

## The Role of Islamic Religious Education Teachers in Preventing Bullying Behavior in Class XI

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### ABSTRACT

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The role of PAI teachers is an important factor in preventing bullying behavior at school, especially in creating a safe and comfortable learning environment. This research was aimed at finding out the role of Islamic religious education teachers in preventing bullying behavior, especially at SMK Ma'arif 1 Metro. This is due to bullying behavior at school. Therefore, the role of Islamic Religious Education teachers is very important to prevent this behavior from occurring. The method used is a qualitative method with data collection techniques obtained from the results of observations, interviews and documentation. The subject of this research is the Islamic religious education teacher in class XI TKJ SMK Ma'arif 1 Metro. The data analysis technique used is (data reduction), display data (data presentation). The results of this research are, the role of Islamic religious education teachers in preventing bullying behavior in class XI TKJ SMK Ma'arif 1 Metro

**Keywords:** *Preventing Bullying, Islamic Religious Education*

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## INTRODUCTION

The increase in cases of violence in the world of education is increasingly worrying and causing anxiety for teachers and parents (Yulaiyah, 2022). The rise of bullying behavior among school children nowadays often occurs in schools which should be a place to gain knowledge and form positive character, but instead becomes a place for bullying behavior to grow, causing fear and discomfort among students. Bullying is an unwanted behavior that occurs in the school environment and can be defined as aggressive behavior that occurs especially among school children and involves an imbalance of power that is carried out repeatedly either by individuals or groups with the intention of dominating, harassing, or hurting other people (Bete & Arifin, 2023). In religious law, bullying is not permitted because it can cause harm to fellow human beings which has a negative impact on life. Therefore, in the world of education, it is very necessary to educate students to comply with this (Kholidi et al., 2023).

If we look at relevant research conducted by Ridma Diana in 2023, Ridma Diana's research (2023) shows that PAI teachers play an important role in preventing bullying by providing examples of morals, relating religious material to everyday life, and guiding students through an individual approach. Teachers also advise perpetrators and victims of bullying and coordinate with the homeroom teacher and school principal to follow up on cases that occur (Diana, 2023). Prisca Sanastasya Tamadarage and Lukman Arsyad's research highlights the role of PAI teachers in

minimizing bullying through two stages, namely prevention and follow-up. The prevention stage is carried out by socializing intra and extracurricular activities as well as the active role of teachers as educators, mentors, motivators and class managers (Tamadarage & Arsyad, 2019). Research by Yuda Syahfitra, Syansul Aripin, and Iin Kandedes (2023) emphasizes the role of PAI teachers in preventing bullying through education about morals and the dangers of bullying as well as providing orientation to avoid these actions. Meanwhile, research conducted by the author highlights six types of teacher roles in preventing bullying, namely as demonstrator, class manager, mediator, facilitator, evaluator and motivator (Syahfitra, t.t.). Of the three relevant studies above, what has something in common is the first research by Prisca Sanastasya Tamadarage and Lukman Arsyad regarding The Role of Islamic Religious Education Teachers in Minimizing Bullying. This research aims to determine the role of PAI teachers in minimizing bullying behavior. The similarity of this research with that research lies in the analysis of the role of PAI teachers in dealing with bullying, although there are differences in the approach and research environment used.

The role of the teacher is an action that influences the development of students. As is already understood, the role includes educating, teaching, guiding, directing and developing students' existing skills using various approaches in an educational institution (Khasanah et al., 2024). The role of a teacher is the duty and form of responsibility of an educator to develop all students' potential, train, teach, shape character and noble morals. According to Uzer Usman, there are six significant teacher roles in the learning process, namely the teacher's role as demonstrator, class manager, mediator, facilitator, evaluator and motivator (Sakinah, 2023). Meanwhile, according to Suparlan, there are 10 teacher roles, namely teachers as educators, instructors, mentors, trainers, educators, managers, administrators, supervisors, leaders and innovators. (F. Aini & Ramadhan, 2024).

Based on the results of the initial survey conducted by researchers, it was still found bullying verbal at SMK Ma'arif 1, like teasing between friends. Even though it is often considered a joke, this behavior still has the potential to affect comfort and social relationships in the school environment. Therefore, the role of teachers, especially Islamic Religious Education teachers, is important in providing students with an understanding of ethical and moral values, as well as encouraging the creation of a more harmonious and respectful school environment. The aim of this research is to determine the role of Islamic Religious Education teachers in preventing bullying behavior in class XI TKJ SMK Ma'arif 1 Metro.

## METHOD

The type of research used in preparing this thesis is qualitative field research (*field research*) namely research that focuses on process analysis and thought analysis or scientific logic which emphasizes the results at a location studied in this thesis and data obtained of course from site surveys at the time of research. After the researchers made observations in the field, they then dig deeper into the information through interviews and documentation. The research was conducted from August to March 2025. The Islamic religious education teacher of class XI TKJ Ma'arif Vocational School was the research subject. The sampling technique used is snowball sampling. Snowball sampling is a non-random sampling method that uses several cases to help encourage other cases to participate in research, thereby increasing the sample size (Firmansyah, 2022).

In this research, researchers used three data collection tools, namely observation, interviews, and documentation. The data sources used are primary data sources and secondary data sources. The data validity testing technique in this research is a triangulation technique which is divided into three types, namely source triangulation, data triangulation, and time triangulation. The data analysis techniques used are data reduction, data display and verification. The first process is data reduction where information obtained through observations and interviews is selected and grouped with relevant themes. After that, the selected data is presented in the form of a descriptive narrative that is linked to theory and previous research to provide a deeper context for analysis. Next, conclusions are drawn by comparing various data sources using triangulation techniques to ensure the validity of the findings.

## RESULTS AND DISCUSSION

### The Role of Islamic Religious Education Teachers

The teacher's role consists of two main aspects. "role" refers to the duties and responsibilities carried out by a person in a social context, while "teacher" is an individual who is tasked with teaching, directing, and imparting knowledge and moral values to students. The teacher's role is a kind of teacher's involvement in teaching and educating students to achieve learning goals. The teacher's role also refers to responsibilities such as assessing, teaching, supporting student development and other tasks that can support the educational process (Parnawi & Ridho, 2023). Mastery of the teacher's role and duties greatly influences the development of students. Such as What is already understood is that the role includes educating, teaching, guiding, directing and developing students' existing skills using various approaches in an educational institution (Khasanah et al., 2024).

Islamic religious education is one of the intermediaries for changing knowledge in cognitive or religious aspects, changing norms and moral values to create affective aspects or what are called attitudes, and can also control motoric or behavioral aspects so as to create a complete human personality. The principle of Islamic religious education is to provide teaching that instills a spiritual attitude in students to become individuals who are cultured and have good morals (Setiawan et al., 2021). There are six roles of Islamic religious education teachers who can prevent bullying behavior, namely the teacher's role as demonstrator, class manager, mediator, facilitator, evaluator, and motivator (Sakinah, 2023). Islamic religious education is one of the intermediaries for changing knowledge from cognitive or religious aspects, changing norms and moral values to create affective aspects or what are called attitudes, and can also control psychomotor or behavioral aspects so as to create a complete human personality. The principle of Islamic religious education is to provide teaching that instills a spiritual attitude in students to become individuals who are cultured and have good morals (Setiawan et al., 2021). Ideally, the teacher's role is not only to convey material, but also to be able to prepare students to become people with good morals and character. The six teacher roles are as follows:

1. **Teacher as demonstrator** The results of the interview with the PAI class XI TKJ teacher, namely the PAI teacher, emphasized that teacher behavior greatly influences students. Teachers who have morals tend to be more respected by students. As a demonstrator, what PAI teachers do is to be a role model in daily behavior, exemplify an attitude of respect and mutual respect, build good relationships with students, familiarize themselves with positive norms and values in the classroom, and integrate role models in

learning. In these ways, PAI teachers not only provide theories about morals, but also demonstrate them directly through concrete actions, so that it is easier for students to imitate and apply it in their daily interactions. This is in accordance with Yestiani & Zahwa's opinion, namely that an educator plays the role of a demonstrator, namely where a teacher shows behavior that can encourage them to imitate something good and even more positive (Yestiani & Zahwa, 2020).

2. **Teacher as class manager**, from the results of interviews with PAI class XI TKJ teachers, good classroom management can indeed make students feel comfortable during learning. As a class manager, what the PAI teacher does first is to set rules and norms in the class such as setting clear class rules, instilling Islamic values in the class, and providing educational consequences. Second, creating a safe and comfortable classroom atmosphere, such as building good communication, open discussions and positive interactions between students. Third, supervise and control student interactions. This is in line with Aini & Hadi's opinion, that classroom management is something carried out by teachers with the aim of creating and maintaining an optimal learning atmosphere and conditions for students in the classroom during learning. Classroom management includes planning, implementation and evaluation. Good classroom management can increase effectiveness and encourage student participation, motivation and achievement (A. Aini & Hadi, 2023).
3. **Teacher as mediator**, the results of interviews with PAI teachers, namely as mediators, PAI teachers act as intermediaries in resolving conflicts between students, including cases of verbal bullying such as teasing. Teachers not only mediate conflicts, but also try to find solutions that are fair and educational for all parties. Here are some things teachers do in this role, namely being a good listener, facilitating mediation between students, encouraging peaceful conflict resolution, and providing solutions and follow-up.. This proves that the teacher's role as a mediator is very helpful in reducing tension and resolving conflicts with a more humanistic approach. This result is in accordance with Sanjani's opinion, namely that the teacher as a mediator can be said to mediate or provide a solution to a discussion that is not going well. Mediators are also usually defined as media providers in learning, teachers provide types of learning media that suit the learning theme (Sanjani, 2020).
4. **Teacher as facilitator**, results of interviews with PAI teachers, namely as facilitators, PAI teachers play a role in providing facilities, guidance and a supportive environment for students so that they can understand the importance of moral values and avoid bullying behavior, especially verbal bullying. What PAI teachers do in this role is to provide interesting learning media and methods and create activities that support positive character, as facilitators., PAI teachers not only teach moral theory, but also facilitate students so that they can understand and apply these values in everyday life. By providing learning media, supportive activities, and a safe environment, teachers can help prevent bullying and shape students' better character. These results are in accordance with the opinion of Mustofa & Muadzin, that When becoming a facilitator, educators are expected to

provide services The best includes providing facilities to make learning easier for students. An orderly school atmosphere, a pleasant feeling, and comfortable chairs and tables are examples of the success of teachers as facilitators (Mustofa & Muadzin, 2021).

5. **Teacher as evaluator**, Based on the results of the interview, namely as an evaluator, PAI teachers are tasked with assessing, observing and evaluating students' character development, especially in terms of preventing verbal bullying. This evaluation is important to ensure that the efforts made to shape student morals are effective. The methods used by PAI teachers are observing student behavior directly, providing feedback and guidance, coordinating with the school for further evaluation. As evaluators, PAI teachers not only assess students' learning outcomes in academic aspects, but also monitor their character development in social interactions. With ongoing evaluations, teachers can ensure that bullying prevention efforts are running well and students truly understand the importance of mutual respect. What is consistent with these results is that in the learning process, a teacher must also act as an evaluator. Teachers can not only collect information about various weaknesses and the course of the learning process but can also assess the extent to which students are able to achieve learning goals (Afgani, 2024).
6. **Teacher as a motivator**, PAI teachers provide moral encouragement to students to be more confident and have high empathy. One way to do this is by giving appreciation to students who show a positive attitude towards their friends. As a motivator, PAI teachers play a role in providing encouragement, inspiration and enthusiasm to students so that they have a more positive attitude, are confident, and do not carry out or are affected by verbal bullying. What PAI teachers do in this role is to provide positive role models, motivate students to be more confident and dare to do good, provide positive reinforcement for good behavior, and inspire students to change the environment to be more positive. As a motivator, PAI teachers not only teach theories about morals, but also provide encouragement and inspiration to students so that they are more confident, dare to do good, and avoid verbal bullying.. By providing role models, moral support and the right motivation, teachers can help create a more positive and conducive school environment. This is in accordance with Adini's opinion, namely that the success of the learning process depends on the strong motivation of the students. In this case, teachers have a very important role in fostering student motivation (Adini et al., 2023). As is the case with the results of the researcher's interview with PAI teachers at SMK Ma'arif 1 Metro, it is clear that these six roles are very important for PAI teachers to carry out because they have a huge impact in helping prevent bullying behavior (winahyu, 2025).



## CONCLUSION

Based on planned research, the role of Islamic Religious Education (PAI) teachers is very important in preventing bullying behavior in the school environment, especially at SMK Ma'arif 1 Metro. PAI teachers not only act as teachers, but also as mentors, motivators and role models for students in forming good character in accordance with Islamic values. This research shows that bullying behavior still occurs in schools, both in verbal, physical and psychological forms. Contributing factors include a lack of student empathy, environmental influences, and a lack of supervision from the school. In prevention efforts, PAI teachers can implement various strategies, such as providing intensive moral and religious education, being role models for students, and working together with the school and parents in creating a safer and more comfortable environment for students. With the active role of PAI teachers in preventing bullying, it is hoped that a more harmonious school environment will be created

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