

COLLABORATION BETWEEN ISLAMIC EDUCATION TEACHERS AND GUIDANCE COUNSELLORS IN ADDRESSING BULLYING AT SMP NEGERI 3 KASIHAN

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Abstract

Various cases of bullying happened in the educational system in Indonesia, from the elementary to high school levels. The increasing number of school bullying cases poses a challenge for guidance counsellors in addressing them. Therefore, collaboration between guidance counsellors and other teachers is essential, particularly with Islamic education teachers who play a similar role in shaping students' characters. The objective of this research is to describe how collaboration takes shape between Islamic education teachers and guidance counsellors in handling bullying at SMP Negeri 3 Kasihan. This study is qualitative and employs a field research approach. Findings of the study indicate that collaboration between Islamic education teachers and guidance counsellors in addressing bullying cases at SMP Negeri 3 Kasihan is formal collaboration in the form of

preventive and corrective programs. Preventive programs include: first, displaying anti-bullying posters in the school area; second, collecting gadgets/phones to prevent cyberbullying within the school; third, bringing in experts or practitioners from outside the school; fourth, organizing cultural events. As for corrective programs, they include: first, implementing individual approaches for both the perpetrators and victims of bullying (call centre); second, imposing sanctions.

Keywords: *Bullying; Collaboration; Handling; Teacher.*

Abstrak

Sebagai Berbagai macam kasus bullying banyak terjadi di dunia pendidikan Indonesia, dari level Sekolah Dasar hingga Sekolah Menengah Atas. Banyaknya kasus bullying sekolah membuat guru bimbingan konseling kewalahan untuk mengatasinya. Oleh karena itu, diperlukan kerjasama antara guru bimbingan konseling dengan guru lainnya, terkhususnya dengan guru pendidikan agama Islam yang mempunyai peran yang sama dalam pembentukan karakter peserta didik. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana bentuk kolaborasi antara guru pendidikan agama Islam dan guru bimbingan konseling dalam menangani bullying di SMP Negeri 3 Kasihan. Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan lapangan (field research). Hasil penelitian ini menunjukkan bahwa kolaborasi guru pendidikan agama Islam dengan guru bimbingan konseling dalam menangani kasus bullying di SMP Negeri 3 Kasihan merupakan kolaborasi formal dalam bentuk program preventif dan kuratif. Program preventif berwujud: pertama, memajang atau memasang poster anti bullying di area sekolah, kedua, mengumpulkan gadget/hp untuk mencegah cyber bullying terjadi di sekolah, ketiga, mendatangkan para ahli atau praktisi dari luar sekolah, keempat, mengadakan gebyar budaya. Adapun program kuratif berwujud: pertama, melaksanakan pendekatan individual pada pelaku dan korban bullying (call center), kedua, pemberian sanksi.

Kata Kunci: *Bullying; Guru; Kolaborasi; Penanganan.*

INTRODUCTION

School, as an educational institution aimed at enlightening students, often becomes a site for violent behaviour, one of which is bullying (Wiyani, 2012). Bullying, or harassment, is an aggressive behaviour carried out by an individual or a group repeatedly, physically or mentally harming the victim without resistance, with the aim of causing suffering to the victim (Keke et al, 2019).

We often witness children mocking, teasing, or pushing their peers. Such behaviour is still considered commonplace, merely as jokes and only as a form of social relations among children, even though it already falls under bullying behaviour. One phenomenon that has recently captured public attention, especially in the field of education, is violence in schools, whether carried out by teachers or students themselves.

Recently, public was shocked by the death of an 11-year-old boy from Sumberagung Village, Pesanggaran District, Banyuwangi, East Java, initials MR, who hanged himself. A fourth-grade male student (elementary school) reportedly committed suicide because he felt frequently bullied by his friends. MR is allegedly to have experienced bullying at school and at his Quranic studies place because he did not have a father; his father passed away a year ago (Restiawan, 2023).

On Thursday, November 17, 2022, at a private junior high school in Bandung, another bullying incident occurred involving several students to one of their friends. In this case, a student wearing sports shirt had a red helmet placed on his head by other students intending to carry out the bullying. After putting on the helmet, the student immediately kicked the

victim's head three times until the victim fell or was presumed to have fainted (Putra, 2022).

There is also a case of bullying among students at SDN 159 OKU. A female student wearing a headscarf was seen pouring a drink wrapped in plastic on the victim. Then, a male student jumped over or stepped over the girl. Not only that, other students repeatedly stepped on the victim's bag. The group of students seemed to cheer while committing these actions. They even smiled when highlighted by the camera. Meanwhile, the victim sat on the floor, soaked from the pouring, covering her face with two hands while crying loudly (Rheina Sukmawati, 2022).

Ironically, some members of society, families, and even teachers consider bullying as something normal, a joke, or something very trivial in the lives of teenagers, and they believe it doesn't need to be a problem. Although there is no regulation that mandates schools to have an anti-bullying policy, Article 54 of Law No. 23 of 2002 states: "Children inside and around schools must be protected from violent actions carried out by teachers, school administrators, or teachers within the respective school, or other educational institutions" (President of the Republic of Indonesia, n.d.). In other words, students have the right to be educated in a safe environment free from fear. School administrators or principals and other bodies responsible for education have the obligation to protect students from intimidation, harassment, violence, or any other forms of disturbance.

Regardless the reason, all forms of bullying must be prevented. We can stop it by minimizing the root causes of the problem. If bullying is not promptly addressed, it will lead to

even larger problems in the future (Abd. Rahman Assegaf, 2004).

SMP Negeri 3 Kasihan is one of the schools in the Bantul district that has cases of bullying among students within the school environment. The researcher once received a report from one student with the initials CR in the VIII B class, who stated:

"I have experienced bullying during school hours. He always taunts me and uses unpleasant words to refer to me. At that time, I was patient, and he repeated those actions almost every day. Recently, during a physical education class, because I wasn't enthusiastic in the game, he mocked and insulted me, calling me weak. He said, 'If you can't play, don't join!' while pushing me until I fell. I didn't dare to confront him before, but that day, I gathered the courage to talk to him calmly. However, he responded with anger. Every day, I introspect and wonder what I did wrong. Why does he always bother me? It makes me uncomfortable in the class now, and I just want to switch to another class, kak!" (Interview, 4 November 2022).

Talking about bullying in schools generally involves the role of teachers, especially Islamic religious education teachers and guidance counsellors, in cultivating the moral character of their students. According to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, as quoted by Hairiyah and Ni'matun Khoeriyah in their journal, a teacher is a professional educator with the primary role of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education pathways, basic education, and secondary education. (Hamid & Khoeriyah, 2017).

A teacher serves as a second parent to the students; if any inappropriate behavior occurs, the teacher must be capable of addressing and providing a proper solution to resolve it. With the increasing prevalence of bullying cases, guidance

counsellors may find themselves overwhelmed. Therefore, collaboration between guidance counsellors and other teachers is essential, particularly with Islamic religious education teachers who share a similar role in shaping the students' positive character within the school.

Several studies have been conducted on this matter. Some research has focused on the role of guidance counsellors and spiritual treatment in handling bullying cases (Fitriadi & Yuline, 2016). Behavioural counselling has also been implemented as an effort to address interpersonal, emotional, and specific interest issues in bullying cases (Nasir, 2018). Likewise, multicultural counselling efforts have been applied to shape students' personalities to respect all differences, thereby reducing bullying incidents in schools (Khairunisa et al., 2021). Some approaches to handle bullying cases also involve parents because their involvement is crucial in reinforcing repeated guidance and mentoring, both at school and at home (Zahroa et al., 2023).

Furthermore, other researchers have sounded the handling of bullying cases in schools, yet research specifically examining the collaboration between Islamic religious education teachers and guidance counsellors in addressing bullying still remains paucity. Based on this gap, the researcher has become interested in exploring and delving deeper into the collaboration between Islamic religious education teachers and guidance counsellors in dealing with bullying cases at SMP Negeri 3 Kasihan.

RESEARCH METHODS

This research adopts a qualitative approach, aiming to understand the phenomena experienced by the research subjects, such as behavior, motivation, actions, and perceptions (Lexy J. Moleong, 2014). According to Sugiyono, qualitative research is based on post-positivism or interpretive philosophy, used to investigate under natural conditions, where the researcher serves as a key instrument. Data collection techniques involve triangulation, which combines observation, interviews, and documentation (Sugiyono, 2022).

In this research procedure, the researcher employs a field research approach to gather data. Field research is a qualitative research method where the researcher directly observes and engages with the field, systematically records the findings, and analyses them in various ways (Lexy J. Moleong, 2014).

The data sources cover both primary and secondary data. The data collection techniques involve three stages: observation, interviews, and documentation. Data validity is ensured through triangulation. The data analysis process includes collecting data, reducing data, presenting data, and drawing conclusions.

RESULTS AND DISCUSSION

Collaboration is a form of cooperation. Collaborators are individuals who work together, and collaborative means working together or having a cooperative nature (Maulana et al, 2013). According to the Indonesian Dictionary (KBBI), collaboration is defined as cooperation in creating something. Meanwhile, collaboration, according to Hadari Nawawi, is the

achievement of an activity with a common goal through the division of labour, not just working contacts, but as a unity where all parties aim towards the achievement of a goal (Hadari Nawawi, 1987).

It has now been demonstrated that collaboration is an activity involving two or more partners, whether they have the same or different levels or positions, applying mutually beneficial principles of cooperation. Collaboration also embodies social interaction. It can involve various parties working together to address a common problem, generate ideas or solutions, make decisions, and solve issues collectively toward a shared vision. Therefore, collaboration requires harmonious relationships, a unified direction of work, and the ability to achieve jointly established goals among the collaborating parties. In the context of collaboration between Islamic religious education teachers and guidance counsellors, several aspects of the relationship can be explained as follows:

A formal collaboration refers to collaboration regulated through administrative and consultative mechanisms among related work units. Secondly, informal collaboration is collaboration that is unregulated or without rules and can be established and developed between individuals to enhance an effective team (Hadari Nawawi, 1993). Collaboration or cooperation is one of the principles of organization. Collaboration can be considered successful or productive if it fulfils the following five sources of work:

First, if maximum results are achieved in a straightforward manner without complex or heavy thinking. Second, if the working method used does not require much physical effort but does not reduce the achieved results. Third,

if the implementation of activities does not take a long time but still obtains maximum results. Fourth, if space and distance are used minimally so that each task is performed without unnecessary movement that can waste energy and costs, yet the results remain satisfactory. Fifth, if it is used economically and appropriately, meaning the activities carried out are relevant to the goal, and the funding is not expensive (Frensilia et al., 2021).

Forms of Bullying in SMP Negeri 3 Kasihan

The forms of bullying present at SMP Negeri 3 Kasihan, based on the interview conducted by the researcher with one of the students identified as (AP), are as follows:

“In my opinion, yes! Bullying that I often witness with my own eyes or encounter frequently in school is like mocking friends using their parents’ names or calling them by certain terms/titles. Because, in my opinion, such things have become a habit, so it’s sometimes challenging to eliminate them. In fact, many friends from other classes call each other by their parents’ names, and it’s already common in this school, becoming a subject of jokes and banter among friends” (Interview, 15 Juni 2023).

From the informant's statement, mocking actions are considered normal and appear trivial in the eyes of the students. However, in reality, it can slowly become a trigger that undermines the students' personalities and puts a strain on their mental well-being. If that's the case, such actions can be considered a form of bullying. The guidance counselling teacher expresses a similar sentiment in acknowledging this behavior by saying:

“Bullying done by students at SMP Negeri 3 Kasihan is still categorized as verbal bullying. Such as mocking between students, calling a friend by names or titles related to their parents. There are

also instances of physical bullying such as pushing, pinching, and hitting (Interview, 15 Juni 2023).

Refer to several descriptions above, the considerable points that there are two forms of bullying at SMP Negeri 3 Kasihan: verbal bullying and physical bullying.

Collaboration forms dealing with Bullying

The forms of collaboration within a profession in education are crucial to implement. This is because it's not possible for a component or element of education implementation to stand alone. There needs to be unity and efforts to create synergy in practice and holistically. With the collaboration between guidance counselling teachers and Islamic religious education teachers, it can contribute to the success of students, both psychologically and in their education. This ensures that students not only become intelligent and knowledgeable but also develop good personalities (Agustinawati, 2020).

The mechanism of handling students who violate the rules as explained by Dewa Ketut Sukardi, guidance is provided by all educational elements in the school, including teachers, parents, the community, and the government (Sukardi, 2008). The collaboration mentioned in the above description is an effort carried out by Islamic religious education teachers and guidance counselling teachers in fulfilling their roles as mentors to address student violations. This effort involves all components in the school, such as the school principal, Islamic religious education teachers, guidance counselling teachers, and teachers of other subjects. This is reinforced by one of the

statements made by the Islamic religious education teacher as follows:

“With the collaboration or partnership between Islamic religious education teachers, guidance counselling teachers, and other teachers, any issues that occur within the school environment can be easily addressed.” (Interview, 20 Juni 2023).

The statement is proposed by the guidance counselling teacher with the initials (NM), who stated:

“We discuss and exchange ideas about the misbehaviour (bullying) of students in this school. Then, we provide each other with input and advice on how to approach, reprimand, and handle students, starting from giving small or light reprimands to stronger ones. In addition, we make a commitment to collaborate in handling students who still engage in bullying cases despite having been reprimanded and given special attention. The commitment made here is for the guidance counselling teacher to focus more on the psychological aspects of the students, while the Islamic religious education teacher focuses on the spiritual treatment of the students by imparting religious values and spiritual guidance.” (Interview, 20 Juni 2023).

The forms of services to follow up on bullying behavior found by the researcher in the collaboration between Islamic religious education teachers take the form of formal collaboration, such as prevention and problem resolution or healing (curative). The preventive program involves activities such as socialization about bullying and its prevention, guidance during classroom teaching conducted by all teachers, with a particular focus on formal education by Islamic religious education teachers. These activities are provided to all students, including both bullying perpetrators, victims, and other students who have not experienced bullying. The second aspect is the curative program, which includes individual approaches (call centre), warnings, punishments, or sanctions for bullying

perpetrators, accompanied by advice to refrain from such actions in the future.

The preventive programs (prevention services) in the collaboration between guidance counselling teachers and Islamic religious education teachers in handling bullying at SMP Negeri 3 Kasihan includes several activities, such as:

First, displaying anti-bullying posters in the school area, as decided in the meeting of teachers regarding the handling of bullying cases in the school. The school principal urged teachers to display anti-bullying stickers or posters in the school area. Taking advantage of this policy, Islamic religious education teachers and guidance counselling teachers invited students to participate in a poster-making competition on bullying prevention. The best poster would then be displayed in a prominent place like a bulletin board. This activity serves as an implementation of prevention with the goal of encouraging students to read and understand that bullying is an undesirable behavior.

Second, collecting students' gadgets/phones during school hours. In this second form of collaboration, guidance counselling teachers and Islamic religious education teachers, with the assistance of class teachers and other subject teachers, encouraged students to collect their gadgets/phones before the start of the learning and teaching activities. Students were allowed to use their gadgets/phones only during specific subjects that involved internet media with permission and direct supervision from the teaching teacher. The goal of collecting gadgets/phones is to prevent the increasingly prevalent cyberbullying within the school.

Third, inviting experts or practitioners from outside the school. In this third form of collaboration, experts or practitioners from government or private institutions were invited to provide socialization and education on juvenile delinquency, bullying, violence, narcotics, and other relevant topics. In such activities, the responsibility lies with the guidance counselling teachers and Islamic religious education teachers who play a crucial role in shaping students' characters. The invited parties for providing socialization and education are as follows::

Inviting the Indonesian Child Protection Commission (KPAI) to provide education about bullying, its causes, types, negative impacts, and prevention and intervention methods. Bringing in the police to provide socialization and education about the dangers of narcotics, violent actions, deviant behavior, which can escalate into bullying, and other related topics. Inviting psychologists to educate about psychological changes or differences in individuals so that students can understand that physical teasing is not acceptable.

Fourth, organizing a cultural festival. The cultural festival held at the school aims to raise awareness among all students about the importance of cultural tolerance, enhance nationalism, and instil pride in the diversity of cultures in Indonesia. Through this collaborative effort, the school implements the P5 program (Project Strengthening the Profile of Pancasila Learning), an initiative to create students who embody the values of Pancasila, including faith in God, global diversity, mutual cooperation, independence, critical thinking, and creativity.

As for the curative (problem-solving) measures in the collaboration between the counselling teacher and the Islamic education teacher in addressing bullying at SMP N 3 Kasihan are:

First, implementing individual approaches (call centre). The Islamic education and counselling teachers conduct individual approaches by investigating various aspects of the student's background, family, community environment, relationships with peers, and the student's behavior at school. This helps minimize bullying actions to prevent their recurrence.

Second, imposing sanctions. The school's handling of bullying cases at SMP N 3 Kasihan involves teachers imposing punishments or sanctions on students who engage in bullying behavior. For instance, if a student engages in verbal bullying by using derogatory nicknames, mocking parents' names, or any form of verbal bullying, the teacher may impose sanctions such as memorizing short verses or requiring them to collect the signature of the prayer leader (imam) during Dhuhr prayers for a month consecutively..

In cases of physical bullying, such as pushing or hitting, students involved may receive sanctions or punishments, such as serving the school community for a designated period based on the severity or level of bullying. Serving the school community involves participating in activities beneficial to the school, such as cleaning the school mosque, tidying up the school field, or cleaning bathrooms.

To address psychological and cyberbullying case, collaboration is established between the bullying perpetrators and the victims. The purpose of this action is to encourage

students to work together in group tasks, assist each other, and help one another between bullying perpetrators and victims. In an effort to minimize the likelihood of continued bullying, teachers consistently provide assistance and specialized supervision to students recorded in the bullying action log, both as perpetrators and victims. If there is no improvement in bullying cases, the school will summon the parents or guardians of the students for further consultation.

The intention behind the imposition of sanctions or penalties is to dissuade students from repeating such behavior and a sense of deterrence. Alongside this, spiritual guidance and specific advice are provided to make students who engage in bullying aware that their actions are not good and have negative consequences for both the perpetrators and victims."

With the collaboration between counselling and Islamic education teachers in addressing bullying at SMP Negeri 3 Kasihan, the instances of bullying have gradually decreased, and now it is limited to verbal forms only. However, the collaborative efforts to address bullying at school are not without obstacles. According to the interview results with Islamic education teachers and counselling teachers, they mentioned inhibiting factors such as the difficulty of bringing the parents of problematic students to school due to different occupational backgrounds. Additionally, various external factors that are not supportive may influence students to engage in bullying actions at school."

CONCLUSION

Comprehensive results on the collaboration between Islamic education and counselling teachers in addressing bullying at SMP Negeri 3 Kasihan, demonstrated that there are several forms of bullying present in SMP Negeri 3 Kasihan. Firstly, verbal bullying forms such as mocking, calling other students by their parents' names, gossiping, giving special nicknames to friends, and engaging in racist behaviours (such as mocking ethnicity, ethnicity, and religion). Secondly, physical bullying forms such as hitting, pushing, and pinching.

The forms of collaboration between Islamic education teachers and counselling teachers in handling bullying cases at SMP Negeri 3 Kasihan include formal collaboration in the form of preventive (prevention) and curative (problem-solving) programs. The preventive program includes: First, displaying anti-bullying posters in the school area. Second, collecting gadgets/phones to prevent cyberbullying at school. Third, inviting experts or practitioners from outside the school. Fourth, organizing a cultural celebration. The curative program involves individual approaches to both perpetrators and victims of bullying (call centre) and imposing sanctions.

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