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BULLYING PREVENTION METHOD IN HIGH SCHOOL WITH HUMANISTIC-RELIGIOUS APPROACH

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ABSTRACT

Bullying has an impact on victims, not only in a short time, but in a long time. Victims usually experience various symptoms such as anxiety, depression, pain due to blows, and so on which require a relatively long time to heal. Victims of bullying also become perpetrators of future bullying because of revenge for what they have experienced. Therefore, counseling guidance has an important role in preventing bullying in high school. The purpose of this study is to analyze the model of preventing bullying cases so that they do not occur in school institutions. In this study, the author uses a descriptive method with library research. Based on the results of the study, it was found that preventing bullying behavior with a religious humanistic approach can be done by: Coping strategies, habituation, guidance, coordination with parents, affection and example, in order to provide students with an understanding of the impact that occurs after bullying.

INTRODUCTION

Bullying has become an actual and phenomenal case in the last three years. Even the Indonesian Child Protection Commission (KPAI) received at least 37,381 reports of bullying in the period 2011 to 2019. Of these, 2,473 cases allegedly occurred in the world of education. The same thing was also reported by Comparitech, at least in 2018 there were 82.8% of bullying occurring in the education area. Based on the division, bullying is categorized into three: a) physical, b) verbal, c) psychological (Siraj & Wiryosutomo, 2020).

Physical bullying often occurs in the Special Region of Yogyakarta (DIY), known as klitih. In Javanese, klitih is a vocabulary which means an activity of someone who goes out of the house at night without a purpose. The meaning of klitih is currently attributed as juvenile actions that are identical to violence at night that is carried out on the street (Jatmiko, 2021). Records from the Criminal and Investigation Unit of the Yogyakarta Big City Police, show that juvenile delinquency cases have increased, including Klitih's behavior in Yogyakarta in the last two to three years (Jatmiko, 2021).

The acts of bullying carried out by teenagers have not reached the realm of law or what is known as Children Against the Law (ABH). In 2018, until May 2018, KPAI recorded that the case of Children Against the Law (ABH) had the highest complaint rating. Of the 1885

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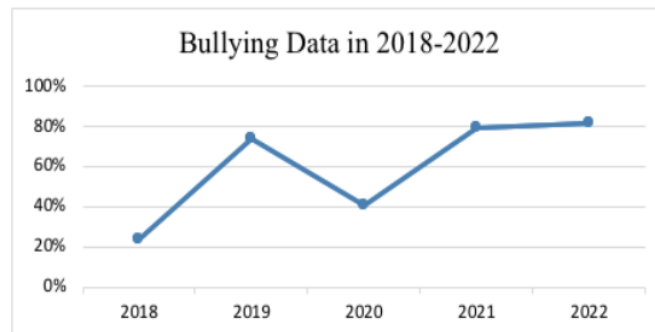


Figure 1. Bullying Data in the Special Region of Yogyakarta

Based on data on the number of bullying in DIY, in 2018 there were 24% of bullying cases, in 2019 it was 74%, in 2020 it was recorded at 41%, in 2021 it was recorded at 79%, and in 2022 with 82% cases (DIY, 2022). Thus, the role of education stakeholders, especially in the school environment, is urgently needed to prevent bullying cases, especially Counseling Guidance.

Counseling Guidance is responsible for providing them with an understanding of the consequences and impacts of bullying behavior. In addition, teachers and other stakeholders also have the same obligation to prevent bullying, because any bullying behavior, regardless of its form, has a negative impact on the victim. One of them inhibits children from actualizing themselves (Budiman & Asriyadi, 2021). In the context of neuroscience for victims of bullying, there are changes in the nervous system such as changes in neurochemical release, nerve structure, and changes in nerve activity (Pieter, 2013).

METHOD

This research is qualitative research based on literature review. This research is descriptive analysis, namely regular description of all concepts and then providing understanding and explanation of the results that become the object of description. Sugiyono stated that descriptive analysis method is research that describes a phenomenon, event, symptom, using both quantitative data and qualitative data (Sugiyono, 2015). Data collection techniques were taken from various sources related to bullying and then supported by data from international journal articles. The collected data can be selected in great detail based on the subject. The data analysis technique is descriptive argumentation. After reviewing the problem formulation, research objectives, and discussion, it produces conclusions. The description of the subject serves as the basis for the conclusion, which is supported by the recommendations and suggestions of other practitioners.

RESULTS AND DISCUSSION

A. Portrait of Bullying Behavior Among Adolescents

During school, students interact with each other starting from the elementary level and then progressing to a higher level. During the learning process in the school environment, the comfort and tranquility of students is absolute, especially during high school or adolescence. This is the time when they are feeling solidarity in a friendship, feeling love, exploring something new, and getting to know who they are. Hurlock states that early adolescence lasts approximately from thirteen years to sixteen years or seventeen years (Rita, 2008).

The character of teenagers who tend to be unstable and sensitive encourages them to behave according to their will without thinking about the risks that may occur. Teenagers often follow trends and follow what their friends are doing. This is the part where teenagers try to stand out as individuals and as members of a group. The formation of youth groups in a community implies the existence of superior individuals or groups and vice versa. Sometimes the superior group shows their identity as a group or individually in unfavorable ways such as bullying both physically and verbally (Visty, 2021).

This bullying is part of juvenile delinquency and it is known that this behavior most often occurs in adolescence, this is because adolescence has a high egocentricity, therefore psychologists state that bullying is behavior that is not only thought of by the perpetrator, but the desire to hurt others (Masdin, 2013). There are many factors that are believed to be the cause of bullying behavior among students. One of the characteristics of bullying behavior is emotional immaturity, an impulsive need to control others, and a lack of concern for others (Maryam & Fatmawati, 2018).

In the context of education in schools, bullying is an aggressive behavior that is intentional, painful and repeated by a person or group of students who have power over other students or students who are weaker (Yandri et al., 2013). The Indonesian Child Protection Commission found that a student was bullied in the school environment by (87.6%). Of this figure (87.6%), (29.9%) bullying was carried out by teachers, (42.1%) by classmates, and (28.0%) by other classmates (Putri et al., 2015). Bullying that occurs based on these data is certainly concerning, in fact, schools which are places to gain knowledge and shape character are actually a breeding ground for bullying practices. This matter cannot be separated from the power gap between victims and perpetrators and is followed by a pattern of reputation.

In general, bullying can be categorized into three, namely: a) Physical, such as: slapping, hitting, tackling, taking things, pushing, glaring, spitting b) verbal such as: making fun of, insinuating, yelling, shouting, shouting harshly, calling with an inappropriate designation, showing deficiencies or, c) psychological such as, looking full of threats, humiliating, silencing, isolating, and so on (Siraj & Wiryosutomo, 2020). Social media (internet) is also part of the cause of bullying behavior. Behavior is like prank messages, whether by phone, email, or blogging. Children or teenagers who are usually new to social media are less aware of signs of social media bullying (cyberbullying), and they are not even aware of being the culprit. Usually actions begin with mutual comment (Farida, 2014).

B. The Impact of Bullying on the Victim

Any bullying behavior, whatever its form, has a bad impact on the victim. The impact of bullying can prevent children from actualizing themselves (Budiman & Asriyadi, 2021). For victims of bullying, it has long-term and short-term impacts. The short-term impact experienced by the victim usually results in a sense of psychological disturbance which includes various disorders such as low psychological well-being. According to Priatna, the direct impacts felt by victims are anxiety, depression, social withdrawal, feeling lonely, can lead to suicide, decreased academic achievement, and the use of illegal drugs and alcohol (Ety & Mulyani, 2020).

In addition to being directly felt by the victim, the resulting impact also has a long tail. Long-term bullying is usually the behavior of the victim himself, such as being alone as if he feels he is living alone without friends. In addition, victims of bullying become perpetrators of bullying. He wanted revenge for what had happened to him. Based on the results of the study, some victims experienced depression, low self-esteem and difficulties in interpersonal relationships in adulthood. They are also more prone to suicidal thoughts, attempted suicide, and take revenge (Sandri, 2015).

British researchers conducted research on the effects of bullying up to 40 years after it happened. As a result, several long-term impacts felt by victims, namely: a) The health condition of victims of bullying who are now 50 years old, tend to be worse in terms of mental and physical, b) Their cognitive function is lower than their peers who have never been victims of bullying, c) Quality of life and life satisfaction levels of victims of bullying tend to be lower than their peers who have never experienced bullying (Putri et al., 2015).

Another evidence of long-term bullying is based on the results of a study on 1,420 children aged 9-16 years who had been victims of bullying. Experts examine their mental state for 4-6 times over a period of several years. As a result, children who have experienced bullying are more likely to experience various anxiety disorders and panic disorders. In addition, the trauma caused can also change the structure of the brain later in life, and will affect the ability to make the right decisions (Putri et al., 2015).

C. Bullying Prevention Method with Religious Humanistic Approach

Some people view the main point of the learning or education process as depending on the material provided. Many claim that if the material provided is a lot, the educational process will also be successful. At first glance, this simple argument can be accepted, but in reality it is not as simple as the above argument. Learning materials are complex, giving rise to various problems that must be solved through good education management (Maesaroh et al., 2021) as well as through Islamic guidance. Good education management is needed to achieve learning goals or education itself. The quality of learning in schools can be achieved maximally through improving the quality of human resources. Teachers as educators have an important role in shaping the character of students to prevent bullying. His task is not only about transferring knowledge, but also carrying out the mandate to form a good personality (Daulay, 2014).

In the context of personal education, the teacher plays more of a role as a director, motivator and mentor. His job is to educate, set an example and role model for his students. Hurlock stated that the teacher is one of the determining factors for the personality development of students, both in the way of thinking, behaving, and behaving (Yusuf, 2018). Guidance is interpreted as a process of providing assistance to individuals both physically and spiritually towards the formation of the main personality. In connection with this, the role of Islamic guidance and counseling in education is to help individuals become

human beings who develop in terms of education and form personalities that are useful in their lives (Rohman, 2016).⁸

According to Faqih, guidance and counseling is the process of providing assistance to individuals to be able to live in harmony with God's provisions and instructions so as to achieve happiness in life in this world and the hereafter (Basri, 2010). Through this counseling, students are not only guided and advised how to behave and behave, but also how students are aware of their role as someone who has a need for the presence of God (Suryani et al., 2022). By incorporating religious values and teachings, students are expected to understand and deal with problems more wisely, not easily discouraged in failure and not arrogant in success or in other words not overdoing everything in their lives. (Ardi, 2019).

Guidance and counseling in the realm of education, its position is part of education itself, the role of counselors in conducting counseling guidance is closely related to character education which is a benchmark for the achievement of student learning outcomes both directly and indirectly (Tambusai, 2020). The absence of character can be said as failure in the educational process. Someone who does not reflect character, has implications for bad behavior not only for himself but also for others. One such bad behavior is the case of bullying in the school environment.

This behavior is unavoidable, especially in the school environment. This phenomenon has long been a part of school dynamics, this behavior still occurs today. Bullying if left unchecked will have a negative impact on the victim's psychology. This condition must be handled immediately otherwise it will cause the victim to feel angry and even take revenge. Therefore to prevent bullying behavior, it is necessary for teachers to use strategies with various approaches. One of them with a coping strategy approach. Coping strategy is an individual's process when trying to manage the perceived difference between resources and demands that they value in stress (Juwita & Kustanti, 2018).

The results of research conducted by Bono, et al. found that increasing good relationships with perpetrators or wrongdoers made the psychological well-being of victims higher. While Barcaccia et al in their research found a positive relationship between forgiveness and psychological well-being in victims. Bullying victims who forgive show low levels of anger and desire to take revenge against the perpetrator. The forgiveness process still allows the victim to make the perpetrator responsible for the violation he committed (Juwita & Kustanti, 2018).

This coping strategy can be done by providing psychological reinforcement to students by conducting anti-bullying socialization either to victims or to perpetrators. It aims so that students gain an understanding of the impact that occurs after bullying (Maslahah & Lestari, 2022). In addition, the solution to the problem of bullying can be overcome if education is of good quality. Quality education offers preventive efforts to prevent the moral and character degradation of a person or society in a sustainable manner (Suyadi, 2021). Bullying can also be prevented by:

1. Habituation, prevention of bullying is done by making positive habits in the school environment. Habituation activities such as worship, mutual cooperation, praying before and after learning and so on, will produce a competency for students to continue to do.
2. Bullying prevention is also carried out through guidance to students. Guidance in this context provides counseling to students, either individually or in groups about the impact of bullying.

3. Coordination with parents also needs to be done. In this case, students who do bullying are given punishment, one of which is calling parents, so that parents know what their children are doing at school.
4. The teacher's love for students affects the formation of character. The nature of the teacher who is friendly and always looks at his students with affection fosters the motivation of students to improve themselves. According to Arief Rahman, an educator is very suitable if he has the ability to empathize (Nurhidayati, 2011).
5. Examples are very important in the school environment. Students imitate what the teacher does. On this basis, teachers must have characteristics that can be imitated by them. According to Abdullah Nasih Ulwun, teachers must have categories in terms of piety, sincerity, knowledge, courtesy, and responsibility (Iqbal, 2015).

Table 1
Bullying Prevention Model Humanistic-Religious Approach

No	Methods	Implementation of Bullying Prevention
1	Coping strategy	Psychological strengthening for students by conducting anti-violence socializations to both victims and perpetrators
2	Habituation	Prevention of violence by children can be done through positive habits, such as mutual assistance, cooperation, prayer, empathy, and so on.
3	Guidance	Guidance in this context provides counseling to students, either individually or in groups about the dangers of violent behavior.
4	Coordination with the Parents	Prevention of violence by students is carried out by coordinating with parents. In this case, students are given punishment, one of which is by calling their parents.
5	Affection	The teacher's affection can affect the formation of character. The teacher is friendly and will always motivate students to improve themselves.
6	Exemplary	Examples are very important, because students imitate what the teacher does. So that teachers need to have traits that can be imitated.

This method of preventing humanistic bullying comes from the Latin word *humanus* and has the root word *homo* which means human. *Humanus* means human nature or in accordance with human nature. As for terminology, humanism means the dignity and value of every human being, and all efforts to improve his natural abilities both physically and non-physically in full (Nurjanah, 2018). Humanism is seen as a positive idea by most people. Humanism reminds us of ideas such as love of humanity, peace, and brotherhood. However, the philosophical meaning of humanism is far more significant; humanism is a way of thinking that puts forward the concept of humanity as the focus and only goal (Arifin, 2014). Meanwhile, from a philosophical perspective, humanism is defined as an understanding that upholds human values and dignity in such a way that humans occupy a very high, central, and important position, both in theoretical-philosophical contemplation and in practical daily life (Zainal, 2001).

In a broad sense, education is a conscious action with the aim of maintaining and developing human nature and potential towards the formation of a complete human being. Starting from the importance of education, it is natural that the essence of education is a process of "humanization" (Mighfar, 2018). According to Malik Fadjar, humanization itself has implications for the educational process with the orientation of developing human

aspects of human beings, namely physical-biological and spiritual-psychological aspects (Fadjar, 2004). This spiritual-psychological aspect is then tried to be matured through the educational process as a potentially positive element in the development of civilized human life.

According to Ki Hadjar Dewantara's concept, humanist education is education that is able to introduce a high appreciation for humans as creatures of God who are noble and free within the limits of their essential existence as *khalifatullah* (Isnaini, 2020). So it can be said that humanist education aims to form human beings who have awareness, freedom, and responsibility as individual human beings, but are still responsible for their community environment. Ki Hadjar also said that education is a cultural medium to shape human beings. The relationship between education and humans is very close, cannot be separated from one another. Education is also a process of humanization, namely as a medium and process of guiding young people to become more mature and become more human or called humanities (Kumalasari, 2010).

While the notion of religion or *religion* comes from the word *relegere* in Latin. It means sticking to the norms. While the religion referred to here is closely related to religious values related to the relationship with God that humans are His creatures. Religion is also rooted in divinity which is always associated with charity or human actions to achieve human goals (Mustakim, 2014).

In the perspective of religious humanist education, religious education is served to foster a positive attitude towards life, understand social realities and contradictions that exist in society and stimulate students to practice faith and piety in all dimensions of life (Iswati, 2017). Humanist-religious education accommodates the idea of developing all human potential as well as guiding it in accordance with religious values. In Indonesia, the religious values in question are all religions adopted by the Indonesian people (Nurjanah, 2018b).

Religious humanism is basically tasked with providing solutions in the face of intimidation and despotism (Amin, 2013). Thus, it can be said that education that can build good human morals and build capacity (ability) to realize the goals of life productively is religious humanist education (Agus, 2019). Religious humanists place great importance on emphasizing human values in every appreciation and practice of religious life (Jumarudin et al., 2014; Zainal, 2012).

As stated by Jumarudin et al in his Puspo Nugroho writing that this humanist-religious theory is certainly the basic concept of the ideals of the Indonesian people in the development of education in this country. This can be seen from the basic formulation of the Republic of Indonesia which contains an understanding that the educational practice expected by the former founders of the Indonesian nation was education with a humanist-religious character. This concept is drawn and abstracted from the text of the Pancasila, especially the first and second precepts, namely God Almighty and just and civilized humanity. So it can be concluded that Pancasila is the basis of Indonesian National education which is based on a religious humanist view (Hibana et al., 2015; Nugroho, 2017).

CONCLUSION

Based on the previous description, it is concluded that bullying is a phenomenon that occurs in society and targets all circles of children, adolescents, adults, and even the elderly. The abuse carried out by the perpetrator can be physical, verbal, psychological, even with social media. For victims of bullying, negative effects are not only felt directly but also in the future.

In an effort to prevent the occurrence of various acts of bullying, education stakeholders need to provide guidance and counseling for their students by providing socialization or a

comprehensive understanding of the impact that occurs after carrying out various acts of bullying. This can be done by guidance and counseling through humanistic-religious approaches such as coping strategies, habituation, guidance, coordination with parents, compassion and exemplary. In addition, through Islamic guidance and counseling, students are not only guided, advised, how to behave and behavior, but also how students realize their role in humanity.

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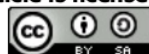
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