

researchers found that the forms of bullying that occurred at MI Nurul Hidayah were the first forms of verbal bullying such as making fun of parents' names, bullying, physically criticizing, calling stupid and degrading friends.

Also, the violent behavior that occurs is not only non-physical, the second is in the form of non-verbal bullying such as the perpetrator pinching, hitting, kicking, and spitting on the victim. The form of bullying that occurred at MI Nurul Hidayah was classified as moderate bullying, some of the bullying perpetrators who carried out these deviant acts did not realize that their actions were hurting the victims because most of the perpetrators considered what they did to the victims as a form of joking to do jokes So that without realizing it, their behavior causes their friends to feel disturbed and uncomfortable.

Picture 4.2 Forms of Bullying that occurred at MI Nurul Hidayah



b. Factors that cause bullying at MI Nurul Hidayah

a) Family factors as a cause of bullying.

Vygotsky's theory says that where children learn is greatly influenced by their families and the people around them. Following this theory, the

bullying activity carried out by grade IV students that occurred at MI Nurul Hidayah was one of the factors that caused it originating from family factors, the perpetrators admitted that they often saw their parents fight, not only that one of the perpetrators revealed that he was immediately saw that his parents committed acts of violence (beatings) during a fight followed by harsh speech. As happened to the perpetrator of NF, who revealed that he had directly seen his father and mother fighting, NF's statement was as follows.

“Ayah bekerja dipasar jualan akik, Bunda memasak sama ngurusin adek, punya adek 2 adek sambung, yang 1 sama ayah beda Ibu, Bunda itu Ibu sambung. Dulu pernah denger ayah marah-marah bertengkar sama Ibu sebelum pisah, pernah liat langsung dulu pas bertengkar sama Ibu. pas saya di dapur aku liat Ibu di pukul kursi sama ayah terus aku nangis kan kasian. Mukul Ibu juga pernah lihat, pas dipukul badannya pake tangan.”⁸⁶

Not much different from NF, the perpetrators of NB also have a broken home family background, the results of interviews from informants and direct observation in the field show that socially the perpetrators are broken home children where the interaction between families is not conducive to children's growth and development at their age. The pattern of interaction that occurs between parents and children is minimal also results in children feeling less cared for, parenting is a form of interaction between parents and children in which there is a process in which children are being guided, disciplined and protected by maturity according to their developmental tasks. Based on the interview with Mrs Eka Ratna Jamilah, S.Pd, said the following.

⁸⁶ Interview with NF bullying perpetrators, Class IV A Student MI Nurul Hidayah, Thursday, August 6, 2020.

“Dari keluarganya mungkin ada faktor seperti itu (Berbicara Kasar), biasanya setiap orang tua tidak sama dalam memberikan pelajaran dan pengajaran dirumah, seperti ketika anak tidak bisa orang tua malah menurunkan semangat anak. Itu kan yang diturunkan anak-anak lalu diteruskan ke teman-temannya. Dirumah tidak semua keluarga dapat memenuhi kebutuhan emosi secara cukup, keluarga kan pasti ada kekurangan dan kelebihan, terkadang anak itu tidak bisa menerima kekurangan itu dan orang tua sendiri tidak menjelaskan yang mereka alami. Akhirnya anak-anak kan tidak tercukupi dirumah baik itu secara emosi, kasih sayang dan lain sebagainya, dan Emosi itu di terapkan anak di lingkungan diluar keluarganya.”⁸⁷

The types of parenting adopted by parents also have a direct impact on the child, where the children will imitate what their parents do and apply it in the environment where they live, as a result of not accomplishing the development task at their age the child tends to behave deviantly. The results of this study are also in line with the authoritarian parenting style applied by parents and dominated by coercion of parents against children, threats to children by parents, strict learning hours, use of harsh and abusive words, and punishing children by prohibiting things they like makes children feel that parents are too harsh on them. based on interviews with RZ perpetrators.

“Paling sering diberi nasihat sama papa biar tidak marahin mama, ya mama sering marahin aku mangkanya aku juga marahin mama. Ya mama loh marahin aku suruh aku belajar dan aku sudah belajar tapi disuruh belajar lagi, kan capek pengen main.”⁸⁸

Based on the results of the researcher's observations that parents are not involved in activities carried out by children, parents tend to be less concerned about what children do outside the home with their friends.

Furthermore, the researcher interviewed Mr. Muzammil, S.Pd.I as the

⁸⁷ Interview with Mrs Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

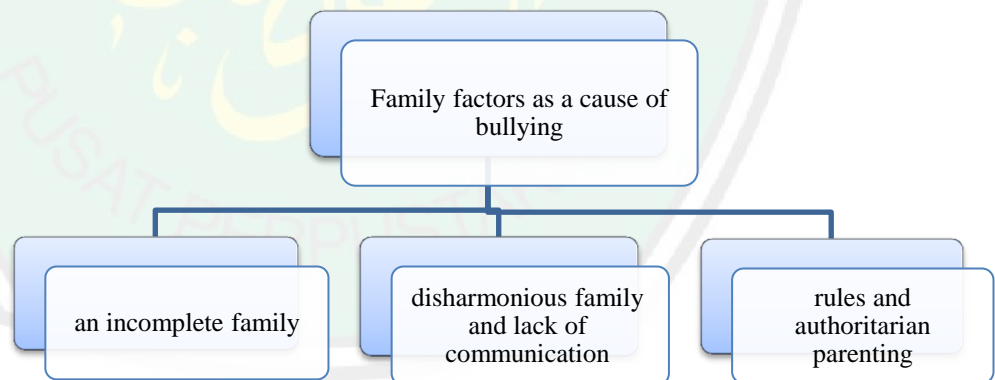
⁸⁸ Interview with Bullying RZ, Class IV B Student MI Nurul Hidayah, Thursday, August 6, 2020.

principal of the school, he added that usually, the people who become the perpetrators come from parents who are not often at home as follows.

“kadang-kadang tidak mendukung, orang tuakan engga dirumah kebanyakan kan pergi merantau ke Malaysia. Sehingga anak-anak dirumah tidak ada yang mengendalikan, ada yang mengendalikan tapi tidak mampu karena kakek dan neneknya sudah terlalu tua tidak sanggup untuk mengatasi cucunya tadi.”⁸⁹

From the information and interviews that are supported by the data above, it is found that where the perpetrators of bullying come from incomplete families, apart from that the social interaction situation between parents and children looks less and not conducive. It can also be concluded that one of the factors in the existence of bullying is due to disharmony family factors, violence that occurs in the household that the child sees and experiences directly, as well as too strict regulations and lack of communication between children and parents.

Picture 4.3 Family factors as a cause of bullying



b) Peer factors as a cause of bullying.

Many factors cause children to behave, bully, if seen from the characteristics of elementary school-age children according to Gunarsa are

⁸⁹ Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah, Thursday, August 6, 2020.

children who are closer to their peers than their parents. Children this age tend to imitate a lot and determine what their friends do. In the process, children of this age learn socialization patterns such as language, behave politely, begin to develop attitudes following the teachings of their religious beliefs and react to things. Experiences that are not similar to culture but personal experiences where this experience forms behavior that should be following expected norms, where behavior and they are formed from the environment in which they socialize. Regarding the peer factor as one of the causes of bullying Mr. Moh. Mustaqim, S.Pd.I was a Class B teacher explains.

“Pertama Lingkungan teman, bagaimanapun yang namanya anak-anak sikap bermain itu akan selalu timbul. Ketika bermain tidak ada kecocokan, sering berbeda pendapat, sering timbul gesekan kekerasan seperti jongkrok-jongkrokan (dorong-dorongan), saling ejek yang lainkan jadi meniru apalagi biasanya anak yang dibegitukan jarang membalas, seringnya kan diam saja jadi rasa ingin menjaili temannya itu semakin timbul.”⁹⁰

Peers are the second-largest environment after family, the amount of time a child spends with his peers is more than the time he spends with his parents. Researchers found data from interviews and observations that two out of three bullies are popular children with more than 2 close friends. Unlike the 9-year-old NB actor who has a hobby of keeping pigeons, his playmate at home is his cousin who is far below his age. Then the researcher interviewed Mrs. Eka Ratna to find out the validity of the data from Mr. Mustaqim. Mrs. Eka Ratna Jamilah, S.Pd added from the notes obtained from students, as follows.

⁹⁰ Interview with Mr. Moh. Mustaqim, Class IV (B) Teacher at MI Nurul Hidayah, Monday, July 27, 2020.

“Pengaruh dari teman itu yang merasa lebih pintar terkadang gitu suka meremehkan “begitu saja ngga bisa”. bocah yang pemberani dengan yang tidak itu pasti juga berbeda tindakan Bullying yang diterima, biasanya dari segi fisik maupun non fisik juga ada.”⁹¹

From the findings of the research data, apart from being easy to imitate, the fourth grade MI Nurul Hidayah child has a provocative mindset and is easily ignited by trivial things that are not necessarily true, the boys tend to express anger and emotions that are being felt and often teasing his friend. Mr. H. Moh Ilham, S.Pd.I as the counseling guidance teacher also added the notes he got from the students.

“Yang paling banyak itu ya anak (teman) ke anak (teman) sendiri, itu awalnya kan biasanya masalah sepele jadi besar. Selama ini dilihat dari kasusnya itu banyak dari anaknya sendiri misalnya bertengkar, olok-olok, mengejek seperti itu.”⁹²

Besides, from the data from observations and interviews, it was found that the victims of bullying were high achievers and were also quiet. Perpetrators usually bully their friends for joking reasons and don't realize the consequences of their actions, so they don't feel guilty. Researchers also found that the perpetrators did this because they had been bullied by seniors. Interviewing the perpetrator, NB said the following.

“Saya pernah di gelutin (berantem), di cubit, di ejek pake nama orang tua, di keplaki (di Pukul). Sama Indra, faril, afgan gitu iya itu kakak kelas, kelas 6. Kalo saya bertengkar itu biasanya, pas anak laki-laki suka menyembunyikan tas teman pas di Sekolah”.⁹³

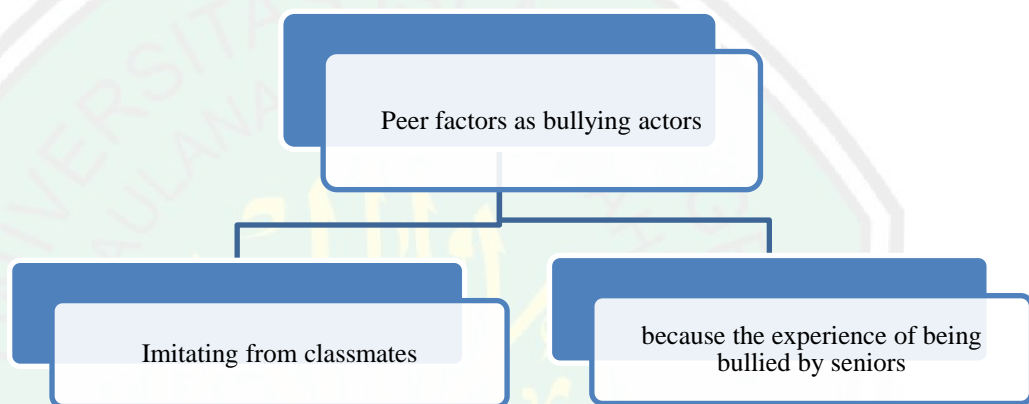
⁹¹ Interview with Mrs Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

⁹² Interview with Mr. Moh Ilham, MI Nurul Hidayah's Counseling Guidance Teacher, Sunday, August 30, 2020.

⁹³ Interview with Bullying NB, Class IV A Student MI Nurul Hidayah, Thursday, August 6, 2020.

Based on the findings in the field, some of the perpetrators' peers were friends who had good and bad influences, not just their peers. In the field, it was also found that seniors or seniors were also very influential on this deviant behavior, seniors often beat, intimidated younger siblings, due to this influence it then led to an oppressive desire which then led to Bully behavior on their friends.

Picture 4.4 Peer factors as bullying actors



c) Mass Media Factors as the cause of Bullying

Mass media is a socialization media that has a major impact on the development of society and has a direct impact on one's behavior as a personal implementer, the development of mass media in this era is very fast, bad messages that are broadcast on television and broadcast from radio and social media direct individuals behave both prosocial and antisocial. Continuous displaying of things that smell of violence, for example, can encourage children to imitate or style that is not by their developmental tasks. Based on the results of interviews and observations of the victims claiming not to have a personal smartphone, they also

explained that if they wanted to find assignments on the internet or play games, they had to borrow from their parents first. Likewise with the perpetrators, only two out of three children have their smartphones. As explained by the bullying NF as follows.

“Kalo main hape sering tapi kalo mengakses internet enggak pernah, karena enggak punya hape sendiri. kalo mengakses internet Buat yang begitu-begitu (sosial media) engga pernah tapi pernah pinjem hape orang tua Buat pelajaran.”⁹⁴

To strengthen the data, researchers interviewed other students who were bullies, RZ grade IV B students said:

“Punya Hape sendiri, Enggak sering mengakses internet tapi yang sering itu main game online sama facebook pas sudah selesai belajar.”⁹⁵

Mr. Muzammil, S.Pd.I as the principal said that MI Nurul Hidayah has a regulation prohibiting students from bringing or using smartphones in the school area. About mass media, Mr. H. Moh Ilham, S.Pd.I explained the habits of using smartphones and social media for fourth grade students as follows.

“Ya mungkin ada ,tapi kalo faktor media massa seperti smartphone kan tidak diperbolehkan di sekolah sudah jadi peraturannya , media sosial itu kalo anak-anak sini juga paling menggunakan kalo dirumah tapi tidak sebanyak dikota kan banyak yang tidak punya hape, jadi tidak sering aktif di medsos.”⁹⁶

In addition to smartphones and also the use of social media, researchers also dig data about television shows that perpetrators usually watch, because many television shows are generally available to adults,

⁹⁴ Interview with NF bullying perpetrators. Class IV A Student MI Nurul Hidayah. Thursday, August 6, 2020.

⁹⁵ Interview with Bullying RZ. Class IV B Student MI Nurul Hidayah, Thursday, August 6, 2020.

⁹⁶ Interview with Mr. Moh Ilham, MI Nurul Hidayah's Counseling Guidance Teacher, Sunday, August 30, 2020.

which are generally watched by children even though they contain elements of violence, scenes of persecution and murder. In this study, researchers also found that two years ago at the same grade level there was a wrestling action (Smackdown) which began with a joke and resulted in a fracture of the spine.⁹⁷ Television shows and social media that are not well controlled by parents and the environment can cause children to tend to imitate and experience self-conflict with children because the messages they receive contradict the messages they receive from other socializations. The effect of these impressions can also attack children's real behavior which includes patterns of action in their environment. Based on the interview, the perpetrator said that NB.

“Sering nonton televisi, Kartun sama transformers, power rangers, enggak pernah nonton sinetron karena urusannya orang gede, ya suka , kalo transformers kan gelut-gelutan (berantem). lihat instagram ya lihat makan-makan besar itu yang banyak itu lihat moto gp di instagram. Nonton youtube lihat biasanya atta, frost diamond gitu-gitu.”⁹⁸

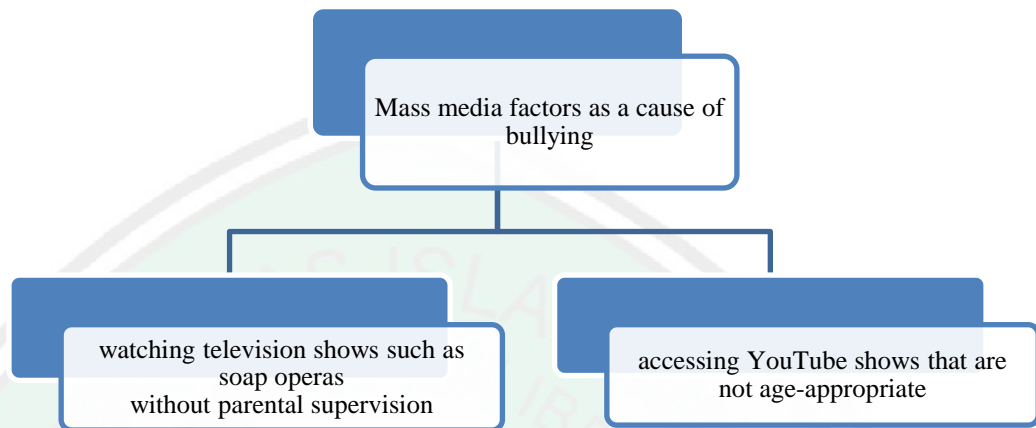
Based on the research, the following results were obtained, Madrasah Ibtidaiyah Nurul Hidayah prohibited students from carrying and using smartphones in the school area, students identified as Bullying, two of the three perpetrators had personal smartphones, they often used their smartphones to surf social media Instagram and Facebook, the bullies more often watch cartoons on television, and two out of three perpetrators also watch programs such as soap operas and Indian films. One of the three actors often spends time watching Youtube and Instagram shows in

⁹⁷ Interview with Mr. Moh. Mustaqim, Class IV (B) Teacher at MI Nurul Hidayah. Monday, July 27, 2020.

⁹⁸ Interview with Bullying NB, Class IV A Student MI Nurul Hidayah. Thursday, August 6, 2020.

which there are acts of war or fighting (fighting) that are not suitable for the viewing of children their age.

Picture 4.5 Mass media factors as a cause of bullying



c. The role of classroom teachers in preventing bullying in Class IV

The teacher is an important factor in education, where the teacher directly controls the learning process in the classroom, this is the core of the overall educational process. In fact, in the field, teachers are divided into several, one of which is classroom teachers and field teachers. Class teachers have the responsibility, role, and right in the learning process to teach all subjects in a particular class.

While subject teachers, although they have the same responsibilities, obligations, and rights in the classroom, they are only limited to teaching one lesson. The main duties of a teacher are 5M, namely planning, implementing, guiding, training students, and carrying out additional tasks attached to the implementation of activities in accordance with the teacher's workload. The handling of bullying itself cannot be separated from the participation of every

teacher at the MI Nurul Hidayah school. In addition to having more teaching hours, the class teacher at MI Nurul Hidayah also doubles as the homeroom teacher. In addition to supervising fourth-grade students, they also solve students' problems in class, cooperate with BP, and consult with parents directly. Based on an interview with the principal of Muzammil School, S.Pd.I. about the importance of the role of classroom teachers in handling bullying.

“Peranan yang paling besar diambil sama guru kelasnya, guru kelas kan lebih tau bagaimana karakteristik si anak ini tadi, Guru kelas kan bisa berperan sebagai mediator, mengambil peran sebagai konseling sekaligus. Anak usia MI atau SD itu kan Butuh bimbingan perlu dikawal terus oleh guru, figure yang pertama dan utama kan guru jika guru memiliki motivasi, baik yang sifatnya bisa melaksanakan kan akan di contoh oleh anak-anak. Peranan guru itu kan salah satunya ya selain sebagai pengajar dan teladan kan juga pembimbing dan motivator juga”.⁹⁹

The role played by classroom teachers in preventing bullying from the data from interviews and observations found that the way to prevent bullying at MI Nurul Hidayah School emphasizes character changes and also the cultivation of Islamic values. The inculcation of Islamic values in the classroom is a form of guiding effort, developing good behavior in grade IV students.

According to the principal, the best foundation in minimizing the deterioration of the character of students in associating is by giving examples and also role models from teachers as one of the basics of efforts to prevent bullying. Exemplary is meant here by giving examples in the form of real behavior, in particular, manners in

⁹⁹ Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah, Thursday, August 6, 2020.

associating with teachers, role models in worship, and also in behavior. Based on an interview with grade IV (A) teacher Bu Eka Ratna Jamilah, S.Pd, regarding the role of classroom teachers in overcoming bullying at MI Nurul Hidayah.

“Peran guru dalam mencegah tindakan Bullying itu yang pertama menurut saya itu memberikan contoh , guru itu kan sama halnya dengan orang tua kedua mereka. Ketika guru itu mengajar di kelaskan ada siswa yang cepat menangkap, ada yang lambat menangkap meskipun begitu kan guru juga manusia pasti punya kesal, punya capek itu jangan sampek keluar kata-kata “gini aja ngga bisa” maupun kata-kata yang secara tidak langsung membully, menyakiti hati ataupun membuat down siswa adalah contoh sederhana peran guru dalam mengatasi tindak Bullying. Kami para guru juga menerapkan apa yang diterapkan anak-anak berbicara menggunakan bahasa krama inggil dengan sesama guru.”¹⁰⁰

The role of classroom teachers in giving examples is an effort that is by the objectives of prevention and learning which is expected to be able to influence students in their behavior is also an effort to minimize children speaking harshly. The rules at school also clearly state that children are prohibited from taking things from their friends, playing and leaving the classroom during class hours, are prohibited from interfering with the learning process in other classes, and committing violence against friends and juniors.

From the results of interview and observation data, it was also found that sanctions against offenders, especially acts of violence and bullying, the school applies if the action is still relatively light, given a warning, secondly if it is said that the perpetrator will be summoned by the

¹⁰⁰ Interview with Mrs Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

classroom teacher and the third if the violation is included in the heavy category then will be summoned to the office subject to sanctions in the form of reading the Qur'an one juz in the office also contacted by the parents. According to the data from interviews with grade IV (A) teachers, Bu Eka Ratna Jamilah, S.Pd,¹⁰¹ explained that in the learning process in the classroom, actions were taken to minimize bullying by instilling cooperation and mutual respect, building a self-concept where the child was instilled that he was not weak and his friends are also not weak people.

And the latter instills a sense of empathy that when the theme is treated badly by other friends, how the child responds to this unfavorable attitude. Meanwhile, Mr. Moh.Mustaqim, S.Pd.I explained the importance of providing motivation and good role models for students when learning in class is one way to minimize bullying by teachers in class. Also, according to Mr. Moh.Mustaqim, S.Pd.I, imposing sanctions on perpetrators is also very concerned about so that the perpetrators are deterred and can also take lessons and reflections on the actions that have been done. Meanwhile, for the validity of the data the researcher also interviewed the principal about the sanctions given by the bullying as follows.

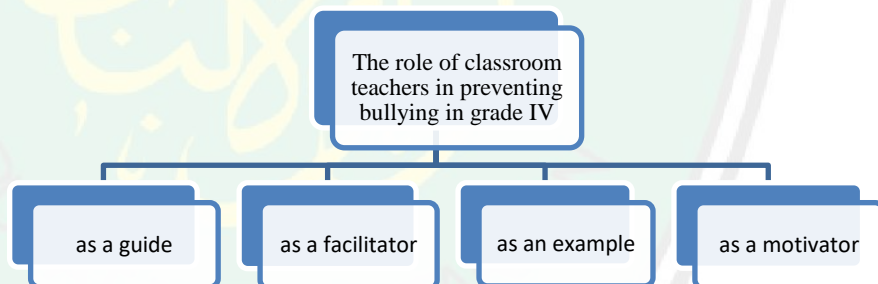
“Biasanya diperingatkan secara lisan kalo masih ringan, kalo sudah agak berat diberikan sanksi mengaji, kenapa mengaji karena hukuman yang sifat jasmani tidak boleh mbak, mengaji itu kan disamping supaya dia insaf dia juga mendapat pahala dari

¹⁰¹ Interview with Bu Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah. Tuesday, July 28, 2020.

hukuman itu. Niatnya kan kita memberi pelajaran Bukan hukuman, tapi Alhamdulillah mereka juga takut kok, bagi anak MI 1 juz itu sudah berat, ada satu atau dua guru yang menghukum push-up maupun menyiram tanaman di halaman Sekolah, semua itu kan demi kebaikan sendiri sebenarnya.”¹⁰²

Based on the conclusion of the data from interviews and observations above, the role of classroom teachers is very important to prevent and minimize bullying, the role of class teachers in addition to being a teacher is also a guide who aims to help students if they face problems that are severe enough to not be resolved by themselves. The teacher's role as a role model is also very influential because of the teacher's behavior in the example of his students. The sanction given by the teachers to the perpetrators of bullying is reciting 1 juz in the office for mild bullying, while for severe bullying there will be further action from the counseling guidance teacher and the principal.

Picture 4.6 The role of classroom teachers in preventing bullying in grade IV



d. Forms of bullying prevention in Class IV

The forms of bullying prevention in class IV according to observation and interview data, namely:

- a) Islamic values

¹⁰² Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah, Thursday, August 6, 2020.

The first form of prevention is the deepening of Islamic values taught at MI Nurul Hidayah, in general, the Islamic values taught in grade IV are in the form of aqidah education wherein aqidah education children are taught about getting used to saying good things such as sentences. tayyibah sentences and act with good habits. Aqidah in Islam itself includes believing in the heart about the Oneness, spoken verbally, namely in the sentence of two creeds and proven by good deeds. Second, worship education related to behavior towards Allah through daily worship activities such as congregational prayers and Duha sunnah prayers, and Moral education related to behavior patterns with fellow humans, namely praiseworthy and despicable morals.

The aspects of Islamic values taught in class are also gradual, the emphasis of manners in socializing in class is always guided by the class teacher. The process of unifying Islamic values is carried out gradually and is carried out continuously, MI Nurul Hidayah does it in the following ways:

- 1) Giving examples

Giving concrete examples to students carried out directly by class teachers and school residents, both staff and school principals, is a process of providing direct experience, especially regarding material Islamic values in morals, Interview with Mr. Moh.Mustaqim, S.Pd.I as follows.

‘Menanamkan sifat rukun dan mengajarkan manfaat pentingnya sikap rukun dan saling menghormati. Karena toleransi

atau saling menghargai itu kan membangun lingkungan yang damai.”¹⁰³

Then supported by the statement of class IV-A teacher, Bu Eka, that giving direct examples is one way of creating a gradual and continuous unification of Islamic values. Teachers are seen by students as more mature people and judge their teachers as figures that can be emulated both in action and behavior. From giving examples, it is hoped that students can follow the positive side that the teacher has.

“peran guru dalam mencegah tindakan bullying itu yang pertama menurut saya itu memberikan contoh , guru itu kan sama halnya dengan orang tua kedua mereka.”¹⁰⁴

Giving examples given to fourth-grade children how to socialize well with the environment, talk to older people, talk with *tayyibah* sentences are very important in cultivating and unifying Islamic values for students.

2) Habit

Habit is a permanent and automatic process of forming an attitude because it is done repeatedly. Habit is done by reducing excessive behavior with good behaviors.

“-antara guru juga menerapkan itu, itu kan bisa menjadi salah satu upaya meminimalisir anak-anak berkata kasar, kepala sekolah juga selalu menghimbau pada guru-guru ya agar di contoh juga sama wali murid, guru sama murid ya halus bahasanya anak ya di harap terbiasa untuk lembut dan halus ketika komunikasi sama teman”¹⁰⁵.

¹⁰³ Interview with Mr. Moh. Mustaqim, Class IV (B) Teacher at MI Nurul Hidayah, Monday, July 27, 2020.

¹⁰⁴ Interview with Bu Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

In practicing habituation and planting Islamic values at MI Nurul Hidayah there is also a culture of morning apples by saying prayers, reciting Asmaul Husna before learning begins in each class. The 5 S culture is applied and also the diniya institutions for grades IV-VI which are held at 13.30-15.00 hours. the purpose of these activities is to get used to what is done at school can also be applied at home.

3) Advice

It is better if there is a bad attitude made by students, the teacher plays a role in correcting attitudes by providing advice. There is no need to scold, but remind him that his attitude is not good or not right and give alternatives to his actions.

“saling menjaga atau memperhatikan anak dalam kelas misalnya pas waktu pelajaran, jarang kalo pas pelajaran terjadi seperti itu pasti diluar pelajaran dan guru-guru sudah setiap hari kasih nasihat tentang akhlak itu kan juga termasuk membekali mereka biar tidak terjadi seperti itu”.¹⁰⁶

Advice is also a form of warning about kindness and should be done in good and touching ways so that the desired values can be absorbed by students.

b) Local Culture

Also, the school has an education program based on local wisdom using Javanese language in socializing in the school area as an effort to minimize bullying once a week. Javanese language is deemed capable of cultivating mutual respect. This local wisdom itself includes the karma in socializing so that it is appropriate. Javanese language itself is considered

¹⁰⁶ Interview with Mr. Moh Ilham, MI Nurul Hidayah's Counseling Guidance Teacher, Sunday, August 30, 2020.

to have upload-upload, namely grammar according to manners. Interview with Mr. Muzammil as follows:

“selain nilai-nilai agama, awal tahun 2019 itu ada program tentang pelajaran untuk menanamkan rasa hormat terhadap orang yang lebih tua termasuk orang tua, guru dan saling menghargai teman sebaya yaitu dengan bahasa jawa krama, ada satu hari berbicara bahasa krama full setiap hari kamis, memang bahasa jawa sudah di gunakan setiap hari tapi kan kalo karma inggil sendiri anak-anak kalo tidak diwajibkan kan suka tidak memakai. Kalo bahasa lain misal bahasa inggris banyak yang bisa dimana-manapun ada, kalo bahasa krama kan anak sekarang jarang yang bisa padahal itu penting”.¹⁰⁷

Furthermore, the researcher interviewed one of the NF Bullying perpetrators to determine the validity of the data obtained from Mr. Muzzamil. The following was stated by NF:

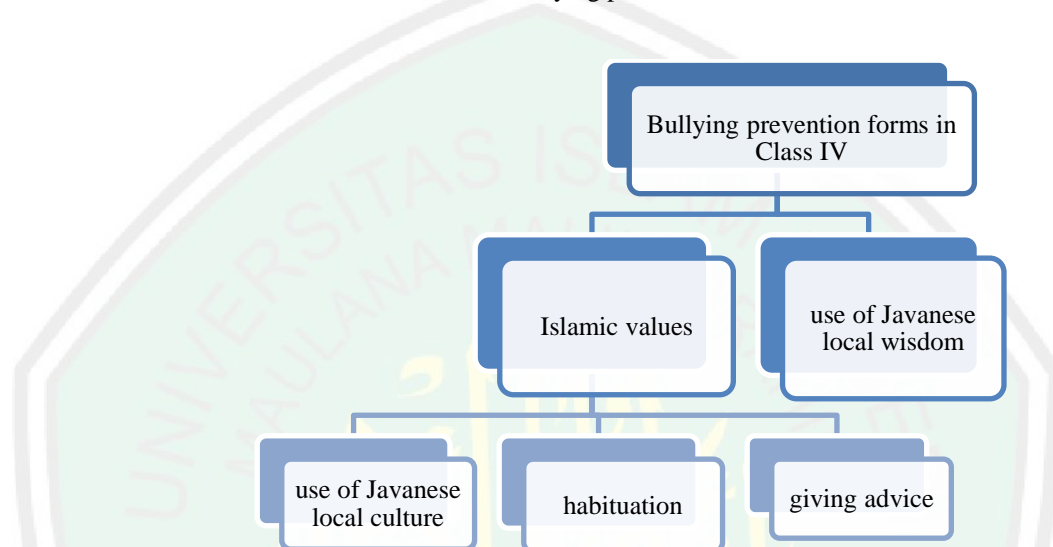
“ya enak. dikit-dikit, latihan ngomongnya jadi ngga ngomong kasar lagi. Ya suka si ibu ,kan sama guru juga jadi lebih sopan.”

The same thing was said by victims of bullying that the provision of using Javanese manners in chatting and socializing in the school environment has a good effect on behavior change and reducing the use of unfavorable speech. Based on the conclusion of the data from interviews and observations above, the role of the classroom teacher is very important to prevent and minimize bullying, preventive actions taken by the MI Nurul Hidayah School by strengthening the character with moral character by instilling Islamic values and also how to prevent it based on local wisdom namely Javanese krama to prevent children

¹⁰⁷ Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah, Thursday, August 6, 2020.

from using harsh words when hanging out in school areas. As well as the cultivation of self-concepts to the importance of respecting others and cooperation, the classroom teachers are strongly emphasized in their daily learning.

Picture 4.7 Bullying prevention forms in Class IV



e. Constraints faced in preventing bullying

In preventing bullying, of course, there are obstacles that must be faced by teachers, from the results of interviews and observations of the obstacles faced by the teachers as the bullying is a child who has a habit of disturbing, teasing, and often making noise both in class and outside the classroom. The results of the interview with Bu Eka Ratna Jamilah, S.Pd, about the obstacles she faces in preventing bullying.

“Kendalanya ya ketika anak itu sulit jera, ketika diberi hukuman yang mereka anggap sepele seperti baca yasin dan tindakan yang mereka anggap enteng maka akan diulangi lagi, meremehkan. Dan anak yang biasanya melakukan tindakan Bullying itu kan anak yang biasanya Kulino (Terbiasa) Bandel dikelas yang biasanya jadi tukang gaduh dan rusuh dikelas jadinya kalo ngga sama guru yang ditakuti ya itu masih diulangi lagi. Dan

Biasanya Anak yang Buandel itu ya susahny kalo diberi hukuman itu terkadang juga tidak menyadari bahwa hukuman itu sebagai pembelajaran namun malah dianggap musuh dan dendam, orang tua juga kadang tidak menyadari. Maunya di mengerti dan enggan mengerti keadaan guru. guru itu kan engga akan melakukan tindakan yang jauh kalo tidak saking parahny.”¹⁰⁸

In line with what was said by Bu Eka, class teacher (B) Mr. Moh.

Mustaqim also conveyed about the obstacles he faced in preventing and overcoming bullying at the MI Nurul Hidayah school, especially in grade IV (B).

“itu kalo orang tua terlalu ikut campur permasalahannya kan jadi melebar bukan lagi antara anak dengan anak tapi jadi orang tua sama orang tua, dan kalo sudah mengarah kepermasalahan orang tua ini nanti jadi agak lama tapi nanti kalo permasalahan anak dengan anak ini akan cepat damai sebab ini permasalahan anak-anak. Jadi sebaiknya juga bagi orang tua serahkan keguru kelas, kalau tidak ya kepala Sekolah langsung yang terpenting kan guru bisa mendamaikan.”¹⁰⁹

Minimizing bullying at MI Nurul Hidayah is also closely constrained by pressure from parents, where parents are less proactive by often coming directly to the school and home of the bullying perpetrator so that the method of handling that is attempted by the school is not achieved and becomes less optimal, interview according to the School Father as follows.

“Ya kadang – kadang faktor lingkungan terkendala, juga faktor keluarga, kemarin itu seperti itu sempat, Alhamdulillah sudah diatasi. kadang-kadang tidak mendukung orang tuakan engga dirumah kebanyakan kan pergi merantau ke Malaysia. Sehingga anak-anak dirumah tidak ada yang mengendalikan, ada yang mengendalikan tapi tidak mampu karena kakek dan neneknya sudah terlalu tua tidak sanggup untuk mengatasi cucunya tadi.”¹¹⁰

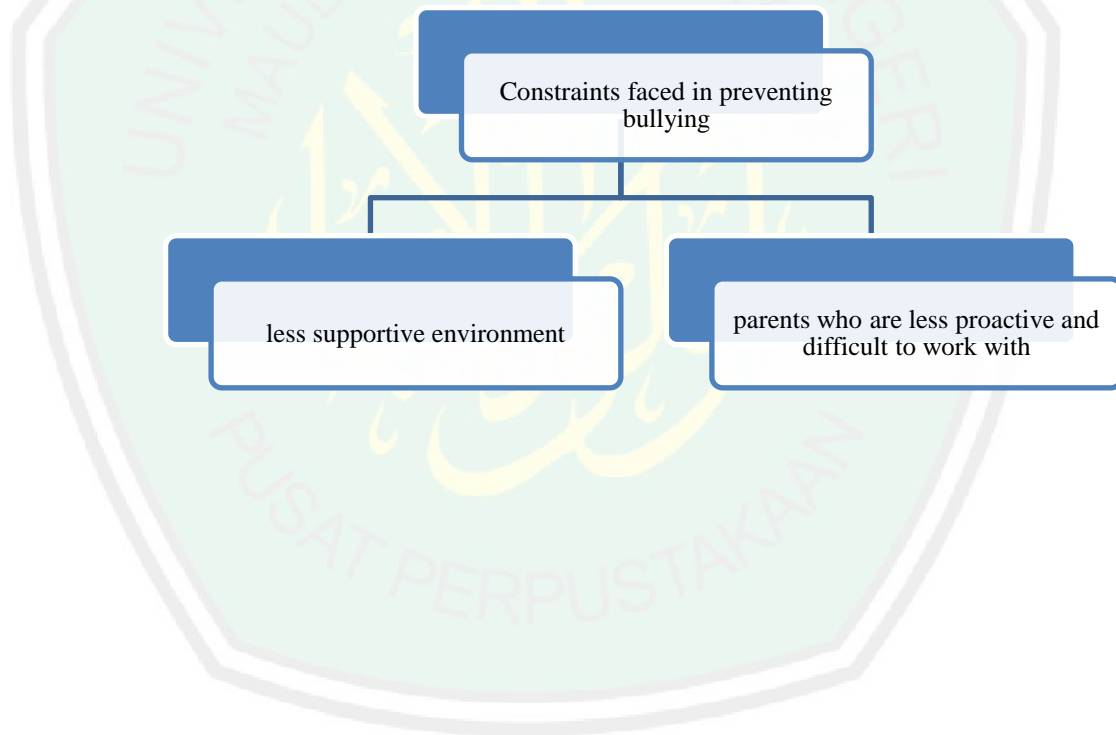
¹⁰⁸ Interview with Bu Eka Ratna Jamilah, Class IV (A) Teacher at MI Nurul Hidayah, Tuesday, July 28, 2020.

¹⁰⁹ Interview with Mr. Moh. Mustaqim, Class IV (B) Teacher at MI Nurul Hidayah, Monday, July 27, 2020.

¹¹⁰ Interview with Mr. Muzammil, Principal of Madrasah MI Nurul Hidayah. Thursday, August 6, 2020.

Based on the conclusion of the data from interviews and observations above, the obstacles experienced by class teachers and MI Nurul Hidayah School in preventing and overcoming bullying, starting from environmental factors that are less supportive, parents who are less proactive and do not understand the obstacles in the field so that it is difficult for schools to decide on action appropriate and the next steps if the problem is widespread and involves parents and parents, it is not a problem between the child and the child other than using mediation.

Picture 4.8 Bullying prevention forms in Class IV



CHAPTER V

DISCUSSION

A. Answering Research Problems

In chapter five the researcher will restate an overview of the role of classroom teachers in preventing bullying at MI Nurul Hidayah. As stated in chapter III, the discussion in chapter V uses descriptive qualitative analysis according to data found in the field from the required data sources. The first forms of bullying that occurred in MI Nurul Hidayah were verbal bullying, such as making fun of parents' names, harassing, physically criticizing, calling stupid and degrading friends. The second is in the form of non-verbal bullying such as pinching, hitting, kicking, spitting on. In this chapter, the researcher focuses on the factors that cause bullying in grade IV, how the role of classroom teachers in preventing bullying behavior, and the obstacles faced by class teachers in preventing and overcoming bullying, as follows.

1. Factors that cause bullying

a. Family Factor

Based on the results of research conducted, researchers can take information that the first factor that causes bullying in children is family factors. Elementary school-age children are categorized as children who have experienced a period of very drastic developmental changes in transition, both mentally and physically. This is related to the development and changes of individual emotions. That each development must be in line with the development of other aspects such as psychological, moral,

and social aspects, all of these things are first acquired by children from the family environment before the school environment. This is in line with the theory in chapter II, which according to Carl Rogers, individuals understand external objects and experiences and give meaning to them. Because the quality of being organized continues from time to time to form itself and become a characteristic of a person.¹¹¹

According to Rotter, the human personality has a fundamental unity, namely humans have relative stability where humans learn to evaluate new experiences based on previous reinforcement. Where this means a child can imitate the actions of his previous parents and become bully because the child is used to being in an abusive family environment. Elementary school-age children need parental guidance, especially when viewed from the task of development, children aged 6-12 years are expected to be able to acquire the basics of knowledge which are considered important for the success of self-adjustment in their adult life.

The basics of knowledge that must be obtained by elementary school age children start from developing conscience, morality, forming certain attitudes towards themselves as individuals who are growing and developing, and forming attitudes towards friends and the environment. It was also found that some children who bully were children with disharmonious family backgrounds, two out of three perpetrators who became informants admitted that they rarely communicate with their

¹¹¹ Lawrence A. Pervin, Daniel Cervone dan Oliver P. John. 2010. *Psikologi kepribadian: Teori dan penelitian edisi kesembilan*. Jakarta: Kencana. p-17

parents, even if they communicate only briefly about school matters. And one in three of the perpetrators claimed to have witnessed firsthand how their parents fought and beat each other.

The main basis for children to grow and develop for the first time is family, the role of the family here is very dominant as the person in charge, mentor and educate in achieving the maturity process, either directly or indirectly. Elementary school age children are still very dependent on the attention and affection of their parents, positive parenting cannot be separated from the role of parents. In this view, the child absorbs all the experiences that have occurred and transfers it to his personal experience without rigorous evaluation and selection. Parental non-integrity also results in insufficient affection and insecurity and hampers the success of children's development tasks.

In line with Vygotsky's theory in chapter II which says where children learn is greatly influenced by their family and the people around them. In line with the theory above.¹¹² deviant behavior that children get is behavior to imitate the environment and the people around it including from the home environment, namely parents, parents are the first social environment, parents' factors as the cause of bullying also explain that children are able to imitate actions that exceed their capacity, but only within certain limits. From the above theories, it can be concluded that the importance of providing good and positive parenting patterns to children,

¹¹² Harianto.2008. Journal ISSN:0216-7999 *Teori yang melandasi pembelajaran konstruktivistik*. Universitas Negeri Yogyakarta.p-1

giving praise for what children have done in order to build children's self-confidence, avoiding children from psychological and physical injuries, supporting children's development by giving love and also actively communicate.

b. Peer factors as a cause of bullying.

From the results of the study, the peer factor is the second factor as a cause of bullying at MI Nurul Hidayah based on the behavior of elementary school children who like to imitate, prosocial and aggressively that children get from paying attention to what their peers are doing when making such a response has a big impact. for the feeling of wanting to try to do the same. Friends are the second environment where children grow after parents, children of this age also begin to share secrets where this is related to their socio-cultural feelings of comfort. According to the theory in chapter II, Vygotsky explained in his theory that the success of a child is strongly supported by his environment.

The peer environment can form a child, Kimani stated that peer pressure is an important factor for the formation of student behavior,¹¹³ there is a tendency for a less positive character to appear in the association of grade IV children at MI Nurul Hidayah So it is not impossible in socialization, the experience is rejected or neglect has an impact on children who are easily lonely and create hostile attitudes. When children

¹¹³ Kimani, J.W.2003.School Factor Influencing Students Discipline in Public Secondary School in kinangop district, Kenya. Academic Dissertation. Univerity Of Nairobi.

have a habit of bullying, teasing friends and harsh curses will also be an example for other students.

Mc Crae and Costa also said that one of the basic components of personality is external influence where humans continue to find themselves in a physical or social situation that influences their personality system.¹¹⁴ Based on the theory above, bullying behavior that children get is also influenced by peer factors where the role of peers for children also affects how to learn to control social behavior, learn to develop skills and interests that are relevant to their age.

From the results of the discussion above, the researcher concludes that peer pressure is both negative and positive. Generally, it has a big impact on children, especially at this time when children first learn social interactions that are bigger from outside the scope other than their families. Peer factors as the cause of bullying when children imitate the attitudes, or behavior of their friends, either due to real pressure or those imagined by the children so that the children end up doing deviant behavior.

c. Bullying Mass media factors as the cause of bullying

From the results of the research, the third factor as the cause of bullying found the mass media as the cause, that the fourth-grade students at MI Nurul Hidayah, the three actors who were successfully interviewed stated that they watched cartoons more often, although it was undeniable that two of the three actors also watched soap operas. Elementary school-

¹¹⁴ Windy Sartika lestari.2018.Thesis:Analisis faktor-faktor Bullying di kalangan peserta didik.Jakarta: Uin Syarif Hidayatullah.

aged children are now using the internet, two out of the three perpetrators claim to have their smartphones. The mass media that children often access now are social media platforms in the form of Instagram and Youtube. Children's shows that are not supervised by parents cause children to watch things that are not by their age limits. Children also cannot fully distinguish which one is good and what is not good so children tend to imitate when what they watch is content that does not match their age limits such as fighting scenes, watching gaming creator content that talks dirty and rude.

In chapter II, it is explained that Zakiah Daradjat in his book *Islamic Education in Households and Schools* states that the child's eyes see and record anything that is seen by him, the recording stays a long time in memory, so some psychiatric experts say that humans learn through sight. that's 83%. Then the ear also functions as soon as he is born and catches whatever reaches his eardrum, he hears Sounds, words spoken by his mother and father, older siblings and other people in his family, or other sounds such as radio, TV, and so on. It is through hearing that children learn as much as 11%.¹¹⁵

Based on the above theory, children unconsciously process the stimulation they see and listen to quickly, children will unconsciously imitate the shows they see, for example, children will tend to imitate violent behavior after watching soap operas that contain violence,

¹¹⁵ Abhanda Amra. Volume 18, No.2 Desember 2015. *Journal pengaruh media massa terhadap peserta didik*. Stain Batu sangkar.

excessive screen time, especially not following age restrictions can change the nature of children to socialize with peers, children will have attitudes and behave older than their age. However, the results of the discussion above do not apply to the research that the author did, because the results of the fourth-grade students who bully prefer cartoon shows so that the possibility of watching things that smells of violence is very small.

2. The role of classroom teachers in overcoming bullying in Class IV

The role and competence of teachers in the teaching and learning process include teachers as teachers, class leaders, mentors, environmental regulators, participants, expeditors, planners, supervisors, motivators, questioners, evaluators, and counselors .¹¹⁶ In the results of research data in chapter IV, it is found that the role of the class teacher as a class manager, besides that the supervision carried out on students of a good learning environment also determines the extent to which the environment becomes a good environment for learning. As stated in the theory in chapter II, a good environment stimulates students to learn and provides a sense of security and satisfaction in achieving goals.¹¹⁷

In the research results, it is also found that the classroom teacher is also a mediator who acts as an intermediary in the relationship between students. What is done at MI Nurul Hidayah itself is that the classroom teacher encourages good behavior by direct habituation and giving examples, develops personal interaction styles using Javanese language,

¹¹⁶Moh Uzer Usman.1995. Menjadi Guru Professional. Bandung: Remaja Rosdakarya.P-9

¹¹⁷ Ibid P-8

and fosters positive relationships with students by advising and cultivating Islamic values well. The class teacher at MI Nurul Hidayah has also responded to all behavior problems that occur in the learning process according to their capacity and always discusses them with parents through WhatsApp media, therefore teachers can help students solve problems that arise between students and students, with his parents.

This is following what is in chapter II because the teacher directs and guides children so that they have maturity in speaking, acting, and behaving. Guiding children to learn to understand and solve problems faced by students.¹¹⁸ The role of the teacher shown in this way will shape the characteristics of students or graduates who are faithful, have a noble character, capable of being independent, useful for religion, the country, and the nation, especially their future life. The teacher as a role model for students must also be able to maintain an attitude, both speaking and stylish. Like the theory contained in chapter II. According to Balnadi Sutadipura, a teacher is someone who deserves to be digested and emulated.¹¹⁹ In preventing bullying, apart from being a role model, the classroom teacher also plays an active role as a guide and as a facilitator in providing services to understand that violence is not justified, stopping any symptoms of violence as soon as possible. Identify and mention the effects of bullying and provide guidance.

¹¹⁸ Syaiful Sagala.2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta. p-12.

¹¹⁹ Ibid.p-7

From the results of the above discussion, the researchers concluded that the role of classroom teachers in overcoming bullying in Class IV plays not only as educators and teachers but also as role models, as guides, facilitators and mediators as well as counselors who are expected to respond to all behavioral problems that occur in the learning process.

3. Bullying prevention forms in Class IV

From the research results in chapter IV, it was found that the role played by classroom teachers in preventing bullying was carried out by emphasizing changes in character and also the inculcation of Islamic values. According to chapter II in Islam itself, the prohibition of committing acts of criticism and ridicule is contained in the Al-Quran Surah Al-Hujarat concerning the prohibition of mocking and blaspheming others.

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرْ قَوْمٌ مِنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نِسَاءٌ
مِنْ نِسَاءٍ عَسَىٰ أَنْ يَكُنَّ خَيْرًا مِنْهُنَّ ۗ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ ۗ
بِئْسَ الْإِسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ ۗ وَمَنْ لَمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ ۗ

It means: *O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers.*

The warning conveyed in the word of Allah above is a warning that the act of insulting and making fun of it is disgraceful and is not justified in Islam. The inculcation of Islamic values in class VI MI Nurul Hidayah is also a form of guiding effort, developing good behavior in fourth-grade students according to Islamic teachings. The Islamic values taught at MI Nurul Hidayah are broadly in the form of aqidah education, worship education, and moral education related to behavior patterns with fellow humans. aspects of Islamic values that are taught are also gradual, the emphasis of manners in socializing, socializing in class is always guided by the class teacher. These Islamic values are considered as the concept of what a person thinks and is considered important in life. so that through these Islamic values, a person can determine an idea, object, person, way of behaving good and bad. This is following the content in chapter II that the internalization of the values of religious education which means incorporating attitudes in personality based on religious teachings.¹²⁰

The foundation of Islamic education values pays close attention to the individual and social arrangements that lead its adherents to the application of Islam and its teachings into their daily behavior. Therefore, the existence of the source and foundation of Islamic education must come from the same source as Islam itself, namely the Al-Quran and Sunnah.¹²¹

Islamic values taught in grade IV are in the form of aqidah education wherein aqidah education children are taught about getting used

¹²⁰ Rohmat Mulyana. 2004. *Mengartikulasikan pendidikan nilai*. Bandung: Alfabeta. p-21

¹²¹ Abdurrahman An Nahlawi. 2000. *Pendidikan Islam di rumah, sekolah dan Masyarakat*. Jakarta: Gema Insani Press.p-28

to saying good things such as *tayyibah* sentences and acting with good habits. Second, religious education related to behavior towards Allah through daily worship activities such as congregational prayers and *Duha* Sunnah prayers, and Moral education related to behavior patterns with fellow humans, namely praiseworthy and despicable morals. In accordance with the journal in previous research that instilling religious values or religious values, these values are rooted in faith in the creator, all values related to fellow human beings come from faith in him.¹²²

In addition, the school also has an education program based on local wisdom using the Javanese language once a week on Thursday in socializing. This is in accordance with Chind & Benne in Thompson saying that in overcoming bullying, teachers have a role and duty to provide teaching methods and strategies for communicating and educating students in ways that must be more open and fair accompanied by subtle ways.¹²³ The Javanese language is considered as an attachment to the current situation where most of them do not speak Javanese, Javanese language as prevention of bullying at MI Nurul Hidayah is considered a complex picture that already contains karma along with phrases of politeness in its use such as *ngoko* (rude), *madya* (ordinary) and *karma* (subtle), that local wisdom is based on truth and nobility. The class teacher in preventing bullying has an active role in reducing this deviant behavior. By means of habituation, giving examples with the teacher directly

¹²² Nurul Jempa.2017. Vol.04, No.2 *Journal Ilmiah Pendidikan dan Pembelajaran*.Fakultas Tarbiyah, Universitas Muhammadiyah Aceh. p-102

¹²³ Ponny Retno Astuti.2008. *Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan Pada Anak*.Jakarta: Grasindo.p-11.

practicing the use of English, if you want to communicate with fellow teachers, the children will gradually imitate.

From the results of the discussion above, the researchers concluded in their own prevention. At MI Nurul Hidayah using local wisdom in the form of Javanese as a strengthening of manners in socializing and Islamic values starting from religious education, morals in the form of behavior patterns towards others with real examples by teachers. as well as religious education or sharia. As well as cultivating mutual respect and self-confidence.

B. Research Limitations

In this study, there are several limitations of the study, the limitations of the study are as follows.

- a. It is difficult to get complete secondary data, due to the school moving to a new building, the data that has been stored cannot be fully found because it is still in the process of moving.
- b. This research was conducted during a pandemic, where researchers took approximately 6 months overall to collect research data in the field because they were waiting for schools to do face-to-face learning directly.

CHAPTER VI

CLOSING

A. Conclusion

Based on the research and discussion data as described in chapters four and five, it can be concluded that the role of classroom teachers in preventing bullying at MI Nurul Hidayah is as follows.

1. Bullying that occurs is classified as moderate bullying in the form of verbal and non-verbal bullying, either directly or indirectly, most of the perpetrators who commit bullying do not know that their actions are hurting their friends, because they mostly consider what the perpetrator did to the victim as a form of joking and the intention to prank.
2. Factors such as parents, peers cause bullying behavior in children, these factors have a big share in children's behavior due to parenting styles and violence that occurs in the household as well as deviant behavior from peers that are seen directly Elementary school-age children tend to be imitated, the last factor, namely mass media, namely TV, radio, smartphones, and newspapers, does not have a major influence on the research that the author conducted, because only a few grade IV students, Nurul Hidayah, have smartphones personal. Most of the bullies also often watch cartoon shows so the possibility of watching things that smell of violence is very small.
3. The teacher's role in preventing bullying at MI Nurul Hidayah, The role of classroom teachers in overcoming bullying in Class IV plays not only as educators and teachers but also as role models, as guides,

facilitators, and as counselors who are expected to respond to all behavior problems that occur in the learning process. In its prevention, MI Nurul Hidayah uses local wisdom in the form of Javanese as a strengthening of social manners and Islamic values, as well as instilling mutual respect for others and self-confidence in students.

B. Suggestion

Regarding the role of classroom teachers in preventing bullying, researchers suggest the following:

- a. For parents, parents need to apply positive and responsive parenting, to better understand children's development tasks, respond quickly and accurately, and provide encouragement and support for difficult times by communicating and interacting regularly so that children's development tasks are completed optimally. In preventing and dealing with bullying, schools should be involved, so that the school can determine the right decisions and steps to take next.
- b. For schools, making bullying a conversation topic that needs to be raised about the risks and dangers of bullying, take immediate action if you see signs of bullying, counseling about the importance of stopping bullying for all school residents, both staff and students. And the need for regulations that are in place in every class regarding fighting against a bully.
- c. For classroom teachers, regularly follow up on progress the child is making regarding the problem of bullying afterward. Show empathy and appreciate the child by being grateful for reporting.

- d. For students, don't be shy and afraid to report it to parents or class teachers, when faced with serious problems. Or call the children's social services (TePSA) at 1500771.



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ATTACHMENT





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Kepada
Yth. Kepala MI Nurul Hidayah
di
Lamongan

Assalamu'alaikum W.r. Wa.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Dian Fathur Rohman
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Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
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Judul Skripsi : Classroom Teacher's Role in Preventing Bullying : Case Study of 5th Grade Students in Nurul Hidayah Islamic Elementary School Lamongan.
Lama Penelitian : Juli 2020 sampai dengan September 2020 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/institusi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perhatian dan kerjasamanya Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum W.r. Wa.



Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199802 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



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"NURUL HIDAYAH"**

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email: minurulhidayahbanyuwangi@gmail.com

SURAT KETERANGAN

Nomor:/.....

Assalamu'alaikum warahmatullah,

Yang bertanda tangan di bawah ini Kepala Madrasah Ibtidaiyah Nurul Hidayah menerangkan bahwa:

Nama : Dian Fatma Bobmah

Nim : 16140141

Universitas: UIN Maulana Malik Ibrahim Malang

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah

Judul : Classroom Teacher's Role In Preventing Bullying:

Case Study Of IVth Grade Students In Nurul Hidayah Islamic Elementary School.

Telah kami setuju untuk melaksanakan penelitian di Madrasah sebagai syarat penyelesaian skripsi. Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terimakasih.

Wassalamu'alaikum warahmatullah,

Kepala Madrasah

Muzammil, S.Pd.I

EVIDANCE OF CONSULTATION








Name : Dian Fathur Rohmah


NIM : 16140141

Program : Islamic Elementary Teacher Education Departement

Advisor : Dr. Ahmad Nurul Kawakip ,M.Pd., MA

Title of thesis : The Role Of Classroom Teacher's Role In Preventing Bullying (Case Study Of IVth Grade Students In Nurul Hidayah Islamic Elementary School)

No.	Date	Consultation material	Signature
1.	March, 19 th 2020	Revision proposal chapter I-III	
2.	Mei 2020	ACC interview Instrument	
3.	September 14 th 2020	Chapter IV	
4.	September 16 th 2020	Revision chapter IV	
5.	Oktober 2 th 2020	Chapter IV- V	
6.	Oktober 5 th 2020	Revision chapter IV-VI	
7.	November 4 th 2020	Revision Chapter II-IV	

8.	November 5 th 2020	ACC	
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Malang,5 November2020
Advisor



Dr. Ahmad Nurul Kawakip ,M.Pd., MA
NIP.197507312001121001



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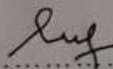
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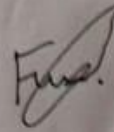
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Rmt

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Observation Guidelines

1. Observe directly the condition and environment of MI Nurul Hidayah.
2. Observe activities Bullying.
3. Observe directly the implementation prevention bullying in IV grade.

Documentation Guidelines

1. Documentation about students activities



Lampiran : Transkrip Wawancara

Wawancara Kepala Sekolah MI Nurul Hidayah



Informan : Muzammil, S.Pd.I,

Hari/ Tanggal : Kamis / 6 Agustus 2020

Waktu : 08: 55 WIB

Tempat : Ruang Kepala Sekolah

Peneliti : Bagaimana cara sekolah mengatasi bullying?

Informan : Memang ada bullying tidak dipungkiri setiap anak kan berbeda-beda sifat dan tingkah lakunya tapi kebanyakan yang ringan seperti mengolok-ngolok, biasanya diperingatkan secara lisan kalo masih ringan, kalo sudah agak berat diberikan sanksi mengaji, kenapa mengaji karena hukuman yang sifat jasmani tidak boleh mbak, mengaji itu kan disamping supaya dia insaf dia juga mendapat pahala dari hukuman itu. Niatnya kan kita memberi pelajaran bukan hukuman, tapi Alhamdulillah mereka juga takut kok, bagi anak MI 1 juz itukan sudah berat, ada satu atau dua guru yang menghukum push-up maupun menyiram tanaman di halaman sekolah, semua itu kan demi kebaikan sendiri sebenarnya. juga biasanya cara sekolah mengatasi bullying pihak madrasah atau BP melalui guru kelas nanti memanggil anak tersebut nanti diserahkan BP atau nanti diberi petunjuk maupun arahan oleh kepala sekolah kalo sudah parah. Saya ambilkan dari guru yang sudah senior yang mempunyai karisma

paling tidak takdimnya kepada guru itu bisa meningkat, atau tidak terulang lagi lah kasus bullying. Kita kan hidup di desa jadi lewat info-info dari mulut kemulut dapat laporan, didesa itu semua keadaan di keluarga itu tau semua jadi dari mulut kemulut ada laporan jadi kita atasi sebelum berlanjut keranah yang lebih jauh. Peranan yang paling besar diambil sama guru kelasnya, guru kelas kan lebih tau bagaimana karakteristik si anak ini tadi, Guru kelas kan bisa berperan sebagai mediator, mengambil peran sebagai konseling sekaligus.

Peneliti : Faktor paling banyak penyebab bullying disekolah ini?

Informan : Kalo disini anak itu ya itu faktor temennya saja, niatnya bergurau tapi jadi bertengkar disini tidak sampe bullying geng-gengan (berkelompok) besar, ya intinya masih batas wajar tidak sampai menjurus kearah kriminal . Ya ada memang ada, faktor keluarga itu hanya satu dua tapi sudah dapat diatasi dua tahun yang lalu itu juga ada disekolah agak mbetik dan diluar main game di warkop ada yang sampai minum-minum. Ya sekolah kan tidak memperbolehkan membawa Smartphone jadi kalo pun ada anak yang main game itu ya diluar sekolah. Alhamdulillah setelah ada pendekatan dari guru bersama orang tua anak itu sedikit demi sedikit berubah, guru BP juga langsung mendatangi ke rumah, Jadi komunikasi dari pihak sekolah dan orang tua juga terjalin.

Peneliti : Bagaimana langkah-langkah Sekolah dalam meminimalisir bullying?

Informan : Kalo di madrasah ada tata teribnya, mengacu dalam tata tertib sekolah, paling tidak anak-anak paham mana yang boleh mana yang tidak, dalam meminimalisir tentang bullying itu ya anak-anak di beri arahan terus setiap hari, setiap akan masuk, guru-guru tidak jemu-jemu nya mengingatkan. disinikan ada apel pagi setiap harinya, dengan apel pagi itu kita bisa menyampaikan apa-apa saja perkataan yang baik dengan teman, dengan lingkungan, bahkan dengan orang tua. Kita kikis sedikit2 kita bentuk lewat situ.

Peneliti : Tindakan Preventif apa yang dilakukan sekolah untuk mencegah bullying?

Informan : Selain nilai-nilai agama, awal tahun 2019 itu ada program tentang pelajaran untuk menanamkan rasa hormat terhadap orang yang lebih tua termasuk orang tua, guru dan saling menghargai teman sebaya yaitu dengan bahasa jawa krama, ada satu hari berbicara bahasa krama full setiap hari kamis, memang bahasa jawa sudah di gunakan setiap hari tapi kan kalo karma inggil sendiri anak-anak kalo tidak diwajibkan kan suka tidak memakai. Kalo bahasa lain misal bahasa inggris banyak yang bisa dimana-manapun ada, kalo bahasa karma kan anak sekarang jarang yang bisa padahal itu penting. Meskipun belum maksimal kita tetap berusaha, lingkungannya memang belum mendukung. Disini juga ditekankan disiplin, Anak usia MI atau SD itu kan butuh bimbingan perlu dikawal terus oleh guru, figure yang pertama dan utama kan guru jika guru

memiliki motivasi, baik yang sifatnya bisa melaksanakan kan akan di contoh oleh anak-anak. Peranan guru itu kan salah satunya ya selain sebagai pengajar dan teladan kan juga pembimbing dan motivator juga.

Peneliti : Apa kendala yang dihadapi dalam mengatasi perilaku bullying?

Informan : ya kadang – kadang faktor lingkungan terkendala, juga faktor keluarga, kemarin itu seperti itu sempat, Alhamdulillah sudah diatasi. kadang-kadang tidak mendukung orang tuakan engga dirumah kebanyakan kan pergi merantau ke Malaysia. Sehingga anak-anak dirumah tidak ada yang mengendalikan, ada yang mengendalikan tapi tidak mampu karena kakek dan neneknya sudah terlalu tua tidak sanggup untuk mengatasi cucunya tadi.

Wawancara Guru Bimbingan Konseling MI Nurul Hidayah



Informan : H.Moh Ilham, S.Pd.I,

Hari/ Tanggal : Minggu, 30 Agustus 2020

Waktu : 09:00

Tempat : Ruang Guru

Peneliti : Bagaimana cara sekolah mengatasi bullying?

Informan : Pertama yang berperan itu guru kelas istilahnya sebagai pertolongan pertama, dari guru kelas di cari pokok masalahnya dulu dari pelaku sampai korban terus itu di tanya untuk menyelesaikan masalah, para saksi juga diikut sertakan. Pertamanya ditanya gimana yang salah siapa, yang mulai duluan yang mana dikasih nasihat lalu disuruh maaf memaafkan Insyaallah nurut nanti pada akhirnya, kalo sampai yang parah itu baru ke saya biasanya kan yang pasti tahu selain orang tua itu kan ya guru yang lebih sering berada di dalam kelas, atau guru yang pas kejadian terjadi kebetulan berada di dalam kelas. Guru kelas menjadi tokoh utama identifikasi peserta didik dan lingkungannya karena sering berada di dalam kelas. Jadi lebih tau keadaan anak-anak yang ada dikelas. Intinya jika guru kelasnya sudah menyelesaikan dengan tuntas tidak perlu sampai meneruskan ke guru BK. Dulu pernah yang mendatangi ke sekolah orang tuanya, contohnya dulu ada anak perempuan kelas 5 tengkar ya awalnya masalah sepele menyangkut orang tuanya dimulai dari olok-olok, anak perempuan yang tengkar ini tengkarnya sama anak laki-laki kan jadi anak laki-lakinya main kekerasan. Lelaki kan biasanya fisik dulu yang diandalkan. Yang perempuan ini lapor ke orang tuanya, orang tua lapor ke guru. Orang tua bersama anaknya (korban) dan pelaku dipertemukan, dicari titik masalahnya dan di damaikan.

Peneliti : Faktor paling banyak penyebab bullying disekolah ini?

Informan : ya ada pas broken home atau lihat orang tuanya bertengkar kadang ke bawa sampe kesekolah tapi tidak banyak paling satu atau dua, yang paling banyak itu ya anak (teman) ke anak (teman) sendiri, itu awalnya kan biasanya masalah sepele jadi besar. Selama ini dilihat dari kasusnya itu banyak dari anaknya sendiri misalnya bertengkar, olok-olok, mengejek seperti itu. Ya mungkin ada, tapi kalo faktor media massa seperti smartphone kan tidak diperbolehkan disekolah sudah jadi peraturannya, media sosial itu kalo anak-anak sini juga paling menggunakan kalo dirumah tapi tidak sebanyak dikota kan banyak yang tidak punya hape, jadi tidak sering aktif di medsos.

Peneliti : Bagaimana langkah-langkah Sekolah dalam meminimalisir bullying?

Informan : langkah- langkah sekolah dalam meminimalisir bullying sendiri kan menanamkan nilai-nilai islam, selain itu program bahasa itu ya agar mulai dari dini anak di biasakan berkata baik dan halus lewat karakternya yang pertama, juga kepala sekolah sudah sering menghimbau ke guru-guru agar anak-anak sering diberi arahan, Guru-guru berperan sebagai teladan dan panutan.

Peneliti : Tindakan Preventif apa yang dilakukan sekolah untuk mencegah bullying?

Informan : saling menjaga atau memperhatikan anak dalam kelas misalnya pas waktu pelajaran, jarang kalo pas pelajaran terjadi seperti itu pasti diluar pelajaran dan guru-guru sudah setiap hari kasih nasihat tentang akhlak itu kan juga termasuk membekali mereka biar tidak terjadi seperti itu. Sekolah sendirikan ada program unggulan yang pertama kan menghafal juz 30 sama sekolah membuat program inovasi wajib berbahasa jawa krama usulan dari guru bahasa jawa satu hari full gunanya kan untuk mengurangi omongan atau kebiasaan berbicara keras dan kasar.

Peneliti : Apa kendala yang dihadapi dalam mengatasi perilaku bullying?

Informan : kadang tuh anak kalo belum terima cara penyelesaian di sekolah itu kendalanya anakan menyangkut pautkan orang tua, bilang lagi ke orang tua kalo punya masalah. padahal si anak ini sama korbannya kan sudah damai dan tuntas disekolah, kan kami sebagai guru jadi melibatkan orang tua padahal masalahnya sudah di atasi. Jadi sudah tuntas di sekolah malah jadi tidak tuntas dirumah merembet kemana-mana, apalagi kalo di desa seperti ini biasanya orang tuanya mendatangi kerumah si pelaku terusan.

Wawancara Guru Kelas IV(A) MI Nurul Hidayah



Informan : Eka Ratna Jamilah, S.Pd

Hari/ Tanggal : Selasa, 28 Juli 2020

Waktu :18:24 WIB

Tempat : Rumah Bu Eka

Peneliti : Menurut Ibu bagaimana bullying yang terjadi di MI Nurul Hidayah terutama di kelas IV (A)?

Informan : Menurut Saya Bullying yang terjadi di MI terutama di kelas IV menurut pemahaman saya bullying sendiri pengertiannya kan tindakan yang dilakukan orang yang lebih kuat terhadap orang yang lebih lemah dari segi fisik maupun usia. kalo secara umum di MI itu sedikit atau banyak memang terjadi tindakan Bullying. semisalkan bullying dari segi verbal maupun non verbal baik mengolok-ngolok seperti gendut, jelek kalau fisiknya. kalo ngata-ngatain yang non fisik ya bodoh, ngga bisa apa-apa ngata-ngatain seperti itu sering terjadi.

Peneliti : Apa faktor-faktor penyebab bullying di MI Nurul Hidayah Khususnya kelas IV (A) ?

Informan : dan itu memang mungkin dari keluarganya mungkin ada faktor seperti itu (Berkata kasar) , kan biasanya orang tua kan ngga sama dalam memberikan pelajaran dan pengajaran dirumah seperti ‘‘gini aja ngga bisa’’ nah itu kan yang ditirukan anak-anak lalu diteruskan ke teman-temannya. Dirumah keluarga itukan terkadang tidak dapat memenuhi kebutuhan emosi secara cukup, keluarga kan pasti ada kekurangan dan kelebihan, terkadang anak itu tidak bisa menerima kekurangan itu dan orang tua sendiri tidak menjelaskan yang mereka alami. Akhirnya anak-anak kan tidak tercukupi dirumah baik itu emosi, kasih sayang dan lain sebagainya, dan Emosi itu di terapkan anak di lingkungan diluar keluarganya. pengaruh dari teman itu yang merasa lebih pintar terkadang gitu suka meremehkan ‘‘begitu saja ngga bisa’’. bocah yang pemberani dengan yang tidak itu pasti juga berbeda tindakan bullying yang diterima, dari segi fisik maupun non fisik juga ada. Faktor-Faktor lain penyebab bullying.

Peneliti : Bagaimana cara mengatasi tindakan bullying di MI Nurul Hidayah?

Informan : peran guru dalam mencegah tindakan bullying itu yang pertama menurut saya itu memberikan contoh , guru itu kan sama halnya dengan orang tua kedua mereka. Ketika guru itu mengajar di kelaskan ada siswa yang cepat menangkap, ada yang lambat menangkap meskipun begitu kan guru juga manusia pasti punya kesel, punya capek itu jangan sampek keluar kata-kata ‘‘gini aja ngga bisa’’ maupun kata-kata yang secara tidak langsung membully, menyakiti hati ataupun membuat downkan murid adalah contoh sederhana peran guru dalam mengatasi tindak bullying. Kami para guru juga menerapkan apa yang diterapkan anak-anak berbicara menggunakan bahasa krama inggil dengan sesama guru.

Peneliti : Bagaimana langkah- langkah guru kelas dalam menyelesaikan konflik antar murid?

Informan : yang pertama biasanya langsung di panggil ke kantor baik pelaku, maupun korban ataupun saksi di tanya bagaimana cerita kejadiannya, yang salah ya dikasih sanksi dan hukumannya bukan hukuman fisik biasanya kalo saya tak suruh baca al-quran di kantor, atau tak suruh

menghafal pancasila, kadang ada anak yang sudah buandel dan ngga tau pancasila mbak maka dari itu saya suruh menghafal.

Peneliti : Dalam proses pembelajaran dikelas apa yang dilakukan anda untuk meminimalisir tindakan bullying?

Informan : Yang pertama menanamkan sifat kerja sama dan saling menghargai pembelajaran kalo misalkan mengerjakan tugas secara individu yang merasa tidak pintar dan tidak bisa maka selamanya akan merasa seperti itu, beda kalo saya belajarnya itu jarang sekali menggunakan system individu pasti tak buat kelompok 2 sampai 3 kelompok tak buat rata saling ada kontribusi. Yang kedua membangun konsep diri, anak itu ditanamkan bahwa dia tidak lemah dan temannya juga bukan orang lemah. Jadi ketika mau melakukan bullying maupun terjadi tindakan bullying pada anak itu, mereka menolak itu semua. Jadi mereka bisa menolak ‘aku ngga suka dibeginikan, jangan begini’. Yang ke tiga menanamkan rasa Empati bahwasanya ketika mereka digitukan bagaimana tanggapannya diperlihatkan keadaan yang lebih buruk misalkan ‘kalo kamu digituin mau apa tidak?’

Peneliti : Tindakan Preventif apa yang dilakukan untuk mencegah bullying?

Informan : selain yang saya sebutkan tadi sekolah mulai ajaran tahun kemarin itu anak-anak wajib memakai bahasa krama inggil sebenarnya setiap hari tapi sekolah juga buat program khusus satu hari bicara pakai bahasa jawa krama, antara guru juga menerapkan itu, itu kan bisa menjadi salah satu upaya meminimalisir anak-anak berkata kasar, kepala sekolah juga selalu menghimbau pada guru-guru ya agar di contoh juga sama wali murid, guru sama murid ya halus bahasanya anak ya di harap terbiasa untuk lembut dan halus ketika komunikasi sama teman. Kendalanya kan ketika guru disekolah sudah mencoba meminimalisir dimulai dari hal-hal sederhana seperti penggunaan bahasa karma ketika berbicara kadang lingkungan rumahnya ngga mendukung, orang tuanya ngomong kasar kan di contoh sama anaknya.

Peneliti : Apa kendala yang dihadapi dalam mengatasi perilaku bullying?

Informan : Kendalanya ya ketika anak itu sulit jera, ketika diberi hukuman yang mereka anggap sepele seperti baca yasin dan tindakan yang mereka anggap enteng maka akan diulangi lagi, meremehkan. Dan anak yang biasanya melakukan tindakan bullying itu kan anak yang biasanya Kulino (Terbiasa) Bandel dikelas yang biasanya jadi tukang gaduh dan rusuh dikelas jadinya kalo ngga sama guru yang ditakuti ya itu masih diulangi lagi. Dan Biasanya Anak yang Buandel itu ya susah kalo diberi hukuman itu terkadang juga tidak menyadari bahwa hukuman itu sebagai pembelajaran namun malah dianggap musuh dan dendam, orang tua juga kadang tidak menyadari. Maunya di mengerti dan enggan

mengerti keadaan guru. guru itu kan engga akan melakukan tindakan yang jauh kalo tidak saking parahnya.

Wawancara Guru Kelas IV(B) MI Nurul Hidayah



Informan : Moh.Mustaqim, S.Pd.I

Hari/ Tanggal : Senin, 27 Juli 2020

Waktu : 08:30 WIB

Tempat : Ruang Guru

Peneliti : Bagaimana cara guru Kelas mengatasi bullying?

Informan : kalo tindakannya masih ringan misalnya mengejek biasanya diberi peringatan, di kasih pengarahan jangan sekali lagi itu diulangi, karena itu bisa membahayakan bagi anak-anak itu sendiri, yang kenak kan biasanya kalo diejek kan bukan fisik tapi ke psikis. diberi sanksi baik sanksi langsung di dalam kelas maupun nanti dipanggil di kantor agar diberi pengarahan baik oleh guru kelas ataupun oleh guru-guru lain maupun terutama kepala sekolah. Sanksinya biasanya mengaji.

Peneliti : Apa faktor-faktor penyebab bullying di MI Nurul Hidayah Khususnya kelas IV (B) ?

Informan : Pertama lingkungan teman, bagaimanapun yang namanya anak-anak sikap bermain itu akan selalu timbul. ketika bermain tidak ada kecocokan, sering berbeda pendapat, sering timbul kekerasan seperti jongkrok-jongkrokan (dorong-dorongan), saling ejek yang lainkan jadi meniru apalagi biasanya anak yang dibegitukan jarang membalas, seringnya kan diam saja jadi rasa ingin menjaili temannya itu semakin timbul. Yang kedua itu tontonan di televisi yang bergulat- gulat itu 2 tahun

lalu ada anak yang sampe kenak punggungnya, ditanyain ya karena niru ditelevisi.

Peneliti : Bagaimana langkah-langkah guru kelas dalam menyelesaikan konflik antar murid ?

Informan : tanyakan dulu sebab musababnya kepada siswa mengapa mereka bertengkar, ketika sebab musababnya ketemu lalu kita sebagai guru kelaskan memberikan jalan tengah yaitu dengan cara saling meminta maaf. guru kelas kan lebih tau bagaimana keseharian mereka tiap harinyakan lebih mengenal anak tersebut, biasanya orang tua dan guru mempunyai grup whatsapp juga jadi kalo terjadi apa-apa bisanya langsung banyak masukan ke guru kelas jadi kita guru selalu menerima masukan tapi kalo penyelesaiaanya biar lebih signifikan ya orang tua harusnya tidak ikut-ikut.

Peneliti : Dalam proses pembelajaran dikelas apa yang dilakukan anda untuk meminimalisir tindakan bullying?

Informan : ya tiap hari harus diberikan motivasi saat jam pembelajaran dikelas, di tanamkan budi pekerti yang baik sehingga anak itu kedepannya tidak melakukan kekerasan-kekerasan yang sifatnya itu nanti merugikan banyak orang atau diri mereka sendiri guru juga ikut berperan sebagai teladan.

Peneliti : Tindakan Preventif apa yang dilakukan untuk mencegah bullying?

Informan : menanamkan sifat rukun dan mengajarkan manfaat pentingnya sikap rukun dan saling menghormati. Karena toleransi atau saling menghargai itu kan membangun lingkungan yang damai.

Peneliti : Apa kendala yang dihadapi dalam mengatasi perilaku bullying?

Informan : kendalanya kalo anak-anak sudah sama-sama bandel itu, biasanya kalo sudah sama-sama bandel kan punya niat utuk melukai. Jadi harus cepat-cepat diberi sanksi baik sanksi langsung di dalam kelas maupun nanti dipanggil di kantor agar diberi pengarahan baik dari guru kelas, guru-guru lain terutama kepala sekolah. itu kalo orang tua terlalu ikut campur permasalahannya kan jadi melebar bukan lagi antara anak dengan anak tapi jadi orang tua sama orang tua, dan kalo sudah mengarah kepermasalahan orang tua ini nanti jadi agak lama tapi nanti kalo permasalahan anak dengan anak ini akan cepat damai sebab ini permasalahan anak-anak. Jadi sebaiknya juga bagi orang tua serahkan keguru kelas, kalau tidak ya kepala sekolah langsung yang terpenting kan guru bisa mendamaikan.

Wawancara Guru Bidang Studi MI Nurul Hidayah



Informan : Agus Fadlun Ni'am, S.Kom.

Hari/ Tanggal : Selasa / 22 September 2020

Waktu : 09 : 55 WIB

Tempat : Ruang Administrasi

Peneliti : Bagaimana cara sekolah mengatasi bullying?

Informan : kalo menurut saya peran sekolah itu sudah porsinya dan semaksimal untuk mengatasi masalah tersebut, tapi kita tau sendiri pola dan sikap anak itu berbeda-beda dan kita juga memberikan himbauan anak-anak itu sebatas kemampuan guru. Di sini juga antara wali murid dengan guru itukan kadang kalo guru bertindak keras atau tegas sedikit wali muridnya ngga terima, kami juga menghindari konflik dengan wali muridnya, jadi sebatas teguran. Kalo guru kelas itu sudah berusaha juga semaksimal mungkin kembali lagi ke anaknya, Intinya kewajibannya sebisa mungkin sudah di tunaikan dengan optimal.

Peneliti : Faktor paling banyak penyebab bullying disekolah ini?

Informan : teman itu paling banyak dan mempengaruhi.

Peneliti : Bagaimana langkah-langkah bapak dalam meminimalisir bullying?

Informan : kalo di kelas IV itu anak pembuli itu saya pisahkan dengan suara yang tegas, agar mereka mendengar kalo yang di lakukan itu salah.

Peneliti : Tindakan Preventif apa yang dilakukan untuk mencegah bullying?

Informan : kalo untuk pencegahan biar tidak terjadi bullying itu kalo dikelas saya, harus pintar komunikasi juga agar fokusnya ke kita. Di berikan contoh yang baik. Di tanamkan nilai-nilai islami, edukasi tentang apa yang mereka lakukan.

Peneliti : Apa kendala yang dihadapi dalam mengatasi perilaku bullying?

Informan : kendalanya biasanya kan ada anak meskipun di peringatkan berkali-kali kan bandel, biasanya yang bandel itu kan ada temennya wah itu makin berani soalnya ada temennya. Meskipun di peringatkan ngga akan di dengar.

Wawancara Pelaku Bullying

Informan : NF

Hari/ Tanggal : Kamis / 6 Agustus 2020

Waktu : 08:00 WIB

Tempat : Ruang Rapat Guru

1. Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?

Informan : Memasak

Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?

Informan : Ada, Aiq, yuli dan ziah

Peneliti : Berapa banyak teman kamu?

Informan : temen yang dekat dikelas Cuma 2 aiq sama yuli, sama yang lain engga suka.

Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?

Informan : di rumah yuli

Peneliti : Apa yang biasanya dilakukan saat berkumpul?

Informan : Bermain masak-masakan, kalo saya bertengkar itu biasanya, pas anak laki-laki suka menyembunyikan tas teman pas di sekolah. Kalo mencolok mata teman itu ya karena dia yang mulai ngejek-ngejek saya duluan, terus mukul kalo mukul saya pernah, kalo nyubit itu karena aku dicubit sama feli duluan. Kalo mengunci itu pas main petak umpet aku kunciin di dalam lemari, enggak kasian kan niatnya main-main. Kalo sama feli itu ya biasanya ngejek-ngejek gitu.

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : Ayah bekerja dipasar jualan akik, bunda memasak sama ngurusin adek, punya adek 2 adek sambung, yang 1 sama ayah beda ibu, bunda itu ibu sambung. Dulu pernah denger ayah marah-marah bertengkar sama ibu sebelum pisah, pernah liat langsung dulu pas bertengkar sama ibu. pas saya di dapur aku liat ibu di pukul kursi sama ayah terus aku

nangis kan kasian. Mukul ibu juga pernah lihat pas dipukul badannya pake tangan. Pas pisahan itu aku liat di ajak ayah (ke pengadilan) ngga nangis tapi ya cuma sedih. Bunda itu menurutku nakal, suka marahin suka ngatain, selain itu ya mukul. Pernah ngaduh ke ayah, ayah malah belain bunda. Disuruh nyapu, terus habis itu makan terus mandi. Kalo sama bunda aku pernah denger ayah bertengkar sama bunda jam 3 malam, ya kedengeran kan keras, ya waktu itu aku bangun diam saja dikamar takut, karena nanti kalo aku ikut-ikutan malah di marahin. Aku ngga nangis karena bukan Ibu kalo Ibuku yang dibegitukan ya aku nangis. Pernah di marahin bunda kalo aku disuruh terus aku ngga mau, di suruh makan aku ngga mau, aku biasanya di katain terus dia bilang “ ngaduo ayah mu entar”, aku pernah di cubit pas jagain adek, adek tak jagain terus mau ke bentur kursi terus tak tolongin aku malah dicubit, ya sakit hati biasanya cuma nangis.

Peneliti : Bagaimana hubungan kamu dengan orang tua kamu dirumah?

Informan : baik

Peneliti : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : tapi jarang ngobrol, kalo ngomong kalo ayah itu keras, kalo sama bunda jarang ngomong. Kalo saya punya salah sama adek itu kalo sama bunda di marahin tapi kalo sama ayah dipukul. Paling keras itu di pukul sama sapu aku, ngga nakal pas waktu itu cuma karena aku belum pengen makan.

Peneliti : Apakah orang tua sering memberi nasihat tentang pentingnya menjaga persahabatan?

Informan : biasanya dinasihatin ya disuruh mandi ya mandi , di suruh sholat ya sholat.

Peneliti : Bagaimanakah sikap orang tua kamu tentang perkembangan pribadi dan sekolah kamu?

Informan : pernah, ya ditanyain, gimana sekolahnya?.

Peneliti : Bagaimana perlakuan orangtua Anda terhadap Anda di rumah?

Informan : biasanya saya membantu, kalo punya salah di marahin, diomelin.

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : Sering, biasanya jam pulang sekolah.
Peneliti : Acara apa yang kamu tonton?
Informan : Kartun, sama sinetron adzab
Peneliti : Mengapa kamu menyukai tontonan tersebut?
Informan : Suka kartun karena lucu, kalo sinetron itu suka karena suka yang menangis-nangis.
Peneliti : Seberapa sering kamu mengakses internet?
Informan : kalo main hape sering tapi kalo mengakses internet enggak pernah, karena enggak punya hape sendiri.
Peneliti : Bagaimana cara kamu mengakses internet tersebut?
Informan : kalo mengakses internet buat yang begitu-begitu (sosial media) engga pernah tapi pernah pinjem hape orang tua buat pelajaran.
Peneliti : Informasi apa yang kamu cari?
Informan : lihat buat pelajaran saja.

Wawancara Pelaku Bullying

Informan : NB
Hari/ Tanggal : Kamis / 6 Agustus 2020
Waktu : 08: 19 WIB
Tempat : Ruang Rapat Guru

1. Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?
Informan : Memelihara Burung Dara, Layang-layang.
Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?
Informan : main sama kakak Shihab sepupuku anak kelas 2 MI
Peneliti : Berapa banyak teman kamu?
Informan : 2
Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?

Informan : Di rumahku, kalo main di sekolahan itu ya main petak umpet, main sepak bola

Peneliti : Apa yang biasanya dilakukan saat berkumpul?

Informan : main burung Dara, petak umpet kalo disekolah.

Informan : Saya pernah di gelutin (berantem), di cubit, di ejek pake nama orang tua, di keplaki (di Pukul). Sama Indra, faril, afgan gitu iya itu kakak kelas, kelas 6.

Peneliti : terus sama temen sekelas pernah ngga?

Informan : enggak pernah. Kalo sama temen itu main gelut-gelutan ya cuma main-main, ya pernah sampe ada yang nangis. Pernah nyubit temen ya nyubit rafi sama njendul kepalanya ya suka jahilin dia soalnya diakan putih.

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : bisa, Ayah kandung Munil ngga lama berselang 2 tahun ayah selingkuh ketahuan sama ibu ku, terus semenjak aku kelas satu ibu nikah lagi sama bapak yang sekarang, Ayah kandung sudah nikah lagi. Punya ayah sambung kerja di Malaysia, ibu ngga kerja jadi ibu rumah tangga, punya adik beda ayah. Tahu karena di ceritakan ibu, malu kalo mau cerita. Pas ibu nikah lagi aku seneng, ya karena bapak yang sekarang suka sama aku, sayang. Biasanya dibelikan apapun sama bapak sambung. ngga pernah lihat kalo ibu tengkar sama ayah kandung dulu. Ibu itu lembut orangnya, kalo sama ayah kandung ya sayang tapi ayah ngga saya sama aku.

Peneliti : Bagaimana hubungan kamu dengan orang tua kamu dirumah?

Informan : baik

Peneliti : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : sering, tentang pelajaran. Yang lain pernah tapi enggak sering.

Peneliti : Apakah orang tua sering memberi nasihat tentang pentingnya menjaga persahabatan?

Informan : Jangan berantem sama temannya, sama ngerjain PR.

Peneliti : Bagaimanakah sikap orang tua kamu tentang perkembangan pribadi dan sekolah kamu?

Informan : pernah, ditanyain ada PR atau enggak gitu. Diam di kelas, jangan ramai waktu guru menerangkan, yang pinter gitu biasanya.

Peneliti : Bagaimana perlakuan orangtua Anda terhadap Anda di rumah?

Informan : baik

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : sering

Peneliti : Acara apa yang kamu tonton?

Informan : Kartun sama transformers, power rangers, enggak pernah nonton sinetron karena urusannya orang gede.

Peneliti : Mengapa kamu menyukai tontonan tersebut?

Informan : ya suka , kalo transformers kan gelut-gelutan (berantem)

Peneliti : Seberapa sering kamu mengakses internet?

Informan : sering, lihat instagram ya lihat gelut-gelutan, lihat makan-makan besar itu yang banyak itu lihat moto gp di instagram. Nonton youtube lihat biasanya atta, frost diamond gitu-gitu.

Peneliti : Bagaimana cara kamu mengakses internet tersebut?

Informan : makek hape milik sendiri

Peneliti : Informasi apa yang kamu cari?

Informan : masalah pelajaran

Wawancara Pelaku Bullying

Informan : RZ

Hari/ Tanggal : Kamis / 6 Agustus 2020

Waktu : 08 : 27

Tempat : Ruang Rapat Guru

1. Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?

Informan : Hobi saya main Bola

Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?

Informan : Banyak itu asif, nafi , lutfi, noval dan lainnya.

Peneliti : Berapa banyak teman kamu?

Informan : Banyak bu, ya dikelas itu yang berantem. biasanya As sama Nb itu biasanya perang (bertengkar) terus dipisah itu beda kelas sama saya tapi saya lihat, ya bertengkarnya biasanya nendang2 kursi gitu bu. Ya yang lain paling saling ejek, kalo istirahat kan sering gitu ngejek-ngejek ke kelas sebelah.

Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?

Informan : Dirumah Asif atau di Lapangan

Peneliti : Apa yang biasanya dilakukan saat berkumpul?

Informan : bermain bola

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : Bisa, Ayah kerja , Ibu masak dirumah ,Nenek,Kakek sama aku.

Peneliti : Bagaimana hubungan kamu dengan orang tua kamu dirumah?

Informan : baik

Peneliti : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : iya , sering di Tanya-tanyain gitu

Peneliti : Apakah orang tua sering memberi nasihat tentang pentingnya menjaga persahabatan?

Informan : Iya, yang paling sering diberi nasihat sama papa biar tidak marahin mama, ya mama sering marahin aku mangkanya aku juga marahin mama. Ya mama loh marahin aku suruh aku belajar dan aku sudah belajar tapi disuruh belajar lagi, kan capek pengen main.

Peneliti : Bagaimanakah sikap orang tua kamu tentang perkembangan pribadi dan sekolah kamu?

Informan : Iya biasanya ditanyain, sampean nakal a ris lek ndek sekolah. Mama selalu nanya dan nasehati gak boleh nakal. Ya enggak pernah se bu tapi cumak marah- marahin yang cewek, ya karena enggak suka piket kelas. Kan yang cowok enggak suka jadi ya aku marah. Temen kelas juga jarang nyubit, tapi ya cewek itu zahrah nyubit aku mau aku cubit balik tapi nangisan, ya aku nyubitnya yang sering itu ke nashwa karena ya dia engga pernah nangis cuma ngambek sama pura-pura nangis.

Peneliti : Bagaimana perlakuan orangtua kamu terhadap kamu di rumah?

Informan : Baik sering nasehati ngga boleh main game lama-lama takut nanti matanya sakit.

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : sering menonton televisi

Peneliti : Acara apa yang kamu tonton?

Informan : Shifa dan film2 India

Peneliti : Mengapa kamu menyukai tontonan tersebut?

Informan : shifa itu kan main sepeda bu suka liatnya, kalo yang india itu suka karena ada Cewek-ceweknya sama cowok.

Peneliti : Seberapa sering kamu mengakses internet?

Informan : Enggak sering tapi yang sering itu main game online sama facebook pas sudah selesai belajar.

Peneliti : Bagaimana cara kamu mengakses internet tersebut?

Informan : pakai hape

Peneliti : Informasi apa yang kamu cari?

Informan : kalo main internet itu nyari isian pelajaran



Wawancara Korban Bullying



Informan : Zahra Awalina Putri
Hari/ Tanggal : Rabu / 12 Agustus 2020
Waktu : 09 : 37
Tempat : Ruang Guru

1.Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?
Informan : Memasak
Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?
Informan : kadang main sama-sama
Peneliti : Berapa banyak teman kamu?
Informan : yang satu kelas 34, yang paling dekat Via
Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?
Informan : bermain masak-masakan
Peneliti : Apa yang biasanya dilakukan saat berkumpul?
Informan : main

Peneliti : Apa pernah mendapat perlakuan tidak menyenangkan dari teman?

Informan : pernah di jambak (ditarik rambutnya) sama NF, kalo sama Rz pernah dipukul, ya sakit bu. Ngga sering tapi juga ngga jarang kalo RZ sama LF.

Peneliti : pernah di ejek ?

Informan : pernah, biasanya Iin. sering ngejek gendut terus ya nangis, sakit hati ya pernah bu. Udah di aduin ke Pak Ilham.

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : ayah bekerja jadi kuli bangunan, Ibu jualan, nenek petani.

Peneliti dirumah? : Bagaimana hubungan kamu dengan orang tua kamu

Informan : Baik

Peneliti tua? : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : Biasanya nanya tentang gimana pelajaran disekolahnya

Peneliti rumah? : Bagaimana perlakuan orangtua kamu terhadap kamu di rumah?

Informan : baik

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : sering

Peneliti : Acara apa yang kamu tonton?

Informan : sepongebob

Peneliti : Mengapa kamu menyukai tontonan tersebut?

Informan : Soalnya Lucu

Peneliti : Seberapa sering kamu mengakses internet?

Informan : pernah

Peneliti : Bagaimana cara kamu mengakses internet tersebut?

Informan : punya hp

Peneliti : Informasi apa yang kamu cari?

Informan : pelajaran. kalo instagram , facebook ibu yang biasanya buka.



Wawancara Korban Bullying



Informan : Nashwa
Hari/ Tanggal : Rabu / 12 Agustus 2020
Waktu : 09 : 00
Tempat : Ruang Guru

1. Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?
Informan : Berenang
Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?
Informan : Masak-Masakan
Peneliti : Berapa banyak teman kamu?
Informan : yang satu kelas 34, yang paling dekat Via, Angel, Najma
Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?
Informan : Rumahnya Angel
Peneliti : Apa yang biasanya dilakukan saat berkumpul?
Informan : main Masak-masakan
Peneliti teman? : Apa pernah mendapat perlakuan tidak menyenangkan dari teman?

Informan : Seringnya Rz tuh Usil, mukul juga, tamam tuh biasanya bangkunya di dorong-dorong. Pas main dikelas gitu.kalo si Zahra itu yang paling sering di cubit sampai nangis. Terus kalo Zahra ngga salah tapi di salah i.

Peneliti : Sering ngga kamu kalo pas temenmu mukul atau ngejek gitu kamu bilang “aku loh ngga mau kamu pukul, atau aku ngga mau di begitukan”?

Informan : diam saja, nanti kalo bales malah di pukul lagi.

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : ayah bekerja jadi Masang Gambar, Ibu jualan, nenek petani.

Peneliti : Bagaimana hubungan kamu dengan orang tua kamu dirumah?

Informan : Baik

Peneliti : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : Ya

Peneliti : Bagaimana perlakuan orangtua kamu terhadap kamu di rumah?

Informan : baik

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : Ngga sering

Peneliti : Acara apa yang kamu tonton?

Informan : karton

Peneliti : Mengapa kamu menyukai tontonan tersebut?

Informan : Lucu

Peneliti : Seberapa sering kamu mengakses internet?

Informan : Engga

Peneliti :Tapi punya Hp?

Informan : Punya

Wawancara Korban Bullying



Informan : Ahmad Rizky Hamdan Al. (Rafy)

Hari/ Tanggal : Rabu / 12 Agustus 2020

Waktu : 08: 00

Tempat : Ruang Kelas

1. Indikator : Faktor teman sebaya sebagai penyebab Bullying.

Peneliti : apa hobi kamu?

Informan : Membaca

Peneliti : Apakah kamu memiliki teman yang se-hobi dengan kamu?

Informan : Tidak ada

Peneliti : Berapa banyak teman kamu?

Informan : yang satu kelas banyak

Peneliti : Di mana biasanya kamu dan teman-teman kamu berkumpul?

Informan : kalo main saat disekolahan bu

Peneliti : Apa pernah mendapat perlakuan tidak menyenangkan dari teman?

Informan : Sering, biasanya di pukul, ya sakit hati pas di katin Mata sipit he.

Peneliti : Sering ngga kamu kalo pas temenmu mukul atau ngejek gitu kamu bilang “aku loh ngga mau kamu pukul, atau aku ngga mau di begitukan”?

Informan : diam saja, ngga mau ntar malah di bales.

Peneliti : kamu kalo bukumu di ambil buat di contek gitu gimana?

Informan : sudah sering, jadi biasa bu

2. Indikator : Faktor keluarga sebagai penyebab Bullying.

Peneliti : Bisakah kamu menceritakan tentang keluarga kamu?

Informan : ayah guru, Ibu guru

Peneliti : Bagaimana hubungan kamu dengan orang tua kamu dirumah?

Informan : Baik

Peneliti : Apakah kamu selalu menjaga komunikasi dengan orang tua?

Informan : enggeh

Peneliti : Bagaimana perlakuan orangtua kamu terhadap kamu di rumah?

Informan : baik

3. Indikator : Faktor Media Massa sebagai penyebab Bullying.

Peneliti : Seberapa sering kamu menonton televisi?

Informan : Ngga sering

Peneliti : Acara apa yang kamu tonton?

Informan : kartun

Peneliti : Mengapa kamu menyukai tontonan tersebut?

Informan : Lucu

Peneliti : Seberapa sering kamu mengakses internet?

Informan : Engga sering

Peneliti :Tapi punya Hp?

Informan : Punya

Attachment Documentation



Directly involved in the learning process



Interview victims of



bullying

Interview with the headmaster of MI Nurul Hidayah on 6 August 2020 in the headmaster's office.



Interview victims of bullying



Classroom atmosphere when there are no teachers



Flag ceremony



Pray together before the semester exams

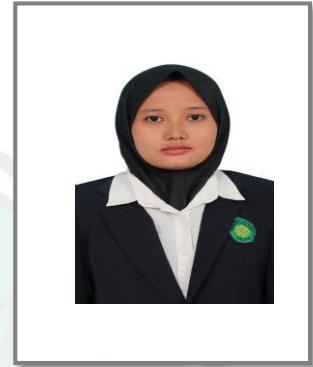


sholat duha

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Formal Education

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