BULLYING IN EDUCATION:
A COMPARATIVE STUDY OF SANDRA HARRIS AND
ABDULLAH NASHIH ULWAN'S THOUGHT

THESIS

by:

Titis Thoriquttyas
09110002

PROGRAM OF STUDY ISLAMIC EDUCATION
ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING SCIENCES
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK
IBRAHIM MALANG
JULY, 2013

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THESIS

Presented to Faculty of Tarbiyah and Teaching Sciences State Islamic University of Maulana Malik Ibrahim Malang in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)

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THESIS

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assessments excellent and had been acceptable as one of the requirements for the
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MOTTO

كُلُّ مَوْلُوْدٍ يُوْلَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

"Every children are born in the natural condition. Both parents are what makes
her/him Jewish, Christian, or Zoroastrian",
(Narrated by Imam Bukhori and Imam Muslim)[1]

.

---

[1] *Program Kutub at – Tis'ah*, no. hadits 4402

DEDICATION

No merit that is better but yours my parents

No sweeter sweat but yours my father, *Drs. M.Yahya*

There is no melodious weeping but yours my mother,

Endang Suparwati, Amd. Pd

No more meritorious hero but you my teachers

No bigger encouragement but yours my brothers, *As'ad* and *Rendra*

No more cheerful one but yours my friends

Meanwhile

I am so poor to reward you but dedicate this one for you all

Thanks you for everything and so sorry for my imperfect and

unsatisfied dedication

Dr. H. M. Zainuddin. MA
The Lecturer of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang.

ADVISOR OFFICIAL NOTE

Matter   : Titis Thoriquttyas   Malang, 08 June 2013
Appendixes   : 4 (four) exemplars

Dear
Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
at
      Malang

Assalamualikum Wr. Wb
After carrying out at several times for guidance, both in terms of contents, language and writing techniques and after reading the following thesis:
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Student Number   : 09110002
Department   : Islamic Education
Thesis title   : Bullying In Education: a Comparative Study of Sandra
                  Harris and Abdullah Nashih Ulwan's Thought

As the advisor, we argue that the thesis has been proposed and tested decent. So, please tolerate presence.
Wassalamualikum Wr. Wb

                            Advisor,

                        Dr. H. M. Zainuddin, MA
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       Hereby, I certify that the thesis I wrote to fulfill a requirement for the Bachelor degree of Sarjana Pendidikan Islam entitled "***Bullying in Education: A Comparative Study of Sandra Harris and Abdullah Nashih Ulwan's Thought***" is truly my original work. It does not include any materials previously written or published by another person, except those indicated in quotation and bibliography. Due to this fact, I am the one who is responsible for the thesis if there is any objection or claims from others.

Malang, 08 June 2013

Titis Thoriquttyas

ACKNOWLEDGEMENT

In the name of Allah, The Most Merciful, The Compassionate.

I would to give thanks to Allah who has given me smoothness in completing the thesis. Peace and salutation are always given to Muhammad SAW who brings me into Islam. Completing the thesis entitled "***Bullying in Education: A Comparative Study of Sandra Harris and Abdullah Nashih Ulwan's Thought***" I considerably owe many person. Surely, I would not, without their support, be able to finish this thesis convey my indisputable thanks to:

1. My meritorious thesis advisor, Dr. H. M. Zainuddin. MA, who has the honor patience, and firmness to give me advice, correction, and attention successfully realize this thesis

2. My beloved parents, Drs. Moh. Yahya and Endang Suparwati, Amd.Pd and relatives who always give me advice, support and pray

3. My beloved brothers, As'ad Wicaksono S.Pd and Rendra Pambudiaji, S.S, who always make me notice the future.

4. Prof. Dr. H. Mudjia Rahardjo, M.Si, Rector of The State Islamic University of Maulana Malik Ibrahim Malang, who has given me a great chance studying and doing research in this beloved university, especially in Islamic Education Department.

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Finally, I am truly aware that this thesis needs the constructive criticism and suggestion from the readers to make it better. I do hope that the thesis can contribute to everyone and institution in anytime at anywhere.

Malang, 08 June 2013

Researcher

DIRECTION OF ARABIC – LATIN TRANSLITERATION

The written of Arabic - Latin in this thesis use direct transliteration base on the collective decision between the Minister of Religious Affairs Republic of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/1987 and number 0543 b/U/1987 that in broad outline can be described as bellows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vowel

Vocal (a) panjang	= â
Vocal (i) panjang	= î
Vocal (u) panjang	= û

C. Diphthong vowel

او	= Aw
اى	= Ay
او	= U
اي	= I

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ABSTRACT

Thoriquttyas, Titis. 2013. Bullying in Education: a Comparative Study of Sandra Harris and Abdullah Nashih Ulwan's Thought. Thesis, Islamic Education Department, Tarbiyah and Teaching Sciences Faculty, State Islamic University of Maulana Malik Ibrahim Malang. Dr.H. M. Zainuddin, MA

Key Word   : *Comparative, Study, Bullying*

Bullying is the common case in educational field. Bullying often misunderstood as the educational methods through punishment or harassment. This misunderstanding makes many educators and teachers become the bullies or subjects of bullying. Educators are very close with Bullying, because the position of educators has more authority in the school and the educational model in this nation is *Teacher – centered class* model

Bullying becomes global educational issue because almost all of nation entire the world has the bullying problems. There are differences about the existence of bullying between in Indonesia and Western Countries, one of that is the bully in Indonesia dominated by educator, while in western countries, the bullies are more variations, such as educators, peers and family. In this research, researcher more focused on Bullying case that included educators and students, due to the close interaction between them.

Researcher use library research as the kind of research and take the primaries data from two books, *Tarbiyatul Aulad Fil Islam*, written by Abdullah Nasikh Ulwan dan *Bullying: The Bullies, The Victims and the Bystanders*, written by Sandra Harris. Both books are considered to represent the Western and Islamic thought on Bullying. These books explain the concept, existence and solutions on Bullying, although in *Tarbiyatul Aulad Fil Islam*, Bullying term specifically is not used by the author due to the difference era between the author and present.

This research focuses on (1) to know the concept of bullying according to Abdullah Nasikh Ulwan and Sandra Harris. (2) to determine differences in the concept of bullying according to Abdullah Nasikh Ulwan and Sandra Harris. This study aimed to compare the concept, existence and solution for Bullying case. Method of collecting data is done through collecting articles, data and journals about Bullying. In analyzing data, the researcher uses qualitative comparative techniques, namely by comparing data from different sources.

The research suggests that the concept of bullying, according to Abdullah Nasikh Ulwan is one of the educational method through violence or punishment. Although this method is allowed, it is the last method to educate children and accompany with the strict requirements to be applied. Meanwhile, Sandra Harris firmly rejected Bullying or educated student through violent, because violence can impair mental and child psychology.

Researcher wish there was more research on Bullying, especially Bullying in the view of Islam and its solution. So that the later generations would be realized free from violence in the name of education.

ABSTRAK

Thoriquttyas, Titis. 2013. Bullying dalam Pendidikan: Sebuah Studi Perbandingan Pemikiran A. Nasikh Ulwan dan Sandra Harris. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah and Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dr.H. M. Zainuddin, MA

Kata Kunci : *Perbandingan, Studi, Bullying*

Bullying merupakan masalah yang sering terjadi dalam dunia pendidikan. Bullying sering disalahartikan sebagai salah satu bentuk pendidikan melalui kekerasan ataupun hukuman. Adanya kesalahpahaman tersebut, menyebabkan banyak pendidik atau guru yang menjadi subjek/pelaku Bullying. Guru sangat rawan untuk melakukan Bullying, karena posisi guru yang lebih memiliki otoritas di dalam lingkup sekolah dan model pembelajaran yang kita gunakan masih menggunakan model *Teacher – centered class*.

Bullying menjadi sebuah isu pendidikan global dimana hampir semua negara di dunia mempunyai masalah seperti itu. Ada beberapa perbedaan keberadaan bullying di Indonesia dengan di dunia barat, salah satu adalah pelaku bullying di Indonesia lebih didominasi oleh guru/pendidik, sedangkan di dunia barat, pelaku Bullying lebih bervariatif, meliputi teman sebaya, guru ataupun family. Di penelitian ini, peneliti lebih memfokuskan dalam kasus Bullying yang melibatkan Guru dan murid, karena kedua komponen tersebut menjadi pihak yang saling terkait satu sama lain secara langsung.

Di penelitian ini, peneliti mengambil jenis penelitian *library research* dan mengambil data primer dari dua buku, *Tarbiyatul Aulad Fil Islam*, karangan Abdullah Nasikh Ulwan dan *Bullying: The Bullies, The Victims and the Bystanders*, karangan Sandra Harris. Kedua buku tersebut dianggap mewakili bentuk pemikiran Barat dan Islam mengenai Bullying.

Penelitian ini berfokus pada (1) Untuk mengetahui konsep Bullying menurut Abdullah Nasikh Ulwan dan Sandra Harris. (2) Untuk mengetahui perbedaan konsep Bullying menurut Abdullah Nasikh Ulwan dan Sandra Harris. Penelitian ini bertujuan untuk membandingkan konsep, keberadaan dan solusi mengenai Bullying antara Abdullah Nasikh Ulwan dan Sandra Harris. Metode pengumpulan data dilakukan melalui mengumpulkan artikel – artikel, data dan journal mengenai Bullying. Untuk menganalisis data, penulis menggunakan teknik analisis comparative kualitatif, yaitu dengan membandingkan data hasil penelitian dengan data dari sumber yang berbeda.

Hasil penelitian mengatakan bahwa, konsep Bullying, menurut Abdullah Nasikh Ulwan adalah salah satu metode dalam pendidikan melalui kekerasan atau hukuman. Meskipun metode ini diperbolehkan, metode ini merupakan metode terakhir untuk mendidik anak dan disertai dengan persyaratan yang ketat untuk bisa diterapkan. Sedangkan Sandra Harris, dengan tegas menolak Bullying ataupun pendidikan dengan kekerasan, dikarenakan kekerasan dapat mengganggu mental dan psikologi anak.

CHAPTER I

INTRODUCTION

A. Background of The Study

Nowdays, one of the current issues in education is the bullying. Bullying can be occurred anywhere and anytime. It does not depend on the situation and the condition of the school. One research on bullying in the United State had found that approximately 30 percent of students in grades 6-10 are involved in bullying, as a perpetrator, victim, or both[1]. Of the 30% of students involved in bullying, researchers from the National Institute of Child Health and Human Development (NICHD) report that 13 percent say they bully other students, 11 percent report being bullied, and 6 percent say they are both bullies and victims

Most of the victims of bullying are students, however, Ponny Retno Astuti said that "the image of teachers as the doer of bullying also become worse, due to the unclear understanding on bullying itself"[2]. From the previous research, the most hurtful victim of bullying is students, because the impact of bullying is more permanent and caused the worse effect in the mental, psyche and behavior of the student themselves. As the victim, students do not have any solution to solve their problems. Most of them do

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[1] Willoughby, Marris. *Teacher Perceptions of Student Bullying Behavior.* (New York: Routledge, 2006).
[2] Astuti, Ponny Retno. *Meredam Bullying.* Jakarta: Kompas Gramedia, 2008.

not care, even consider bullying as a serious problem and they just believe it as a normal incident at the school[3]. This problem got worse when teachers do not have good understanding on bullying and its types. Therefore they are not seriously paid attention to it. They believe that bullying is only physical, but in fact, there are many kinds of bullying, such as verbal, physical and cyber bullying as occurred in this modern era[4].

The Bullying case will be worse when there is no the serious attention to solve this problem, such as there is no strict policy from the government to make more professional and bullying – aware educator s and to abuse the children's right in gaining a good education. The government only increases the quality of teaching through gave incentive and held some conferences on education, without giving particular attention to the moral conduct (emotions) of the educators. This case just resulted in increasing the high - temperamental educators[5] , because they are actually not ready yet to teach the naughty students, because they are emotionally unstable.

In reality, some educators even legalized the bullying in the classroom, they argued that teacher has authority to do bullying in the name of education[6]. They believed that bullying is the only method to teach or educate the students, because without that, the process of teaching and

[3] Barbara Colorosso, Stop Bullying: Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU (Jakarta: PT. Serambi Ilmu Semesta, 2007), p. 29
[4] Susan Dougherty, Bullying and Children in The Child Welfare System (Boston: Hunter College School, 2007), p.2
[5] Popi Sopiatin, Psikologi Belajar dalam Perspektif Islam (Bogor: Galia Indonesia, 2011), p. 58
[6] Ibid, p. 34

learning cannot be done maximally[7]. They have been using bullying as the method to control student's behavior and to create obedient and royal mentality to the students. As the impact of this method, mass media often reported the negative news on bullying which have been done by the teacher, such as the case in Junior High school in Bogor what teachers ordered students to run in the school yard nakedly[8]. This report worsens the image and the role of teacher as the good model not only for student but also to the society at large.

The argument to support bullying in the learning process is the result of misunderstanding of the Islamic teaching itself. A narration that a parent is allowed to "beat" up the kids only could be implemented in the emergency condition, when kids or children cannot educate again, except with "beat up". Historically, The prophet of Muhammad never teaches his student through bullying and when he need to use the certain method to give punishment for his student, he never do bullying, but give some advice and give the model[9]. Islam actually puts emphasis on affection and love in the teaching and learning process, so that, the mutual relationship between teacher and student will joyful and beneficial and the classroom situation will not be colored by angry and punishment.

Islam provides the good solution for bullying. This solution include into the solution for teacher and solution for students. The stress points are

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[7] Muhammad Az Za'balawi, *Pendidikan Remaja: antara Islam dan Ilmu Jiwa* (Jakarta: Gema Insani Press, 2007), p. 65
[8] Jawa Post, published 12th June 2010, p.6
[9] Abuddin Nata, *Ilmu Pendidikan Islam* (Jakarta: Kencana Prenada Media Group, 2010), p. 170

about teacher and student, because the orientation and the subject or objects of bullying are teacher and student. The educator should have to understand about the methods to avoid bullying as can as possible, moreover, the method that is based on Islamic values. Through this method, educators can be wiser and more patient to face their student, and decide the kinds of punishment. The solution from Islamic perspective derived from the understanding of Quran and Hadits. The core of Islamic teaching is spreading affection between teacher and student, which can eradicate the bullying itself.

This research tries to integrate between The Western and Islamic knowledge, because there is not dichotomy. All of knowledge has come from Allah. Likewise the education, there is not the western or Islamic term about education, both of that are similar, to educate human to be better and make human can improve their skill. The researcher takes main resources from Western and Islamic Traditional Book, are *"Bullying: The Bullies, The Victims and The Bystanders"* and *"Tarbiyatul Aulad fil Islam"*

B. **Problems of The Study**

Based on background of the study above, this study focuses, is conducted in order to find the answer about the problems of bullying from . This focus can be specified into some questions as follows:

1. What are the concepts of bullying according to Sandra Harris and Abdullah Nasikh Ulwan?

2. What are the differences concepts of Bullying according to Sandra Harris and Abdullah Nasikh Ulwan?

C. Objectives of The study

Based on problem of the study above, objectives of this study are:

1. To provide clear information about the concepts of bullying according to Sandra Harris and Abdullah Nasikh Ulwan

2. To describe the differences concept of Bullying according to Sandra Harris and Abdullah Nasikh Ulwan

D. Significance of The Study

The result of this research is expected to give contributions, theoretically and practically for:

1. The Institution

The Function of this research is giving the clear instruction to determine the standard of educational policies for educational institutions, such as universities, school and non – formal schools. School as the important place which educational process done, so every school can determine or establish the particular law to make the process of education could held well and can be avoided from bullying activities. Minimally, the school has authority to determine the certain rule to make the activities of bullying could avoided as minimal as possible. If the first time school were determined strict law to protect their students from bullying, the educator, as the doer of the educational process, would delivered the

knowledge through the good model of education, without violence or bullying.

2. The Educator

As the reference for educators in the future, that they have to avoid bullying in educational process and implement the style of learning more humanist and more joyful. The educator should educate their students patiently, lovely and mercifully. When educator can create this situation, the spirit and motivation of students to study hard are increased, and definitely, the academic achievement of students will be better. On the contrary, if the educators teach their students through physical, mental and psychological intimidation, the academic achievement of student will be worse and can be categorized as the failed – learning process[10], because students will be study on under pressure condition.

3. The researcher

The researcher can achieved about understanding in bullying and how to avoid in learning process. Firstly, Researcher has to know about the definition, types and the impacts of bullying in the educational process. The researcher can implement it when the educational process had done in the classroom. After researcher has the enough information or knowledge on bullying, in the hope of researcher to implement it in daily activities, through delivering the learning content patiently without reducing the dignity of educators.

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[10] Astuti, Ponny Retno. *Meredam Bullying.* (Jakarta: Kompas Gramedia, 2008).

4. The student

   Student can avoided from bullying and got the right solution when they face the bullying problems so they can study in the save condition and can improve their creativity wherever they study

E. Limitation of The Study

The researcher has to determine the limitation of research. The limitation of research will make the operation of research more effective and efficient, moreover, the limitation of research is the important point in research, because there are some limitations that make the focus of research is clear, so the distortion and broaden research can avoided. In this research, researchers determine the limitation of research in Bullying. The primary data's resources is about Bullying, such as ***"Bullying: The Bullies, The victims and The Bystanders"*** and ***"Tarbiyatul Aulad Fil Islam"***. This limitation makes the clear border – line to make the focus of research is clearer.

F. Terms of The Study

In order to avoid from misunderstanding and misinterpretation with the terms in this study and make the limitation of this study is clearer, this needs to clarify the term in this study that related to the topic above, there are:

1. Bullying is the activities of person who habitually badgers and intimidates smaller or weaker people. There are many kinds of bullying, are physical, mental and social.

2. Education is the activities to improve and develop the human's skill and ability to be better and become useful to implement in social life.

3. Sandra Harris is a former public school superintendent. She is currently a full professor and chair of the Department of Secondary Education and Educational Leadership at Stephen F. Austin State University in Texas.

4. Abdullah Nasikh Ulwan is educational Islamic scholars. He studied at Al-Azhar University. Then, he got his PhD in Islamic studies from Pakistan. Dr. `Ulwan taught at King Abdul-Aziz University in Makkah. He has authored more than 300 books about Islamic education.

G. Previous of The Study

This research discusses about Bullying according to Sandra Harris and Abdullah Nasikh Ulwan, based on the exploration of researcher, there are some results of research that have been done before and it has relevance to this research, those researches are:

1. **Achmad Su'udi. 2010. A thesis from Islamic Education Faculty, UIN Maulana Malik Malang.** *"Metode Pendidikan Anak Dalam Keluarga:Analisis Pola pemikiran Abdullah Nashih Ulwan dalam kitab Tarbiyatul Aulad Fil Islam"*

In this thesis, Achmad Su'udi explains about the problem of children education based on Abdullah Nasikh Ulwan's thought. He took the primary source from Abdullah Nasikh Ulwan's book, entitled *Tarbiyatul Aulad Fil Islam.* He explains about the methods to educate

children, which categorized based on their age. In this thesis, he analyzes the idea of Abdullah Nasikh Ulwan that related with children education, such as childhood education, teenage education until adult education. In addition, he elaborates and describes the certain treatment to educate a needed – students, who have learning – difficulties and disabilities. In this thesis, he does not elaborates about bullying topic implicitly, but researcher take the related meaning of bullying as the kinds of educational method through punishment, so the relevancy between the topic and previous thesis is related.

2. **Gail Anderson. 2009. A dissertation from Post Graduate Program in Pretoria University, South Africa. "*The Impact of Bullying in school on the adolescent's sense of self*".**

In this dissertation, Gail Anderson explains about the impacts of bullying in school, especially on the adolescence psychology. He elaborates about the effect of bullying on students and the focus of discussion is about self – confidence. He analyzes the behavior changing as the effect of bullying. In this dissertation, the bullies are educators and students/peer students. The impact of bullying analyzes from the psychological perspective in this dissertation. He took the particular stages of ages; adolescents stage, due to in that age, the condition of students psychology are fragile condition. Every treatment and educational method that given for student will influenced the students mental and psychology.

The Islamic views for bullying case, are less discussed well in this dissertation, because the orientation and scope of this dissertation are genuine – psychological. It is due to the background of researcher; he does not emphasize on Islamic view and took the solution which rooted from the psychological science.

3. **Nor Amalia Abdiah. A thesis from Psychology Department in UIN Maulana Malik Ibrahim Malang. "*Psychodynamic of Bully at Senior High School of Malang*".**

   In this thesis, she explains about the kinds of bullying in Senior High School. This thesis has orientation on the student psychology and mentality. She elaborates the impact of bullying as comprehensive as possible, especially students who study in Senior High School. She took the certain scope of research at Senior High School because the students at that age has the social and psychological problem much more than the age else. In this thesis, she took the solutions and ideas from Islamic perspective; evidenced by using some Qur'anic verses and combines it with the solutions from the genuine – psychological science. She explains about the concepts of psychodynamic and it is effect, especially for Bullying case. Nor Amalia Abdiah elaborates it through the depth and comprehensive analyzing. This thesis related with the topic above because the coherence and the relevance between it is similar and researcher took the psychological idea's from these thesis.

H. Study of Literatures

1. Bullying

Bullying is a widespread problem in our schools and communities, it has a negative impact on school climate and on students' right to learn in a safe and secure environment without fear. Once thought of as a rite of passage or harmless behaviour that helps build character, bullying is known to have long-term academic, physical, and emotional effects on both the victim and the bully.

Terminologically, according to Ken Rigby, Bullying is a kind of human's desire to hurt another person, this desire is shown in the action and caused an uncomfortable feeling to another person. This desire occurs repeatedly and occurred from the stronger – group to the weaker – group[11]. Definitions of what bullying itself is vary, but generally are in substantial agreement with one which appeared in the Journal of the American Medical Association[12], bullying are includes these components: bullying is behavior that is meant to harm or disturb; it occurs repeatedly; and it occurs between individual's who do not have equal power.

Bullying is the most common form of violence in our society. Studies have found that approximately 30 percent of students in grades 6-10 are involved in bullying, as a perpetrator, victim, or both[13]. Of the 30% of students involved in bullying, researchers from the National Institute of

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[11] Ponny Retno Astuti, *Meredam Bullying* (Jakarta: Kompas Gramedia, 2008), p. 3
[12] Nansel TR Overpeck, *Bullying behaviors among US Youth : Prevalence and association with psychosocial adjustment* (Boston: McMillan, 2001), p. 16
[13] Harris, S and Willoughby, *Teacher Perceptions of Student Bullying Behaviors* (New York: ERS Spectrum, 2003), p. 11 – 18

Child Health and Human Development (NICHD) report that 13 percent say they bully other students, 11 percent report being bullied, and 6 percent say they are both bullies and victims[14]. Eight percent of students say they were victimized at least once a week[15].

Bullying tends to increase through the elementary grades, peak in middle school, and drop off by grades 11 and 12)[16]. The most common form of bullying is verbal abuse and harassment, followed by social isolation and derogatory comments about physical appearance. At middle and high school, bullying most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, racial harassment and public humiliation

2. Types of Bullying

Generally, Bullying has two key components: physical and psychological intimidation, which occurring repeatedly over time and an imbalance of power. Taunting, teasing, and fighting do not constitute bullying when two persons are of approximately the same physical or psychological strength. Bullies engage in hurtful behavior against those who cannot defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient.

According to Sullivan, there are two forms of Bullying are Physical and Non Physical Bullying. Physical Bullying include taunting,

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[14] Marcus Erooga, *Children and Young People Who Sexually Abuse Others* (New York: Routledge, 2006), p. 10

[15] Ibid, p. 14

[16] D. Olweus, *Bully/Victim Problems at School: Facts and Effective Intervention* (Canada: Spring, 1996), p. 15 – 22

fighting, hitting, malicious, and. Non – physical Bullying consist of two forms, first is Verbal and Non – Verbal Bullying. Verbal Bullying are included calling bad name, intimidation and make threats, and for Non – Verbal Bullying are included isolation, provocation and frighten.

According to Cohn and Canter, there are three forms of Bullying, Physical , Non – Physical and Psychological Bullying[17]. Physical Bullying are included hitting, kicking, spitting, pushing, stealing, and destruction of property, Verbal Bullying are included taunting, malicious teasing, name calling, and making threats and Psychological Bullying are included spreading rumors, manipulating social relationships, exclusion from a peer group, extortion, and intimidation

3. The effect of Bullying

Bullying can have long-term academic, physical, and emotion consequences on bullies, their victims, and bystanders[18]. The incidence of bullying in schools has a negative impact on students' opportunity to learn in an environment that is safe and secure and where they are treated with respect. Victims often have difficulty concentrating on their schoolwork and may experience a decline in academic performance. They have higher than normal absenteeism and dropout rates and may show signs of loneliness. They have trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates.

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[17] Cohn and Carter, *Juvenile and Deliquency Prevention* (Boston: Jessica Kingsley Publishing. 2003), p. 23
[18] Harris, Sandra. Bullying: The Bullies, the Victims and The Bystanders. Maryland: Screamcrow Press, 2006.

They often suffer humiliation, insecurity, and loss of self-esteem and may develop a fear of going to school. The impact of frequent bullying can accompany victims into adulthood, where they appear to be at greater risk of depression and other mental health problems.

Studies documenting the negative impact of bullying on students have found that fifteen percent of victims are "severely traumatized or distressed" by their encounters with bullies. Twenty-two percent of grades 4-8 students and 14 percent of grades 8-12, students report having difficulties they attribute to mistreatment by their peers and 10 percent of students who dropped out of school say they did so because of bullying[19].

Bullies also experience negative consequences. They are often less popular when they get to high school, have few friends, and are more likely to engage in criminal activity. Bullying behavior has also been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and drug and alcohol use

A strong correlation has been found between bullying other students during the school years and experiencing legal or criminal troubles as adults. Olweus found that 60 percent of boys characterized as bullies in grades 6-9 had at least one criminal conviction by age 24, compared to 23 percent of boys not characterized as bullies. Forty percent of boy bullies, compared to 10 percent of boys not classified as bullies, had three or more

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[19] Ibid.p.12

convictions by age 24. As adults, bullies have increased rates of substance abuse, domestic violence, and other violent crime.

Bullying also has an effect on bystanders. Those who witness bullying are more likely to exhibit increased depression, anxiety, anger, post traumatic stress, alcohol use, and low grades. Students who regularly witness bullying at school suffer from a less secure learning environment, the fear that the bully may target them next, and the feeling that teachers and other adults are either unable or unwilling to control bullies' behavior.

A survey commissioned by the Kaiser Family Foundation found that more age 8 to 15 year old students picked teasing and bullying as "big problems" than drugs or alcohol, racism, AIDS, or pressure to have sex

4. The concepts of Bullying according to Sandra Harris and Abdullah Nasikh Ulwan

The concepts of Bullying according to Sandra Harris and Ab`dullah Nasikh Ulwan related with the solution that given from these perspective. Solution that gave reflected with the prevention program of Bullying itself. The goal of bullying prevention programs is to improve peer relations and make schools safe and positive places for students to learn and develop. With the incidence of school site bullying showing no signs of decline and the negative consequences of bullying on victims, bullies themselves, and bystanders well documented, schools are struggling to implement effective bullying prevention programs.

The need for these programs is further illustrated by research that points to a lack of communication between students and staff regarding bullying behavior. Harris and Willoughby found that only four percent of students told a teacher or school administrator when they had been bullied and only 25 percent of students perceived administrators as interested in stopping bullying[20]. Harris and Isernhagen reported that 43 percent of students surveyed "did not know" if school personnel were interested in trying to stop bullying and 14 percent believed they were not interested at all. In both studies, however, most staff reported that they regarded all forms of bullying as harmful. The researchers concluded that students' perceptions that school staff were not interested in reducing bullying were probably not accurate because staff had not conveyed their concerns to students.

McCartney discovered that victims usually don't tell teachers or school administrators that they have been bullied because they "don't believe adults can do anything about it; don't want other students to know they have a problem; fear being laughed at or not believed; fear it'll get worse if they tell; are shy and lack confidence to speak up; and don't want to hear adults say, 'Ignore it"[21]. Students want adults to ask about bullying problems, provide opportunities to speak privately with students, "keep an eye out" for bullying, and punish bullies instead of just lecturing them

[20] Harris, S and Willoughby, *Teacher Perceptions of Student Bullying Behaviors,* (Canada: ERS Spectrum, 2003), p. 11 – 18
[21] Mc Cartney, *Surveying the Bullied to set Policy* (Chicago: The Education Digest, 2005), p. 14 – 15

Solution from Islamic Perspective for the case above, about Bullying problems, derived from *Tarbiyatul Aulad Fil Islam*. The main point of this discussion is the characteristics of educator, the attitudes of learner and about the good punishment for learner.

We can find the justification about the obligation of educator should to teach their student patiently, affectionately and carefully, without using violence and bullying. This justification can found in Qs. Ali Imran 159

فَبِمَا رَحْمَةٍ مِّنَ ٱللَّهِ لِنتَ لَهُمْ ۖ وَلَوْ كُنتَ فَظًّا غَلِيظَ ٱلْقَلْبِ لَٱنفَضُّواْ مِنْ حَوْلِكَ ۖ فَٱعْفُ عَنْهُمْ وَٱسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِى ٱلْأَمْرِ ۖ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى ٱللَّهِ ۚ إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَوَكِّلِينَ ﴿١٥٩﴾

Translation: "it is part of the Mercy of Allah that Thou dost Deal gently with them Wert Thou severe or harsh-hearted, They would have broken away from about thee: so pass over (Their faults), and ask for ((Allah)'s) forgiveness for them; and consult them In affairs (of moment). then, when Thou hast taken a decision put Thy trust In Allah. for Allah loves those who put their trust (in Him)". (Qs. Ali Imran 159)

From the verse above, we can draw up the conclusion that educator should teach their students patiently, but when the failure of student is too serious, the educator should to use bullying as few as possible. Islam, actually, permitted using "bullying" to educate the students, but as long as the implementation of bullying itself only to educate the student, not for hurt the physical or mental students. Bullying in Islam also become the last

solution to solve students problem, so there are ways to educate the student before educators use bullying.

I. Method of The research

1. Type of research

The Research's approach that used by researcher in this research is descriptive – qualitative approach and the kinds of research is library research. Bogdan and Taylor define the qualitative methodology as the procedures of research that produce the descriptive data, such as statement, opinion and observable behavior[22]. The reason of using descriptive data in this research is due to the data collected from documents and journals that related to the topic above. This is relevance with Lexy J. Moeloeng's statement that descriptive is the characteristic of qualitative research[23].

2. Source of The Data

The data that will be used by researcher is data that is appropriate with the focus of this research that is about Bullying from different perspectives, from "***Bullying: The Bullies, The Victims and The Bystanders***" and ***"Tarbiyatul Aulad fil Islam"***. Source of data in his research is document – oriented, because the type of this research is library research. Source of data in this research can be categorized into two kinds:

a) Primary Data Resources

Primary Sources are the first hand evidence left behind by participants or observers at the time of events. Primary sources

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[22] Lexy Moeloeng, *Metode Penelitian Kualitatif* (Bandung: Remaja RosdaKarya, 2005), p. 4
[23] Ibid, p. 11

provide first-hand testimony or direct evidence concerning a topic under investigation, in this research, researcher use some documents and books as the Primary Data, are ***"Bullying: The Bullies, The Victims and The Bystanders (Sarah Harris)"*** and "***Tarbiyatul Aulad Fil Islam (Abdullah Nasih Ulwan)"***

b) Secondary Data Resources

Secondary Sources are materials that digest, analyze, evaluate and interpret information contained within primary sources or other secondary sources. In this research, researcher use some documents, journal and books as the Secondary Data, such as *Masalah Sosial Anak* (Bagon Suyanto), *Children and Young People Who Sexually Abuse Others* (Marcus Erooga), *Ayyuhal Walad* (Imam Ghazali), *Meredam Bullying* (Pony Retno Astuti), *Stop Bullying* (Barbara Colorosso) and *Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak , Pendidikan Remaja: antara Islam dan Ilmu Jiwa* (Sayyid M. Za'balawi), *Psikologi Belajar dalam Perspektif Islam* (Poni Sopiatin), *Krisis dan Child Abuse* (Bagong Suyanto) and for journal, researcher take some journals as the references, such as *Bullying and Children in the child welfare* System (Susan Dougherty), *Impact of Bullying on the Performances of the Students at Primary Level in Sindh* (Maqsood Ahmed) and some articles from newspaper or magazine that related to the topic above.

3. **Technique of the collecting Data**

In the collecting data phase, library research uses the documentation's technique, the primary or secondary data were collected from documents, such as newspapers, journals, articles and books that related to the topic about Bullying and The Solutions from Islamic Perspective. Documentation study, according to Suharsimi Arikunto is look for things or variables that related to the topic, such as note, transcript, book, newspaper and etc.

4. **Analysis of The Data**

Due to the kinds of this research is library research and the collecting data method is the documentation method so analyzing data method that used by researcher is content analyzing. Content analysis is a technique to analyze the documents, the advantage of this technique is can be used to analyze the thick document.

5. **Stages of the research**

a) Pre – Research Stage

In this stage, researcher tries to arrange the planning of research and collect all of documents that related to the topic above, such as journals, books, articles, newspaper and etc

b) Research Stage

In this second stage, researcher read all of the documents that related to the topic, and then write down all of data that achieved from those all of the documents. The last stage in this stage is researcher makes the analysis of summary from the reading – process.

c) Data Analysis Stage

This stage, researcher focuses on data – organizing, and then data validity – checking step through comparing between one reference with other references.

d) Arrangement of research Result

The last stage is arrangement the research result. Researcher writes down all of result and then look for the advice and suggestion to Lecturer about the revision.

J. Systematic of The Discussion

To get the clear description and comprehension in the content of discussion in this research, so globally it can be viewed into the systematic of discussion in this research below:

Chapter I   : An introduction. In which content, consist of the background of study, the problems of study, the objectives of study, the significances of study, the limitation of study, the terms of study and the systematics of study

Chapter II   : Study of literatures. In this chapter, the researcher tries to determine every word that's used in this research briefly. The important words that used includes, Bullying, and Perspective. It's need to make the discussion of this topic can be clear and focus.

Chapter III : Discuss about the research method. This chapter consists of the type of research, the source of data, the technique of collecting data, the analysis of data and stage of research.

Chapter IV : The result of research. In this content explain about the definition of Bullying, the types of Bullying, the effect of bullying and also solution from the Islamic perspective, that are based on ***Tarbiyatul Aulad fil Islam****,* that is Islamic traditional book that explains about the requirements to be the good educator.

Chapter V : The analysis and discussion of research, it means the discussion of the findings of research that is about Bullying. In this content, researcher explains briefly about the phenomena of bullying in the school area and the solution from Islamic Perspective for that case. In this chapter, researcher explain what should educator done to avoid and minimize the bullying action in the school. Solution that given here is based on Islamic Perspective those take the resource from *TarbiSyatul Aulad fil Islam.*

Chapter VI : the closing that contains the conclusion and suggestion of the research

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Biography of Sandra Harris

1. Biography of Sandra Harris

Sandra Harris born in the United States, on 14th July 1957. She grew up in the educational environment, because all of her family has the adequate educational experiences and backgrounds. Her father is a lecturer at Austin University, Texas and her mother is an educator at Junior High School of Austin[1].

Since she was young, she cared about educational leadership, bullying and learning process intentionally, especially in Bullying case. This is due to the environment where she lives often occur bullying problem. Whether it is bullying involving students to students or teachers to the students. She looked bullying as a process of the injustices in the educational environment. Ideally, the school, as an educational environment, should be able to provide a conducive atmosphere and environment. She explained that the bullying is not normal social phenomenal, rather a disorder that would inhibit the process of learning itself.

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[1] http://dept.lamar university.edu/leadership/fs=content/faculty/Sandra Harris.Ph.D.htm, accessed in 15 April 2013

2. Educational Background of Sandra Harris

Sandra Harris got a Bachelor Degree in Emporia State University, Kansas, at 1971. She studied in Education Faculty and took Reading Specialist in Kansas Reading Specialist Institute[2].

After she finished her Pre – Graduate Program at Emporia State University. She continued her studies at the University of Texas. In Post – Graduate Program, she got The Degree of Master of Arts in University of Texas at San Antonio. She studied in Educational Leadership and General Administration[3].

Then, she thought need to study more about Educational administration and Public School Executive Leadership. So, she decided to continue her Doctoral Program in The university of Texas at that faculty, Educational administration and Public School Executive Leadership. She graduated at 1992 and got PhD Degree from that University[4].

3. Contribution of Sandra Harris in educational aspect

The contributions of Sandra Harris in educational aspect are unavoidable again. She is lecturer in some universities, such as Lamar University, University of Texas Austin and Emporia State University. She is lecturer in Educational Leadership Departement in Lamar University. Besides that, she is Director at Center for Doctoral Studies in Educational Leadership and Professor of Educational Leadership in Doctoral Faculty.

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[2] Ibid.
[3] Ibid.
[4] Ibid.

She has some stressing – point for her research, such as Bullying Valuing Relationship, Bullying, Cultural Profiency and Educational Leadership, so her contributions for Bullying case are undebatable again. Moreover, she was grew up in modern era and sophisticated generation, so she is representation from scientific and logical – person, supported that she is non muslim figure.

Her contribution in Bullying case as formed in some publication books, such as[5]:

a. *Examining What We Do To Improve Our Schools: Eight Steps from Analysis to Action.*

b. *Most effective practices of award-winning superintendents.*

c. *Handbook of Doctoral Programs in Educational Leadership: Issues and challenges*

d. *The Challenges of No Child Left Behind: Understanding the Issues of Excellence, Accountability, and Choice.*

e. *BRAVO Teacher: Building relationships with actions that value others.*

f. *Standards-based leadership: A case study book for the principal.*

g. *Bullying: The bullies, the victims, the bystanders*

h. *A school for every child: School choice in America today*

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[5] Ibid.

B. Biography of Abdul Nasikh Ulwan

1. Biography of Abdul Nasikh Ulwan

Dr Abdullah Nasih Ulwan was born in 1928 in Qazi Askar where located in Halb, Syria. He grew up in a family who hold fast the religion and the importance of Islam in social morality and humanity. His father, Sheikh Said Ulwan is well – known among the public society as a scholar and a respected – doctor. In addition to convey the messages of Islam around Halb, he also became a focus for treating various diseases with self – made herbal medicine. When treating patients, his tongue always read the Quran and The name of Allah, because he believe that only Allah who is able to heal every disease and only to Allah, we will going to return. Sheikh Said Ulwan always pray may his children were born as a Islamic scholar who can guide the society. Allah allowed his prayer with the birth of Dr Abdullah Nasih Ulwan as Islamic scholars who well known until now as a spiritual and physical educators[6].

2. Educational Background of Abdul Nasikh Ulwan

Dr Abdullah Nasih Ulwan got a primary education (*ibtida'i*) in Halib. After was 15 years old, Sheikh Said Ulwan send him to Religious School to study islamic theology more extensive. At that time, he had memorized Quran and the particular science has been able to make him master in the Arabic language well. When at the school, he receives a lot

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[6] M.A. Uswah (Muhammad Abdulloh bin Suradi), *Abdullah Nasikh Ulwan , Selagi Nadi berenyut Pena Senantiasa Menulis* (http:/tamanulama.blogspot.com, accessed in 7 April 2013)

of attention from teachers who has master in the Islamic and Quranic studies. He greatly admired with Sheikh Raghib al Tabhakh, a hadith scholars Halb. He was very brilliant in the lessons and always been the focus of reference among his friends at the school, he is also active in the student organization. He can accept in that organization due to the ability of speaking and organizing community is well. He also recognized as the leader of publications divison that have led to the spread of scientific journal or documents.

He is well - known as a person who have very courageous in righteousness and have skills in social interaction and religious understanding[7]. When he still young, he was impressed with the publication posts from Islamic Scholar who praised at that time as follow Dr. Sheikh Mustafa al Sibaei.

In 1949, he obtained a secondary certificate for religion subject, so he can continue to study at university in Egypt, in the field of Islamic Sharia. He decided to continue his study at University of Al Azhar, Cairo, in Syariah Faculty[8].

Dr Abdullah Nasih Ulwan entering al-Azhar University in the next year and he gain the first degree in the Faculty of Islamic Theology in 1952, he gained further education in Tarbiah faculty in 1954. While in Egypt he attended many discussions of Assembly Islamic Scholars and he approached the Islamic movement at that time, such as Ihwanul Muslimin.

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[7] Ibid.
[8] Ibid.

Dr Abdullah Nashih Ulwan earned The Doctoral Degree at University of Al Sand Pakistan in 1982 with a thesis entitled "*Fiqih Da'wah wa al Da'iah*"[9]

3. Contribution of Abdul Nasikh Ulwan in educational aspect

Dr Abdullah Nasih Ulwan start full – time service as a Islamic preacher after returning from al-Azhar University. He was appointed as a educator at The College of Halb. He who first introduced the Islamic Education (*Tarbiah*) subjects as the basic subjects at the College of Halb. Furthermore, subjects of the Islamic Education (*Tarbiah*) is a required subjects that taken by high school students throughout Syria. He has put the goal of education as a "weapon" of Islamic Education (*Tarbiah*) which have efficiently in educating the generations in the future. The principle used there is parenting and guiding of students. The teacher as the parent of students, educating them as to educate their own children. He has put a higher purpose in education, namely bringing and guiding students toward to love Islam briefly, practice it and able to do anything to preach Islamic values.

When he became a lecturer at the university, Dr. Abdullah Nasih Ulwan has received numerous invitations to delivered lectures and speeches on many places, in addition to be guest – lecturer at several universities in Syria. He never tired to spread Islamic education through

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[9] Ibid

educating and discussion. He uses Islamic Da'wa as the core of his activity. Mosques at District Halb always attending with people who came to hear his lecture, in which he went surely deliver lectures and Da'wah, it will attended by thousands of people. People who need his knowledge, especially in Tarbiah (Islamic Education) , Fiqih and Islamic knowledge, such as Tafsir, Usul Fiqih etc.

Though he is busy with the duty of conveying the Islamic Message in the many places, Dr Abdullah Nasih Ulwan also very well known among the local community as a virtuous figure. He is establish good relations among members of the community and countinally give the community service when needed. He also has a very close relationship with Syria clerics and Council of Ulama. He is the leader of Syiria Ulama Council. He was respected among them.

He was an activist who work in the Islamic movement, devoted to preach and join The Muslim Brethen Community (*Ikhwanul Muslimin*), a particular Muslim community who has focus in preaching of Islamic Values. He was closely associated with the Ash-Shaheed Abdul Qadir `Audah, Sayyid Qutb and Al-Ustadz Abdul Badi 'Shaqar[10].

Despite of he is an educator or lecturer in Al Azhar University, he still took time to write some scientific about Islamic Science, especially in

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[10] Ibid

Educational aspect. he write almost of 50 books about Islam, tax, history and fiqih. He write some books which entitled such as[11]:

a. *Al-Takafulul al- Ijtima`i Fil- Islam.*

This book took *takaful* as the core of discussion. The concepts of *takaful* was described briefly and comprehensively in this book, according to Islamic perspective.

b. *Ta`addudu al-Zaujat Fil-Islam.*

c. *Shalahuddin al-Ayyubi.*

This book took the characteristics of Shalahuddin Al Ayyubi as the Islamic warrior He is a famous figure who was conquere Jerussalem and preach the Islamic values through war and occupation. Abdullah Nasikh Ulwan described Shalahuddin Al Ayyubi as the well – known figure who has the importance role in Islamic Preaching, that is why he complied the story of him as the particular book.

d. *Hatta Ya`lama al-Syabab.*

e. *Tarbiyatul Aulad Fil-Islam.*

Book of "Tarbiyatul Aulad Fil Islam" has its own characteristics. The unique characteristics lies in the description that describes totality and comprehensively about the primacy of Islam. Islam as the religion which has highest values that want to elaborated by Abdullah Nasikh Ulwan in any his analysis and arguments, so that

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[11] Ibid.

no part of this book is that the description is not based on the basic rule from Quran or Hadits.

All books above take the Education aspect as the core of discussion. Otherwise, he write several books about education, he also write some books else, such as about Islamic Study, as follow:

a. *Ila Kulli Abin Ghayyur Yu`min billah.*

b. *Fadha`ilul al-Shiyam wa ahkamuhu.*

c. *Hukmu al-Ta`min Fil-Islam.*

d. *Ahkamul al-Zakat*

This book discussed about the concept of *zakat* (giving alrm) in Islam. This book compared the ideas/opinions from four *madzahib* in Islam, such as Imam Syafi'I, Imam Hanafi, Imam Hambali and Imam Maliki. The cases about zakat elaborated

e. *Syubhat wa Rudud Haulal al -Aqidah wa Ashlul al-Insan.*

f. *Aqabatul al -Zawaj wa thuruqu Mu`alajatiha `ala Dhanil al- Islam.*

g. *Mas`uliyatul al-Tarbiyah al-Jinsiyyah.*

h. *Ila Waratsatil al-Anbiya`.*

i. *Hukmul al-Islam FI Wasa`ilil al-I`lam.*

j. *Takwinu al-Syakh Syiyyah al-Insaniyyah fi Nazharil al-Islam.*

k. *Adabul al-Khitbah wa al-Zilaf wa haququl al-Zaujain.*

l. *Ma`alimul al-Hadharah al-Islamiyyah wa Atsaruha fil al-Nahdhah al-Aurubiyyah.*

m. *Nizhamul al-Rizqi fil al-Islam.*

n. *Hurriyatul al-I`tiqad Fil al-Syari`ah al-Islamiyyah.*

o. *Al-Islam Syari`atul al-Zaman wa al-Makan.*

p. *Al-Qaumiyyah fi Mizanil al-Islam.*

C. Concept of Bullying according to Sandra Harris and Abdul Nasikh Ulwan

1. Bullying according to Sandra Harris

a) Definition of Bullying

The behavioral phenomenon of bullying, referred to as "mobbing", began to take form in Sweden in the late 1960s and early 1970s. Daniel Olweus, a Scandinavian researcher generally recognized today as the foremost authority on bullying, began using the term of "bully/victim" and "whipping boy" in his early studies. Today, the most common term, "bully" is widely accepted in research studies throughout the world[12].

Because bullying is such a complex behavior, it is difficult to define. Frequently, it is defined as extreme behavior that is abusive, however, many children experience daily teasing or exclusion that would no meet a standard definition of this act. Consequently, Daniel Olweus recommends that all encompassing definition of bullying include the following four criterias[13]:

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[12] Sandra Harris, *The Bullies,The Victims and Bystanders,* (Maryland: the Scarecrow Press, 2003), p. 1

[13] Ibid. p. 2

1) It is aggressive and intentionaly harmful

2) It is carried out repeatedly

3) It occurs in a relationship where there is an imbalance of power

4) It usually occurs with no provocation from the victim

Especially, in this book, define the term of "bullying" as intentionally harmfull, aggressive behavior of a more powerful person or group of people directed repeatedly toward a less powerful person, usually without provocation.

Terminologically, according to Ken Rigby, Bullying is a kind of human's desire to hurt another person, this desire is shown in the action and caused an uncomfortable feeling to another person. This desire occurs repeatedly and occurred from the stronger – group to the weaker – group[14].

Bullying is the most common form of violence in our society. Studies have found that approximately 30 percent of students in grades 6-10 are involved in bullying, as a perpetrator, victim, or both[15]. Of the 30% of students involved in bullying, researchers from the National Institute of Child Health and Human Development (NICHD) report that 13 percent say they bully other students, 11 percent report being bullied, and 6 percent say they are both bullies

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[14] Ponny Retno Astuti, *Meredam Bullying* (Jakarta: Kompas Gramedia, 2008), p. 3
[15] Harris, S and Willoughby, *Teacher Perceptions of Student Bullying Behaviors* (New York: ERS Spectrum, 2003), p. 11 – 18

and victims[16]. Eight percent of students say they were victimized at least once a week[17].

Bullying tends to increase through the elementary grades, peak in middle school, and drop off by grades 11 and 12[18]. The most common form of bullying is verbal abuse and harassment, followed by social isolation and derogatory comments about physical appearance. At middle and high school, bullying most frequently involves teasing and social exclusion, but may also include physical violence, threats, theft, racial harassment and public humiliation

Bullying occurs everywhere, but it is particulary prevalent within the school setting. In a Canadian study, adult remembered their most frequent types of childhood abuse as coming not from parents, as child abuse, but from school peers, in abuse (bullying) at school. Many observers recognize the wrong assumption that bullying is most likely to occur going to and coming here from school. While it does occasionally happen then, bullying is much more likely happen in the school, such as in the classroom, on the playground, in the hallways, in the restroom and in the lunchroom.

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[16] Marcus Erooga, *Children and Young People Who Sexually Abuse Others* (New York: Routledge, 2006), p. 10
[17] Ibid, p. 14
[18] D. Olweus, *Bully/Victim Problems at School: Facts and Effective Intervention* (Canada: Spring, 1996), p. 15 – 22

Bulling has been studied widely throughout Europe, The United States, Canada, Japan, New Zealand and Australia[19]. In Japan, Maeda reported that *Ijime* (very similar to bullying) has become prevalent, indicating that 60 percent of student had experience bullyng either as bully, victim or witness. A 1995 Australian study by Rigby and Slee reported that as many as 19,3 percent of boys and 14,6 percent of girls between the ages of ten and seventeen indicated being bullied at least once a week. In 1993, Olweus reported that about 9 percent of Norwegian and Swedish children in grades one to nine were bullied with some regularity at school.

b) **Educators and Students**

Educators are the central figure who live besides students directly. In the classroom, educators has two – direction relationship with students. In another side, educator as the figures who has to educate and deliver the content of knowledge, but in other hand, educator is the second parents for student, so the psychological relationship between educator and student is close and important relationship[20].

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[19] Sandra Harris, *The Bullies,The Victims and Bystanders,* (Maryland: the Scarecrow Press, 2003), p. 3

[20] Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: PT. Rineka Cipta, 2002), p. 73

The phenomenon of bullying is arise when there is a power difference between the bully and the victim. Students who act as bullies appear to enjoy harassing the same classmates over long periods of time. They appear to gain satisfaction from the pain of their victims and have little empathy or concern for the students being victimized. The figure of educators recognized has more power than students. Sometimes, educators can be intimatized the students through punishment or heavy – homework So, almost of the bullies in bullying case are educators.

However, the existence of students has two sides in bullying case. Sometimes, student became an actor of bullying (*bullies*) or became the victims[21]. But, almost always the victims of bullying are children on the bottom rung of social ladder. Typically, victims fall into two catagories, passive and provocative[22]. However, almost of victims are passive. These children are anxious, insecure, quiet, afraid of confrontation, cry or become upset easily and have only few friends. They suffer from low self – esteem and rarely report the incidents of bullying because they fear retaliation. Often passive victims are smaller and weaker than the bullies and fearful of standing up to them. Passive victims see themselves as unattractive, stupid and as failures. They have little humor sense and sometimes

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[21] Ibid, p.46
[22] Sandra Harris, *The Bullies,The Victims and Bystanders,* (Maryland: the Scarecrow Press, 2003), p. 5

described as depressed, although they usually cause little trouble when at school due to this passivity.

Provocative victims are more active, assertive, and somewhat more confident. While still anxious, these victims are more reactive emotionally[23]. They tend to tease and annoy classmates until they retaliate. However, when provocative victims fight back, they are usually ineffective but will prolong the fight even if they are losing. These victims may have a learning disability or so lack social skills as to be insensitive to other student.

c) **Solution for Bullying**

Sandra harris offers some solutions for Bullying case. Almost of the solutions are modern and integrated – solution, including educators, students, family of students and all stake holder of school. The solutions for family, such as[24]:

1) Using teachable moments with siblings and other children to reinforce the importance of kindness and cooperation

2) Openly sharing with children how important they are

3) Reflecting on a parents own upbringing and attempts to resolve their own anger, bitterness and other destructive behaviors

4) Participating in a parenting program through the school and other community agency

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[23] Ibid. p.5
[24] Ponny Retno Astuti, *Meredam Bullying*, (Jakarta: Kompas Gramedia, 2008) p. 102

5) Bulding self esteem in children by affirming their value and worth

6) Teaching children to deal with anger appropriately by role modeling positive anger management.

Other strategies for parents and school personel includes[25]:

1) Parents communicating with the school with an attitude of cooperation

2) School personel viewing parents as partners

3) Concerned parents making appointments with appropriate school personel, rather than arriving at the office unannounced

4) Working together to create a discipline – management plan for a bully to curtail inappropriate behaviors

5) Involving school personnel and parents on committee to develop policies against peer abuse.

So, essentially, the solutions that offered by Sandra Harris are modern and sophisticated solutions. The solutions itself are integrated – solutions, because related with many aspects around the school environments, such as family, student, society and educator.

2. Bullying according to Abdul Nasikh Ulwan

a. Definition of Bullying

According to Abdul Nasih Ulwan, the term of Bullying is related with the particular method to educate our student through

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[25] Ibid. p. 103

punishment, but it done excessively. In his book, entitled *"Tarbiyatul*

Aulad fil Islam", he explain that we are allowed to use punishment as

the kind of educational methods[26]. He thought that some

children/student need more attention in teaching and learning process,

so they need special treatment when process of education.

Abdul Nasih Ulwan described that punishment method is

one of educational method that allowed to used, but it is can be used

after we practice the previous methods to educate our student, the

previous methods before we use punishment method are[27]:

1) Education through Good model (التربية با لقدوة)

2) Education through custom/tradition (التربية با لعادة)

3) Education through advice (التربية با لموعظة)

4) Education through attention (التربية بالملاحظة)

5) Education through punishment (التربية بالعقوبة)

b. Educator and Students

Educators, according to Abdul Nasikh ulwan, are the main

figure in classroom. Educators have the important role to build

character and change the attitude of students to be better. Educators,

accoding to Abdul Nasikh Ulwan, have the total authority to students,

because the parents from student was believed in the educators to

educate, teach and change the characteristic of students to be better.

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[26] Abdullah Nasikh Ulwan, *Tarbiyatul Aulad fi Islam*, (Beirut: Daru Al Salam), juz.1, p. 19
[27] Ibid.19

Due to the total authority of educators, in the learning and teaching process, educators can use some methods of teaching based on the situation, culture, condition and academic sphere of students themselves. When educators meet the hard situation and condition, moreover the culture and background of students are hard, so educators are allowed to use the special treatment for a certain – attention student.

The special treatment which allowed to use by educators is method based on punishment. This method is expected to change the character of students, who has the difficulty to educate through the normal methods to be better[28]. So, educators have authority to educate and teach the students through punishment – method.

The existence of student, according to Abdul Nasikh Ulwan, are limited. Students have not the authority to reject any advice or treatment from their educators. Students was believed that educators can brought them into the good life and good attitudes. So, the teaching and learning process is one way direction between educators and students. This is the starting point for bullying case, where educators have an over authority and students have less authority when learning and teaching prosess

c. **Solution for Bullying**

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[28] Abdullah Nasikh Ulwan, Op.cit, juz 2, p. 763

Solution for Bullying or learning process based on punishment is educators have to use the previous methods to educate their students firstly before use it. Abdullah Nasikh Ulwan consider that Bullying or educational method through punishment is "the shortcut" to educate student. There are some previous methods that make bullying is permitted to use. He reflect it from the prohibition of khamr from Quranic verses. Allah does not directly prohibit us to drink alcoholic beverages, but step by step prohibited for us for drink it. It is can saw in some verses in Quran about the steps of khamr prohibition.

In his book entitled, "*Tarbiyatul Aulad Fil Islam*", he said that there are previous methods before we use punishment method are:

1) Education through Good model (*uswatun hasanah*)

2) Education through custom/tradition

3) Education through advice

4) Education through attention

5) Education through punishment

Systematically, we have to use the methods above before we use education through punishment method. Abdul Nasikh Ulwan prohibite us to directly use education through punishment, because its tend to bullying action.

CHAPTER III

RESEARCH METHOD

A. Type of The Research

Approaching of the method that used by researcher in this research is descriptive – qualitative approach and the kinds of research is library research. Library research is trying to express new concepts through reading and noting the information that is relevant to the needs. The literatures include books, texts, journals, scientific magazines and the previous research[1].

In the descriptive – qualitative, the method which most emphasized is the power of analyzing on the sources of data. These sources could be obtained from the written – documentation such as books, which are then interpreted clearly and deeply to produce a comprehensive results[2].

Lexy Moleong explain the purpose of use descriptive terms are as the characteristic of qualitative approach because the descriptive of data is emphasizes on process rather than the outcomes/result. Analyzing data inductively and designing of research is temporary, the result of research can be negotiated[3].

Bogdan and Taylor, as quoted by Moleong, define qualitative methods as the procedures of research that produce the descriptive result

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[1]M. Pidarta, *Studi tentang Landasan Kepemimpinan: Jurnal Filsafat, Teori dan Praktik Kependidikan*, (Jakarta: Insan Cendikia, 1999), page. 3-4

[2]Abdurrrahman Soejono, *Metode penelitian Suatu Pemikiran dan Penerapannya*, (Jakarta: Reneka Cipta, 1999), page. 14

[3]Lexi Moleong, *Metodologi Penelitian Kualitatif* ,(Bandung: PT. Remaja Rosdakarya, 2002), page. 11

formed by written –or spoken words from the certain figures and observed behaviors[4].

According to Imron Arifin qualitative research is essentially observing people in their environment, their interaction with the world around them[5].

B. Research instruments

One of the many characteristics of qualitative research is a human being as an instrument or tool. Moeloeng said that the position of researcher in qualitative research is quite complicated. He/she is a planner, executor of data collection, analyzers, interpreters of data and in the end he/she will be reporter the results of research[6].

Imron arifin said that human being as an instrument means the researcher is the key instrument in order to capture the meaning, social interaction and the value of different local, where it may not be expressed through the questionnaire[7]. However, instruments of qualitative research besides humans can be used, but functionality is limited to support the primary task the researcher as instrument

For it was in this study, the researcher acted as planners, implementers, implementer data collection, analyzers, interpreters of data, contained in *Tarbiyatul Aulad fil Islam* and *The Bullying: The Bullies, The Victims and The Bystanders*

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[4] Lexi Moleong. Ibid, page. 3
[5] Imron Arifin, *Penelitian Kualitatif dalam Ilmu-Ilmu sosial dan Keagamaan* (Malang: Kalimashada: 2002), page. 22
[6] Lexi Moleong, Op.Cit, p. 21
[7] Imron Arifin, Ibid, p.5

C. Data Sources

The form of this research is Library Research, so in the collecting data stage researcher uses the documentation method. Suharsimi explains that documentation method is data – searching procedure about everything or variables that related to the topic, such as documents, journals, books and newspapers[8].

So, the definition of Data and Source of Data is a material that used by researcher to complete the research, so that can produce the scientific paper or research that appropriate with the procedure of research through it and can be called as the scientific papers due to the valid and trustful data that used.

There are two kinds of data that used in this research are Primary Data and Secondary Data, as follow:

1. **The Primary Data**

   The Primary Data is the main data that related with the topic directly. This data gives the information and sources for researcher to describe and elaborate the topic briefly. All of literatures and references that referred about this topic are included into Primary Data. In this research, researcher uses some references that include into Primary Data, such as Abdullah Nasikh Ulwan's book, entitled: "Tarbiyatul Aulad fil Islam" and Sandra Harris's book, entitled "Bullying: The Bullies, The Victims and Bystanders".

2. **The Secondary Literatures.**

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rieka Cipta, 2002), pub. 12, page. 206

Secondary Data is the second – data sources that related to the topic. Secondary data is supported – data for Primary Data. The researcher doesn't allowed use the secondary data as the main resources for him research only, so need the primary data also to make the right conclusion.

In this research, researcher use some documents, journal and books as the Secondary Data, such as *Masalah Sosial Anak* (Bagon Suyanto), *Children and Young People Who Sexually Abuse Others* (Marcus Erooga), *Ayyuhal Walad* (Imam Ghazali), *Meredam Bullying* (Pony Retno Astuti), *Stop Bullying* (Barbara Colorosso) and *Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak , Pendidikan Remaja: antara Islam dan Ilmu Jiwa* (Sayyid M. Za'balawi), *Psikologi Belajar dalam Perspektif Islam* (Poni Sopiatin), *Krisis dan Child Abuse* (Bagong Suyanto) and for journal, researcher take some journals as the references, such as *Bullying and Children in the child welfare* System (Susan Dougherty), *Impact of Bullying on the Performances of the Students at Primary Level in Sindh* (Maqsood Ahmed) and some articles from newspaper or magazine that related to the topic above.

D. Technique of The Collecting Data

In the collecting data phase, library research uses the documentation's technique, the primary or secondary data were collected from documents, such as newspapers, journals, articles and books that related to the topic about Bullying. Documentation study, according to Suharsimi Arikunto is

look for things or variables that related with the topic, such as note, transcript, book, newspaper and etc[9].

After collecting data phase, researcher interprets it deeply and comprehensively for produce the valid and trustful data, primary or secondary[10].

E. Data Analysis

In this study, after the primary and secondary data has been collected, the next step is the analysis – data process to obtain a good conclusion. As for other forms of data analysis are as follows:

1. Content analysis

Suejono and Abdurrahman conclude that the Content Analysis is the research which conducted to reveal the contents of books that describe the situation of writer and their societies[11].

Weber said Content Analysis is a methodology that utilizes a set of procedures to draw the right conclusions from a document, in this case documents that have relevance to the issues being raised. Meanwhile, according to Hosli, content analysis is any technique that is used to draw conclusions through the effort to find the characteristics of the message, conducted objectively and systematically[12].

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[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rieka Cipta, 2002), pub.12, page. 210
[10] Abdurrahman Soejono, *Metode Penelitian: Suatu Pemikiran dan Penerapannya*, (Jakarta: Reneka Cipta 1999), page. 14
[11] Abdurrahman Soejono. Ibid, hlm. 14
[12] Ibid, page. 14

Noeng Muhadjir expresses the requirements to use content analysis as a technique in the scientific papers, namely: objective, systematic and general[13].

Hence, in this study, the authors conducted the study from the first book, "Tarbiyatul Aulad fil Islam" and "Bullying: The Bullies, The Victims and The bystanders". This study includes the definition of bullying, position of educators and students and the solution for Bullying case according to both books. This study becomes more interesting because both of books have some difference characteristics, such as the differences of author's background; situation and condition of author, even the religion of the two authors are different.

2. Comparison

Term of Comparison is derived from the English language, *compare*, which is meaning to consider between two aspects or more. Method of comparison is to examine the certain factors that relating to situations or events, an investigation then compare it. This investigation is comparative method[14].

According to Winarno Suharmad, comparative method is an investigation that can be conducted by examining the relationship of similarities or differences topic by showing the elements of divergence. Some experts on comparative modeling study explain that the comparative

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[13] Noeng Muhajir, *Metodologi Penelitian Kualitatif.* (Yogyakarta: Rake Surasin. 1989), page. 69
[14] Winarno Surachmad,. *Pengantar Penelitian Ilmiah: Dasar, Metode, Tehnik,*(Bandung: Tarsita, 1990), page. 142

method is the method used to compare the data drawn on a new conclusion[15].

In an effort to fulfill the purposes of this study, it is necessary to drawn the outline work of comparative method which described above. The stages of comparative methods are, First is find the similarities contents between both of books. In this stage, researcher takes some contents to compare from both of books, such as the definition of Bullying, the existence of educators and students and solution for Bullying case from both of books. Second, analyze every data from both of books and compare the differences and similarities from both of books. The last is make interpretation systematically and comprehensively from these data

3. **Deductive**

Deductive method is a plot of the discussion that departs from reality that is common to the special meaning. As has been stated by Sutrisno Hadi that deduction is the method that set out of knowledge that is common to the special events[16]

4. **Inductive**

Inductive method is a plot of the discussion that departs from the specific nature of reality to general or common things and or the reality is drawn into the general nature[17]

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[15] Winarno Surachmad,.*Dasar dan Tehnik Penelitian*, (Bandung: Trasito, 1994), page. 105
[16] Sutrisno Hadi, *Metode Penelitian I*, (Yogyakarta: Andi Offest, 1987), page. 42
[17] Ibid. 36

CHAPTER IV

DISCUSSION

A. The concepts of bullying according to Sandra Harris and Abdullah Nasikh Ulwan

1. Concepts of Bullying according to Sandra Harris

Sandra Harris regards Bullying as a phenomenon where students are learning, interaction and communication under pressure and feel uncomfortable there. From the previous paragraph, the bullying term difficult to defining the borders of bullying behaviors. The difficulties make bullying behavior still be biased and may unconsciously done by some people.

Educators in the learning and teaching process, sometimes do the bullying behavior unconsciously. This behavior did by them unconsciously, may they do not know about the kinds of bullying or they are confuses about the borders of bullying itself. Sandra Harris explained that nowhere in education, education through the method of bullying or violence is not allowed to be done by educators, because bullying is harmful for physical and psychological of the students themselves.

Generally, Bullying has two key components: physical and psychological intimidation, which occurring repeatedly over time and an imbalance of power. Taunting, teasing, and fighting do not constitute bullying when two persons are of approximately the same physical or

psychological strength. Bullies engage in hurtful behavior against those who cannot defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient.

In the educational environment, there are many interactions occur at school, interaction from educators to students, students to students and educators to educators. In this thesis, researcher emphasizes the interaction from educators to students.

In the printed – media or electronic – media, there are many negative images for educators, especially for bullying case. Educators have more authority and power than students in the school environment. This situation supported with the climate of school that still use traditional style and educational design. Educators in that situation as "the central figures" and the style of classroom are "teacher – centered classrooms".

Researcher takes an article from newspaper as the quotation for bullying case[1].

From the article above, portrait the images of educators are the negative image. Educators from the article above, permitted to use the bullying action as the solution for the educational dilemma.

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[1] Rendi Nurdiansyah, "*Kekerasan Anak akibat Aturan Lemah*", Republika, 22 April 2013, p.10

Misunderstanding and Misinterpretation about the article above is unavoidable by social or public ideas, due to there are not the clear and trustful explanation after this article published.

The other articles about Bullying/Child Abusing as bellow:

> In Central Java, a student of Primary School reported had hospitalized due their educator attack them with the hot nail. In Bengkalis Riau, reported by parents that a headmaster and educator give the hard punishment as like an animal, they ordered to run around the schoolyard nakedly while chew any grasses like a cow (Tempo, 19 November 2000)[2].
>
> In Mojokerto, a study that did by LPA (Lembaga Perlindungan Anak) found a case of primary student – girl died due to the punishment from her educator. She died because ordered to do squad jump 100 times (Jawa Post, 18 April 2000)[3].

The society considers the profession of educator is the noble – profession, not all of human being can be educator. Educators according to society are the noble, perfect and humble person, but after the publication of the kinds of article above, the society have bad stereotype for educators.

2. Concepts of Bullying according to Abdullah Nasikh Ulwan

Abdullah Nasikh Ulwan does not explicitly explain the bullying in his book. The limitation of language make the vocabularies of bullying terms are not too familiar in Islamic Classical book. The term of Bullying is refers to some activity that make another person uncomfortable, unsafe and there are interventions from the powerful group to powerless group. In this

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[2] Bagong Suyanto, "*Krisis dan Child Abuse*", (Surabaya, Airlangga University Press: 2002),p. 109
[3] Ibid. p. 109

thesis, researcher takes the bullying from educators – students perspective, where the educators are become the bullies and students as the victims. The reason for it is, in Indonesia itself, the images or portrait of educators are the bullies, where educators use the authority to do some bullying activity, such as kicking, teasing and excluded some disabilities student.

Abdullah Nasikh Ulwan explains the term of bullying as the kinds of educational methods through punishment. According to him, educators can use educational methods through punishment as long as the situation and condition of classroom is appropriate. The situation or condition it is means, for example is the condition of students are too serious and only through punishment he/she can change their behavior. When the students are too naughty and cannot control again, educators allowed using the educational method through punishment.

Abdullah Nasikh Ulwan, basically, allowed using the educational methods of punishment, but there are some requirements to use this method.

The first requirement is educators have to concise about the condition of students, it includes into the physical and physiological condition of students. If students have not the good or adequate physical or psychological strength, educators should not to give the punishment too hard and difficult. The implication when educators give the punishment too hard is the over – tired reaction from students and it will dangerous for the condition of student themselves. The impact on psychological aspect is

student will be life under pressure and cannot study comfortably and safely. The mental of students will be unsecure and always thought as the marginal – person around their friends. Some educational methods derived from *Tarbiyatul Aulad fil Islam*, as follow:

1) Education through good model (*Uswatun Hasanah*)

According to al-Ghazali, the children are a mandate for his/her parents. The sacred – heart is a priceless jewel, still pristine and has not been formed. His parents are his/her architect or sculptor for the personality. Before educate others, Al Ghazali recommend parents should educate their children themselves first, because the children are a great imitator. Any information entered on the child, either through sighting and hearing of everything around him, including the elderly will shape the character of child. Especially children, aged 3 – 6 years, he/she was always doing imitation of those whom he/she admired (father and mother)[4]. Sense of imitation of the child is so great, should make parents have to be extra careful in behavior, especially in front of the children. The parents have to give a good example to her/his son in the family life. The family is the first school for children. Parents, especially mothers are the first and primary educators of the child in shaping personality.

The good examples from parents to children (around age 6) will have a big impact on the development of children in the future,

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[4] Muhibbin Syah, "Psikologi Pendidikan", (Jakarta: PT. Aneka Ilmu, 2011), p.28

because the goodness in early childhood is the basis for children development in the later adulthood. The family environment as much as possible should give example to the children, through good example, will allow the child to imitate. The exemplary from parents will be influence children's behavior sooner. Whatever he/she saw, he/she will repeat the words and over time will become a tradition of child

The importance of parents in educational process of children, supported by some *Hadits*, for example is *hadits* which narrated by Imam Bukhori and Imam Muslim,

كُلُّ مَوْلُوْدٍ يُوْلَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

*Translation: "Every children are born in the natural condition. Both parents are what makes her/him Jewish, Christian, or Zoroastrian",
Narrated by Imam Bukhori and Imam Muslim*
.

From the hadits above, we can know that the influence of parents in the family is very important for a children psychological development, moreover related with the religious thing of children. Abdullah Nasikh Ulwan interprets the forms of education through good example into six patterns, as follows:

a. The exemplary on worship

b. The exemplary on merciful

c. The exemplary on humility

d. The exemplary on modesty

e. The exemplary on bravery

f. The exemplary holding a faith

The object of exemplary is a child, so according to Abdullah Nasikh Ulwan, the parents have to adapt the exemplary with the children's development so that easy to receive what father/mother said. For example, in order to familiarize themselves with the saying "*Salam* (*Assalamualikum*)", so the parents should always give these teachings everyday is about to leave and come home (the exemplary on humility) with saying *Salam* (*Assalamulaikum*). So, it is importance for parents to appear the good exemplary first before they ask or order the children to do the good exemplary.

As the previous paragraph, Abdullah Nasikh Ulwan explained about the procedure before an educator permitted to use education through punishment. Education through punishment is refers to bullying term, because punishment and bullying action are close things. When educators cannot to manage and regularize the kinds of education methods, especially through punishment, it will close to Bullying and get the negative image that Islam is permitted with Bullying case.

2) **Education through custom/tradition**

Every child brings the natural potential from the first they was born. The natural potential can be develop and improve helped with the good tradition or custom where he/she live.

Tradition and custom where children life, is very important aspect that support the development of children mentality when the parents are able to establish the good custom or tradition at home, children will be seeing, feeling and receiving the good custom too.

As the previous explanation above about, children will easier to receive the stimulus from their parents where children live in the appropriate situation and condition that supported by good custom or tradition too.

Abdullah Nasikh Ulwan elaborated about the importance of good environment in the process of establishing good character; he put some *hadits* about it, such as *hadits* that narrated with Imam Bukhari, as follow:

كُلُّ مَوْلُوْدٍ يُوْلَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

Translation: "Every children are born in the natural condition. Both parents are what makes her/him Jewish, Christian, or Zoroastrian", Narrated by Imam Bukhori and Imam Muslim.

From the *hadits* above, we can take the information about the importance of family, environment and society around us. When our environment is good, we can easier create and establish the character of student to be better too.

Ibnu Sina, Al Ghazali and Ibn Khaldun as quoted by Abdullah Nasikh Ulwan also argued about the importance of educational methods through custom or tradition.

Ibnu Sina said, "Children should to gather with the good children, good characteristics and good custom in the daily life, because children will imitate their friend's characteristic and more memorized the influence from her/his[5]"

Ibnu Khaldun said in his book, entitled *"Muqaddimah"* about the importance of good family to establish and accustom the character of students[6].

Abdullah Nasikh Ulwan quoted a poem in *Tarbiyatul Aulad fil Islam* as follow[7]:

وينشاءناشىء الفتيان فينا ٌ*** على ماكن عوده ابوه
ومادان الفتى بججي ولك*** عوده التدوين اقربوه

"Children will grow up"
"In the habit that her/his father accustomed"
"He/she can not abide with the minds"
"But, he/she will abide in the habit

Imam Turmudzi also has the similar idea about the importance of peer friends and the good environment as media to establish good character. He narrated hadits as follow[8]:

الرجل علي دين خليلة فلينظر احدكم من يخالل (رواه اترمذ)

Translation: "Person is in his friend guidance, and then anyone of you should see who his friend becomes"

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[5] Ibid. p. 668
[6] Ibid. p. 671
[7] Ibid. p. 672
[8] Program Kutub at Tis'ah, Op.Cit, no.hadits 2300

So, the conclusion from explanation above is when the children live in good custom/tradition (his family) where he/she able to obtain guidance, direction, and the mutual love between family members, they will be affected child the information whatever he sees and he hears from all the behavior of those around him gradually. The supervision of parents are needed as a control for mistake of behavior that is not in accordance with Islamic teachings.

3) **Education through advice**

Advice according to Abdullah Nasikh Ulwan is adequate useful to educate the children or student. The kinds of this educational method evidenced with a verse from *Surah Luqman 13*[9]

وَإِذْ قَالَ لُقْمَٰنُ لِٱبْنِهِۦ وَهُوَ يَعِظُهُۥ يَٰبُنَىَّ لَا تُشْرِكْ بِٱللَّهِ إِنَّ ٱلشِّرْكَ لَظُلْمٌ عَظِيمٌ ﴿٣﴾

Translation "and (remember) when Luqmân said to his son when He was advising him: "O My son! Associate none with Allah, for to associate others with Him is a tremendous wrong". Qs. Luqman 13

The verse above storied about *Luqman* advised his son to be faithful person and believe in one God, is Allah. This verse implicitly showed about the importance of advising as the kinds of educational methods.

As like the educators, educators have to use advice as an effective method to educate their students. Advising could arise the

9 *The Qur'an,* (Beirut: Dar Al Choura, 1980), p. 301

awareness of student and expected by this methods, are able to make the consciousness of student is increase internally.

4) **Education through attention**

Meaning of "*attention*" is give attention and follow the development of students totally and maximally, such as in psychology mental, social, physic and religious aspect. According to Abdullah Nasikh Ulwan, this method is the fundamental method in establishing process of human being. Every person has responsibilities and rights, so to make their responsibility and right done as well as possible, they need attention from outsider and themselves[10].

Abdullah Nasikh Ulwan elaborates some verses and *hadits* to explain about the importance of attention and supervising, as follow:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ قُوٓا۟ أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا ٱلنَّاسُ وَٱلْحِجَارَةُ عَلَيْهَا مَلَـٰٓئِكَةٌ غِلَاظٌ شِدَادٌ لَّا يَعْصُونَ ٱللَّهَ مَآ أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ ۝

Translation:"You who believe! . Ward off yourselves and Your families from a Fire (Hell) whose fuel is men and stones, over which are (appointed) angels stern (and) severe, who disobey, (from executing) the commands they receive from Allâh, but do that which they are commanded. (At Tahrim 14)[11]

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[10] Abdullah Nasikh ulwan, Op.cit, p. 727

[11] *The Qur'an,* (Beirut: Dar Al Choura, 1980), p.136

$$\text{وَأْمُرْ أَهْلَكَ بِالصَّلَوٰةِ وَاصْطَبِرْ عَلَيْهَا ۖ لَا نَسْئَلُكَ رِزْقًا ۖ نَّحْنُ نَرْزُقُكَ}$$

$$\text{وَالْعَٰقِبَةُ لِلتَّقْوَىٰ ﴿١٣٢﴾}$$

Translation:" and Enjoin As-Salât (the prayer) on Your family, and be patient In offering them [i.e. the Salât (prayers)]. we ask not of You a provision (i.e. to give us something: money, etc.); we provide for you. and the good end (i.e. Paradise) is for the Muttaqûn (pious - see V.2:2)." (Thaha 132) [12]

From the first verse, giving a message for every educator to educate, supervise and evaluate their students comprehensively in order to avoid from the Fire (Hell). The second verse explains that educators have to give attention and order their students to worship only for Allah.

If we reflect the verses above with the bullying case, educators should to give attention totally and maximally for every students development, includes physic, psychology and social. When students have some problem with their academicals achievement, educators does not allowed to judge that they are stupid or lazy. Moreover, when educators give some punishment as the effect of unfinished task that gave to the student. Punishment from educators has to pay attention the condition of students. If educators are able to change the characteristics of student to be better, the punishments have to avoid by educators, due to it give the negative impacts for students.

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[12] Ibid. p. 232

5) Education through punishment

Abdullah Nasikh Ulwan started this discussion with the explanation about *hudud* (the punishment that was defined by *syari'at* and have to done by human being) and *ta'zir* (the kind of punishment that does not define clearly and there are not *had* or *kafarah* here). According to Abdullah Nasikh Ulwan, the punishment from Islamic perspective purposed to protect *adh – dharuriyat al khams*, such as protecting religion, soul, mind, honor and wealth.

Rosulullah was explained the principles, methods and regulations for educators to educates their students, establishes the character building and accustoms the good behavior. So, in the last step of education, educators are able to create the pious and faithful students.

That are principles are includes three points, as follow[13]:

a. Educating the students through lovely and patiently method

b. Protecting the behavior of students from the bad attitude through punishment

c. In the process of education, especially through method of punishment, educators have to gradually use the punishments, start from the easy punishment until the hard punishment.

The methods, which gave by Rosulullah are, as follow:

a. Showing the failure through instruction (الارشادالى الخطاء بالتوجية)

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[13] Ibid.p. 763

b. Showing the failure through hospitality (الارشادالى الخطاءبالملاطفة)

c. Showing the failure through signal (الارشاد الى الخطاء با الاءشارة)

d. Showing the failure through critics (الارشاد الى الخطاء با لتوبيغ)

e. Showing the failure through break the relation (boycott) (الارشـاد الى الخطاء با لارشاد)

f. Showing the failure through hitting (الارشاد الى الخطاء با ضرب)

g. Showing the failure through The hard – punishment till wary (الارشاد الى الخطاء با لعقوبة الواعظة)

In this point, Abdullah Nasikh ulwan quoted some verses from Al Qur'an as the evidence for using the hard punishment until the students feels wary, such as Qs. An Nur 2.

ٱلزَّانِيَةُ وَٱلزَّانِى فَٱجْلِدُوا۟ كُلَّ وَٰحِدٍ مِّنْهُمَا مِا۟ئَةَ جَلْدَةٍ ۖ وَلَا تَأْخُذْكُم بِهِمَا رَأْفَةٌ فِى دِينِ ٱللَّهِ إِن كُنتُمْ تُؤْمِنُونَ بِٱللَّهِ وَٱلْيَوْمِ ٱلْأَخِرِ ۖ وَلْيَشْهَدْ عَذَابَهُمَا طَآئِفَةٌ مِّنَ ٱلْمُؤْمِنِينَ ﴿٢﴾

Translation:"(The woman and the man guilty of illegal sexual intercourse, flog each of them with a hundred stripes. let not pity withhold You In their case, In a punishment prescribed by Allâh, if You believe In Allâh and the Last Day. and let a party of the believers witness their punishment. (this punishment is for unmarried persons guilty of the above crime but if married persons commit it, the punishment is to stone them to death, according to Allâh's law)" Qs. An Nur 2[14]

The verse above explain about the punishment for the adultery – person. The punishment is flogging each of them with a

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[14] *The Qur'an,* (Beirut: Dar Al Choura, 1980), p. 254

hundred stripes. This punishment is equal with their sin, because their sin is making the self – esteem of human being is decrease, although implicitly this verse order us to do the punishment like that, but in the Islamic history, Rosullullah never us this punishment for him follower. He as can as possible avoids this punishment, because he believes that there are many methods to educate the human being better than it is.

From the explanation above, Abdullah Nasikh Ulwan said that if the educators use punishment as the kinds of education, it influence will be better when it done in front of public area. The reason behind that is to make the other students or people feels fear and scream before they do this mistake.

Educators when showing the failure or mistake of students should not directly use the hard – punishment, but have to gradually, step by step in giving punishments, and have to follow the stages above. The procedure of using punishment by educators, showed that the educators does not allowed the hard – punishment when the education through instruction, hospitality, critics, giving signal, boycott and soft – punishment can be more useful and solve the problems.

Although in Islamic teaching, there is the education through punishment, but *Rosulullah* himself never use it to educate the companions, the families and the society.

B. The differences concepts of Bullying according to Sandra Harris and Abdullah Nasikh Ulwan

a. **Educators**

The orientation and position of educators in the teaching and learning process according to Educators according Sandra Harris and Abdullah Nasikh Ulwan are difference. According to Sandra Harris especially in the Bullying case, educators has two positions, are The Bullies and The Victim of Bullying.

Educators as the bullies, it is due to the subject of bullying is educators. As the previous explanations about the one of emergences of bullying is the differences power between the bullies and the victims. According to Sandra Harris, in the school condition, educators has more power and authority than students, so it is make the chances of educators, as the bullies, are bigger than the other person.

Educators as the victims, it is due to the indirect impact from as The Bullies. Besides as the Bullies, educators are the victim from Bullying. The meaning of victims here are educators get the bad/negative image as the consequence of bullying, although not all of educators did it.

The evidence of educators as the victim could be find easily in the printed – media or digital – media where reported about the bullying event. The real bullies actually, only a few educators, but the impact from it is all of educators get the negative images from Bullying event; even so, he/she does not about Bullying itself.

According to Sandra Harris, educators have no authority to use any kinds of punishment that tend to Bullying action. She believe that there are the better solution else besides using punishment.

According to Abdullah Nasikh Ulwan, educators have the authority\ to use the punishment as the educational methods. He argues that educators are the second parents for students, so educators permitted to use educational methods through giving punishment. Although giving punishment is permitted in Islamic education, but there are the strict requirements that have done first by educators before use punishment as the educational methods. Islam considers the punishment as the kinds of educational methods, but as can as possible have to avoid by educators, due to it is harmful for students.

b. **Students**

Students according to Sandra Harris are the bullies and the victims. The position of students is same with the position of educators. Sometimes, could be the bullies and the victims. However, almost of the students are the victims of bullying; because students' stands in the weaker position than educators, it makes students has less bargaining positions in the school.

According to Abdullah Nasikh Ulwan, students are the victims of bullying, cannot be the bullies. Students have less authority than the educator authority and have equal authority among the other students, so there are not chances for students to be the bullies.

c. Solutions

Solution for Bullying case, according to Sandra Harris, is complicated and integrated solutions. She argues the integrated solutions for bullying case should to be implementing in every decision to reduce the opportunity of Bullying case. Every educators, school and family has to gather continually and simultaneously routine to evaluate every solutions for Bullying. Educators should to conscious and understand about the content of KHA (*Konvensi Hak Anak* – Children Right Conventions). In this conventions, educator should to protect the right of student to study enjoy and comfortable in good condition. Begun from these conventions, educators should to conscious about every student's right and the harmful effect if educator do child abusing/Bullying.

Solutions for Bullying case, according to Abdullah Nasikh Ulwan, are the gradual treatments before using the punishment as the kinds of educational methods. As the previous explanation, the impact of punishment in the educational process is harmful for the student. However, Islam permitted the kinds of educational methods through punishment, but there are previous step, which have to done by educators first. Educators do not allow using punishment as the media to educate the students, because it tends to bullying.

Abdullah Nasikh Ulwan takes the gradual steps as the solution for bullying case because he reflected from the verses of Al Qur'an about the prohibition of *khamr* or alcohol beverages. Allah do not to prohibit

Muslimin to avoid *khamr*, but step – by – step Allah explain, prohibit and order to avoid *khamr*. The evidences of these verses are Qs. An Nahl 67, Al Baqarah 219, An Nisa 43 and Al Maidah 90 – 91.

The steps for prohibition of *khamr* or alcoholc beverages according to Qur'anic verses are:

1. Qs An Nahl 67

وَمِن ثَمَرَٰتِ ٱلنَّخِيلِ وَٱلۡأَعۡنَٰبِ تَتَّخِذُونَ مِنۡهُ سَكَرًا وَرِزۡقًا حَسَنًا إِنَّ فِى ذَٰلِكَ لَأٓيَةً لِّقَوۡمٖ يَعۡقِلُونَ ۝

Translation: "and from the fruits of date-palms and grapes, You derive strong drink (this was before the order of the prohibition of the alcoholic drinks) and a goodly provision. Verily, therein is indeed a sign for people who have wisdom"[15].

From the verse above, Allah explain about the dualism function of grapes and *Tamr*. Grapes and *Tamr* are having different functions, as the healer and the intoxicants beverages. So, Grapes and *Tamr* has positive and negative sides.

We can analogy the existence of bullying or educational method through punishment with the existence of grapes or *tamr*. Bullying has two sides when we implement it. In the first side, bullying can be use as the kinds of educational method that can educate and change the attitudes of students' effectively, but in the other side, bullying has the negative impact when educators cannot to control and

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[15] *The Qur'an,* (Beirut: Dar Al Choura, 1980),

implement it in the teaching and learning process. Otherwise, when educators can practice the educational methods through punishment in the good way, it is will be useful for students.

2. Qs. Al Baqarah 219

۞ يَسْـَٔلُونَكَ عَنِ ٱلْخَمْرِ وَٱلْمَيْسِرِ ۖ قُلْ فِيهِمَآ إِثْمٌ كَبِيرٌ وَمَنَٰفِعُ لِلنَّاسِ وَإِثْمُهُمَآ أَكْبَرُ مِن نَّفْعِهِمَا ۗ وَيَسْـَٔلُونَكَ مَاذَا يُنفِقُونَ قُلِ ٱلْعَفْوَ ۗ كَذَٰلِكَ يُبَيِّنُ ٱللَّهُ لَكُمُ ٱلْأَيَٰتِ لَعَلَّكُمْ تَتَفَكَّرُونَ ﴿٢١٩﴾

Translation: "They ask you about drinking and gambling. Say: there is great sin in both, although they have some benefit for men; but their sin is far greater than their benefit"(Qs. Al Baqarah 219)[16]

In the second verse, Allah explains about the sin of drinking is greater than the benefits of it. Allah wants to show that when we drinking alcoholic beverages are making the harmful impact in our body. In this verse, Allah more emphasized the harmful point from alcoholic beverages.

If we reflect between alcoholic beverages and bullying, Allah want to show that in bullying is include the negative impact than positive impact. Bullying tends to harmful things, especially for students and educators. Although, from the previous explanation about controlling of bullying is possible things, but it is very different to control or manage it. Almost of educators cannot to control and use it as the media to give punishment than give the educational contents. So,

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[16] *The Qur'an,* (Beirut: Dar Al Choura, 1980),

from the verse above, we can avoid the bullying as can as possible in the learning and teaching process, due to it is tends to harmful things.

3. Qs. An Nisa 43

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ لَا تَقْرَبُوا۟ ٱلصَّلَوٰةَ وَأَنتُمْ سُكَٰرَىٰ حَتَّىٰ تَعْلَمُوا۟ مَا تَقُولُونَ وَلَا جُنُبًا إِلَّا عَابِرِى سَبِيلٍ حَتَّىٰ تَغْتَسِلُوا۟ ۚ وَإِن كُنتُم مَّرْضَىٰٓ أَوْ عَلَىٰ سَفَرٍ أَوْ جَآءَ أَحَدٌ مِّنكُم مِّنَ ٱلْغَآئِطِ أَوْ لَٰمَسْتُمُ ٱلنِّسَآءَ فَلَمْ تَجِدُوا۟ مَآءً فَتَيَمَّمُوا۟ صَعِيدًا طَيِّبًا فَٱمْسَحُوا۟ بِوُجُوهِكُمْ وَأَيْدِيكُمْ ۗ إِنَّ ٱللَّهَ كَانَ عَفُوًّا غَفُورًا ۝

Translation: You who believe! Do not approach As-Salât (the prayer) when You are a drunken state until You know (the meaning) of what You utter, nor when you are in a state of Janâba, (i.e. In a state of sexual impurity and have not taken a bath yet) except when travelling on the road (without enough water, or just passing through a mosque), till you wash your whole body. and if You are ill, or on a journey, or one of You comes after answering the call of nature, or You have been In contact with women (by sexual relations) and You find no water, perform Tayammum with clean earth and rub therewith Your faces and hands (Tayammum) . Truly, Allâh is ever Pardoning and Forgiving.(An Nisa 43)[17]

From the verse above, Allah gradually prohibit *Muslimin* to drink alcoholic beverages when they are take praying. Allah only prohibit *muslimin* to approach take praying while they are still drunk, meanwhile they are still allowed to drink alcoholic beverages outside the time of take praying. Gradually, Allah make the scope of alcoholic beverages is smaller and limited than the previous era.

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[17] *The Qur'an,* (Beirut: Dar Al Choura, 1980),

When we reflect between the prohibition of alcoholic beverages and the educational method through punishment, we can draw the wisdom for avoiding bullying in the teaching and learning process. In this verse, we can get understanding about the implementation of bullying defined only for educate the students. Educators do not allow using punishment as the media to hurt the students. So, the limitation of bullying or educational method through punishment is narrower and limiter only for educating the students.

4. Qs. Al Maidah 90 – 91

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِنَّمَا ٱلْخَمْرُ وَٱلْمَيْسِرُ وَٱلْأَنصَابُ وَٱلْأَزْلَٰمُ رِجْسٌ مِّنْ عَمَلِ ٱلشَّيْطَٰنِ فَٱجْتَنِبُوهُ لَعَلَّكُمْ تُفْلِحُونَ ۝ إِنَّمَا يُرِيدُ ٱلشَّيْطَٰنُ أَن يُوقِعَ بَيْنَكُمُ ٱلْعَدَٰوَةَ وَٱلْبَغْضَآءَ فِى ٱلْخَمْرِ وَٱلْمَيْسِرِ وَيَصُدَّكُمْ عَن ذِكْرِ ٱللَّهِ وَعَنِ ٱلصَّلَوٰةِ ۖ فَهَلْ أَنتُم مُّنتَهُونَ ۝

Translation: "O You who believe! Intoxicants (all kinds of alcoholic drinks), gambling, Al-Ansâb , and Al-Azlâm (arrows for seeking luck or decision) are an abomination of Shaitân's (Satan) handiwork. so avoid (strictly all) that (abomination) In order that You may be successful .Shaitân (Satan) wants Only to excite enmity and Hatred between You with Intoxicants (alcoholic drinks) and gambling, and hinder You from the remembrance of Allâh and from As-Salât (the prayer). So, will You not Then abstain?"(Al Maidah 90 – 91[18])

The verse above explains about the prohibition of *khamr* totally. Allah explains about the harmful of *khamr* if we consume it. The prohibition of *khamr* due to it makes our body and mind is lost.

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[18] *The Qur'an,* (Beirut: Dar Al Choura, 1980),

Allah prohibits Muslim to drink alcoholic beverages whenever and wherever they are through this verse. The reason for prohibition of *khamr* is due to appearing the *mafsadat* than *manfaat*, so Allah totally prohibit it and order us to avoid it.

The existence of khamr and bullying is same. Bullying gives the bad or negative impacts for students, included in psychology and physics of students. The negative impact of bullying is greater than the benefits of bullying. If we refer to the prohibition of *khamr* due to the negative impact of it, so we can conclude also about the prohibition of bullying, because bullying and *khamr* have similarities in the *illat*. The conclusion from the verses above, the bullying or educational methods through punishment can be prohibited forever and educators has to avoid it as can as possible in the teaching and learning process.

CHAPTER V

CLOSING

A. Conclusion

In the last of discussion stage in this thesis, researcher draws some conclusions that got from the result of analyzing and describing the concepts of bullying from Sandra Harris and Abdullah Nasikh Ulwan's thought. Researcher gives some conclusions and advises relevantly with the topic above. This thesis expected can be give contributions and solutions in bullying case, generally for educational aspect and especially for Islamic education.

1. The concepts of bullying according to Sandra Harris and Abdullah Nasikh Ulwan

Sandra Harris explained about bullying in her book, entitled The Bullying: The Bullies, The Victims and The Bystanders, as the negative behaviors that harmful for student's psychology and physic. She elaborates the definition, the limitations and the impacts of bullying briefly. Bullying, according to Sandra harris, is the unequal power or authority that acted through the harmful behavior. Bullying, from Sandra Harris perspective, is the current of it is from educator to students because in learning and teaching process, educators has more authority than students, so the

chances of educators to do bullying is much more than from students to educators.

The concepts of bullying according to Abdullah Nasikh Ulwan's perspective in his book, *Tarbiyatul Aulad fil Islam*, are an educational method which effective to educate the characteristics and behaviors of children. Solution from *Tarbiyatul Aulad fil Islam* for Bullying case was explained briefly and comprehensively which it we can educate without use punishments in learning and teaching process. There are systematic and strict requirements that have done by educators before use punishment. Meanwhile, Islamic education is allowed to use punishment as the kind of educational method, but there are the strict requirements that have to done by educators first before use it.

2. The differences concepts of Bullying according to Sandra Harris and Abdullah Nasikh Ulwan.

The differences concepts of bullying, according to Sandra Harris and Abdullah Nasikh Ulwan, are about the importance of using the kinds of educational method through punishment. Abdullah Nasikh Ulwan, explained about the acceptance of educational methods through punishments as long as it is the last method to educate students. So, Abdullah Nasikh Ulwan allowed to use educational methods through bullying, but it is very difficult and harmful for student's mental and psychological.

While, Sandra Harris argues that Bullying or educational methods through punishment is harmful and dangerous for students condition. She totally rejected bullying although it is used to educate students, because she consider that there are others solutions besides bullying or educational methods through punishment.

B. **Suggestion**

From the conclusions above could be known that the implementation of Bullying, according to Sandra Harris and Abdullah Nasikh Ulwan, is forbidden and harmful for student's psychologically and physically. Although Abdullah nasikh Ulwan allowed and approved to use educational methods through punishment, but he still bordered the implementation of it strictly and it is the last solution when educators cannot to educate students besides this methods. Therefore, researcher gives the suggestions for some figure, as follow:

1. Educator (teachers and lectures). Educators should to teach and educate their students patiently and attitude – oriented. Educators should to able control their emotions and manage the right method to educate the students. Educators should to conscious about the harmful of educational methods through punishment or minimally, tend to bullying activity. Bullying can be danger for students mental and physic, so educators have to avoid it as can as possible.

2. Family and society.

   Family and society, as the stakeholders of educational process, should to care, control and proactive in Bullying case. Family and society can be active and respect when there are students have a behavior changing after they study at the school. Society could give advice and secure for them, a victim of bullying, and give some special treatments for the bullies.

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BULLYING

The Bullies, the Victims, the Bystanders

SANDRA HARRIS

GARTH F. PETRIE

CONTENTS

تربية الأولاد في الإسلام

عبد الله ناصح علوان

أستاذ الدراسات الإسلامية
بجامعة الملك عبد العزيز بجدة

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4. Participant of Medical Science and Application Competition, Faculty of Medicine Airlangga University (2008)

5. Participants, as a representative scouting member of Kediri, at *Saka Bhakti Husada* Camp (*Pertidha*) at Jember (2007)

6. Participant of *Faraidh* Competition at MAN 3 Kediri (2007)

7. Bantara's Grade at Hasyim Asyari – Cut Nya' Dien Scout Community at MAN 3 Kediri

8. The second winner of Acapela (*Ajang Cerdas Cermat Pramuka Penggalang*) at SMAN 2 Kediri

9. The Third winner of Pioneering Competition at SMAN 7 Kediri

➢ **Organizations**

1. Religious Division of OSIS SMPN 3 Kediri

2. Scouting Member of *Rajawali* Scout Community at SMPN 3 Kediri

3. Scouting Member of Hasyim Asy'ari – Cut Nya' Dien Scout Community at MAN 3 Kediri (as *Pemangku Adat*)

4. Scouting Member of *Saka Bhakti Husada* Kediri

5. Scouting Member of *Dewan Kerja Cabang (DKC)* Kediri

6. Language Empowerment Division of Ibn Rusyd Dormitory at MSAA, UIN Maliki Malang, 2010 – 2011 (as coordinator)

7. Language Empowerment Division of Al Faraby Dormitory at MSAA, UIN Maliki Malang, 2011 – 2012 (as coordinator)

8. Language Empowerment Division of Ibn Rusyd Dormitory at MSAA, UIN Maliki Malang, 2012 – 2013 (as member)

9. *Bina Prestasi* (Prepared – community for Olympiad Competition) of Chemistry at MAN 3 Kediri, 2007 – 2008

10. *Bina Prestasi* (Prepared – community for Olympiad Competition) of Mathematic at MAN 3 Kediri, 2006 – 2007

11. *Bina Prestasi* (Prepared – community for Olympiad Competition) of Biology at MAN 3 Kediri, 2007 – 2008