

Bullying-Free Education: A Study of Governance in Madrasah Tsanawiyah After the Regulation Number 82 of 2015

Ahmad Halid

Universitas Islam Jember, Indonesia

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ABSTRACT

Bullying-free education is an ideal that must be realized in every educational unit; through Permendikbud No. 82 of 2015 guarantees that students can study quietly and peacefully at school without any violence from anyone. The problem of this research is how to plan and implement bullying-free education: Governance Study at MTs Miftahul Ulum Renes Wirowongso Ajung Jember after the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015. The aim is to analyze, find out and reconstruct bullying-free educational planning at MTs Miftahul Ulum. Bully-free planning is carried out with four plans, namely (1) organizing bullying, (2) teacher council meetings, (3) student parents meetings, and p (4) learning planning (RPP), while the implementation includes (1) Teachers teaching while advising about free bullying, (2) Socialization of bullying violence, (3) Sanctions for bullying perpetrators, (4) Anti-bullying curriculum, (5) Guidance and Counseling, (6) Mediation to overcome bullying violence.

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Corresponding Author:

Ahmad Halid

Universitas Islam Jember, Indonesia. Email: khalidghunung@gmail.com

1. INTRODUCTION

The problem of bullying often occurs in our education (Annisa et al., 2022; Muluk et al., 2021; Adriany, 2019; Safaria, 2016; Borualogo, & Casas, 2021; Krisnana et al., 2019). This problem very often occurs in schools, both public schools and religious schools. This happens due to a lack of awareness on the part of the school and the general public as well as parents of students about the importance of working together to maintain child-friendly education, to maintain the influence of a peaceful environment and to be free from bullying, free from sexual violence, free from conflict and so on. Because the act is fatal to the continuity of children's education and can kill their character. Weak awareness of freedom from bullying and sexual violence within the Education Unit is the lack or uneven socialization of RI Law No. 23 of 2002 concerning Child Protection, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 and PMA Number 73 of 2022. So many managers of educational institutions from the kiai, ustadz and teachers are involved in cases of bullying violence. Students also become perpetrators and victims of bullying and sexual violence.

Recently, the phenomenon of bullying and sexual violence has often been found in schools and even Islamic boarding schools (Kendi, 2019; Dharma & Amerta, 2020; Naqiyah, 2021), where violence has resulted in murder, such as what happened at the Modern

Darussalam Gontor Islamic boarding school, the case of the death of a student due to violence and abuse by his seniors. The Daar El-Qolam Islamic Boarding School in Jayanti, Tangerang, Banten also experienced similar violence, namely a deadly fight that caused a student to die on Sunday, August 7 2022 (<https://katadata.co.id/> and accessed on 10/11/2022, Time 04:50).

Islamic boarding schools are currently experiencing big problems in the community, because apart from killings, there is also sexual violence, as happened at the Tahfiz Al-Ikhlas Islamic Boarding School, the Manarul Huda Antapani Foundation, and the Madani Boarding School Cobiru in Bandung City, which was committed by their caretaker, Herry Wiryawan, who had raped He arrested 13 of his students in May 2021. However, the public believes that the Tahfiz Al-Ikhlas institution, the Manarul Huda Antapani Foundation, is not a boarding school, but a hostel (<https://katadata.co.id/>). until he was sentenced to life imprisonment by the Bandung Indonesia District court, he deserved the death penalty. Because he has betrayed a noble institution, namely Islamic boarding schools as strict punishment for perpetrators of sexual violence and murder.

The impact of bullying and sexual violence cannot be underestimated and ignored because according to Avin Fadilla Helmi et al. 2018 Bullying has a negative impact on individuals, groups, organizations, and the social environment in general, therefore an integrated approach is needed in dealing with this bullying problem for students. The 2015 KPAI explained that cases of bullying violence against children in education units were still high, namely physical, psychological, sexual violence and neglect of children, as much as 10% were carried out by teachers or educators and education staff.

Forms of violence that are often found in learning at school are bullying fellow students and teacher behavior that does not educate such as pinching students, hitting, yelling loudly (Umar Bin Affan, 2022). That is the fact of violence in the Education Unit in Indonesia in general. Therefore, it is very important that this title is researched in educational units to find out how the educational management of bullying violence in schools after the issuance of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 and also this research will deepen its study from the Islamic perspective on bullying behavior . So this study is very interesting both in terms of literature and objective studies.

The research object is MTs Miftahul Ulum Renes Wirowongso Ajung Jember. The reason for taking this object is because this MTs is very unique and has its own uniqueness in overcoming bullying behavior among its students, which they have experienced and are often victims of bullying perpetrated by students against other students. The impact of bullying that was carried out among students resulted in quarrels, fights, beatings, beatings between students, this problem also spread to their parents, they also did not accept the bullying behavior that he carried out on victims (Umar, 20 November 2022). MTs often accept conflicts between student guardians between student guardians, the trigger is the quarrels of the students, in the end the homeroom teacher and the counseling teacher become intermediaries to resolve the problem of bullying violence, (Abdul Haris Muttakin, 2022). Now MTs have strict sanctions for students who commit bullying, they will be subject to sanctions in the form of reprimands, guidance and soft warnings, if they commit violence with the word heavy or large, then the student will be penalized not going to class and failing for class IX students (Umaisarah, 2022).

Thus, MTs Miftahul Ulum Renes Wirowongso Ajung Jember has clear procedures and mechanisms for dealing with bullying violence, the head of MTs Miftahul Ulum Renes Wirowongso Ajung Jember has established problematic student guidance procedures namely (1) each teacher teaches while advising student morality, (2) all subjects are based on noble character, (3) the homeroom teacher is given the responsibility of fostering students

in each class (4) noble character education becomes the main subject in learning then spiritual education and intelligence education (smart), (5) homeroom teacher works together with Guidance and Counseling Teachers formed by the school principal, (6) Counseling Teachers play an active role in dealing with student problems including bullying matters, (7) student sanctions are met and policies adopted by the school principal after a consideration process in the teacher council meeting forum (Observation, Teacher Council Meeting, 03/11/2022).

In accordance with this background, it shows the importance of education units implementing child-friendly education by preventing and overcoming acts of bullying within the MTs Miftahul Ulum Renes Wirowongso Ajung Jember educational unit. So, therefore, it is necessary to formulate this research problem as follows (1) How is Educational Planning Free of Bullying: Management Study at MTs Miftahul Ulum Renes Wirowongso Ajung Jember Post Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015? (2) How is the Implementation of Bullying-Free Education: Governance Study at MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015?

The aims of the research are (1) to analyze and find out the planning of bullying-free education: governance study at MTs Miftahul Ulum Renes Wirowongso Ajung Jember after the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015, (2) to reconstruct the implementation of bullying-free education: governance study At MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015.

The benefits of this research are (1) this research is useful for education units, students and parents as well as stakeholders as a guide and insight into the implementation of child-friendly education in the prevention and handling of free bullying after the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 in MTs Miftahul Ulum Renes Wirowongso Ajung Jember. (2) This research is useful for educational units, students and parents as well as stakeholders to reconstruct child-friendly education in the prevention and free handling of sexual violence after the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 at MTs Miftahul Ulum Renes Wirowongso Ajung Jember.

2. RESEARCH METHOD

This research method uses a descriptive qualitative model with data collection techniques of observation, interviews and documentation of various activities implementing child-friendly education Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015. While the object of this research is located at MTs Miftahul Ulum Wirowongso Ajung Jember. the reason for determining and taking this object is very interesting and unique because MTs Miftahul Ulum Wirowongso Ajung Jember has its characteristics, namely the child-friendly education curriculum has been carried out according to the Islamic boarding school education method, namely the separation between students and their students and the separation of classes between students who live in Islamic boarding schools and students. who do not live in Miftahul Ulum Wirowongso Ajung Jember. besides that MTs Miftahul Ulum Wirowongso Ajung Jember has special rules that for students who commit violence, fight or injure fellow students will be subject to sanctions and be dismissed from MTs Miftahul Ulum Wirowongso Ajung Jember, including those caught drinking alcohol, getting drunk , drugs, carrying sharp tools and so on.

Then, checking the validity of the data is done by using data triangulation, namely combining research results by communicating with several sources the results of expert

research according to this title both from journal articles, books and dissertation research. So that the results of this study really present authentic research findings on the implementation of child-friendly education following the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 at MTs Miftahul Ulum Wirowongso Ajung Jember.

3. RESULTS AND DISCUSSION

Lois A. Allen (1958), planning is determining a series of actions to achieve the desired result. Billy E. Goetz (1949), fundamental election and planning problems arise when there are alternatives. Dalton E. McFarland (1959), planning means deciding goals based on predictions of what will happen in the future. Herbert Simon (1990) is a problem-solving process that aims to have a solution in an option. H. Knootz and O'Donnel (1976) Planning relates to the selection of goals/objectives, strategies, policies, programs, and procedures for achieving them. Zook (1985), planning is a process of thinking systematically to help students understand. See Sabon (1983), planning helps us see problems in a new way, a different view from the others and better understand complex problems. Some of these opinions can be understood that planning is a conscious effort of a person or organization to do something that is well organized and carried out continuously in order to choose the best alternative to achieve certain goals in the organization.

Thus, planning for bullying-free education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 was carried out in four steps, namely (1) organizing bullying, (2) teacher council meetings (3) meeting parents of students and (4) planning of learning.

Organizing Bullying

The governance of bullying-free education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember can be done by organizing the forms of bullying that have occurred at MTs Miftahul Ulum Renes Wirowongso Ajung Jember and also identifying as anticipated a bigger impact before losses occur to them and the school. (Results of teacher council meeting, 17 December 2022)

Teacher Council Meetings

The teacher council meeting discussing planning for Bullying-free education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 was carried out by each teacher or school employee reporting forms of bullying and the impact received by students and schoolgirls. Then the handling is determined, given responsibility to each class teacher and guided by the Guidance and Counseling teacher who has been determined by the school.

Meeting Parents of Students

A meeting of student guardians was held by MTs Miftahul Ulum Renes Wirowongso Ajung Jember in the framework of collaboration with student guardians to jointly protect children from bullying behavior with the aim that bullying does not occur. Guardians of students also have an obligation to carry out bullying-free education in their respective homes. (Observation, November 20, 2022). The purpose of inviting parents to school is to discuss anti-bullying education and solve problems arising from bullying by the students concerned by involving their parents. This is the step taken by the school after Ministerial Regulation No. 82 of 2015.

Planning of Learning

Teachers who want to teach are required to first make a lesson plan every time they carry out learning in class or outside the classroom. The learning plan functions to systematize the learning steps so that the teacher is in the process of carrying out directed and measurable learning to achieve predetermined learning objectives. The learning implementation plan (RPP) or semester implementation plan (RPS) as explained by the RI Ministry of Education and Culture Team, (2020), and the RI Ministry of Religion Higher Education Team, (2021), include: (1) Name of subject (study program), name and subject code, semester, time or credits, name of teacher and homeroom teacher, school principal; (2) learning Outcomes assigned to subjects; (3) final capabilities planned at each stage of learning to meet learning outcomes; (4) study materials related to the capabilities to be achieved; (5) learning methods; (6) the time provided to achieve abilities at each stage of learning; (7) student learning experience as embodied in the description of tasks that must be done by students for one semester; (8) criteria, indicators, and assessment weights; and (9) list of references used.

Definition of Bullying at MTs Miftahul Ulum

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning the prevention and control of acts of violence within the education unit environment, in article 2 paragraph b it is explained that what is meant by bullying is an act of disturbing, continuously harassing or causing trouble or harming other people.

Maulan et al (2021), bullying is aggressive behavior involving individuals or groups with a high level of recognition or social power against individuals or groups with a low level of recognition or social power. Christie et al., (2021), bullying is an aggressive action that is carried out by one person with the aim of hurting or disturbing other children or victims who are weaker than them. Bullying still often occurs today because children's mindset about bullying in the past has carried over to the present. Therefore, an inspiring and educative delivery media for parents is needed in the form of an illustrated book about bullying using digital imaging techniques. Usually bullying is done by someone who thinks they are taller and more established or bigger than the person being bullied. People who are bullied are on average lower in social status and so on, so they are easily bullied, intimidated or ridiculed and the like.

The Reality of the Impact of Bullying at MTs Miftahul Ulum

Maulan quotes Hanurawan (2021) there are at least 11 impacts that victims of bullying receive, namely (1) decreased self-esteem (2) anxious mood and tend to be negative, (3) difficulty concentrating, (4) psychosomatic which is usually characterized by stomach or headache, (5) difficulty sleeping, (6) disturbed eating patterns, (7) depression to an increased risk of suicide, (8) social anxiety, (9) revenge or aggressive behavior projected on other objects, (10) decreased coping abilities, (11) appearance of post-traumatic symptoms. Peter et al., (2003) can have immediate and long-term negative effects.

Halid (2021) quotes the opinion of Burk, Edmondson, Whitehead, & Smith, (2014). Meanwhile, individuals who are victims of bullying are prone to experience depressive disorders and even attempt suicide. In addition, the level of stressors experienced by victims of bullying shows a high number. So that those who are exposed to bullying attacks tend to close themselves and also alienate themselves from the social environment. According to Burk et al. (2021) the victim of bullying is experiencing a psychological disorder such as severe depression until he wants to act and do various negative ways such as trying to end his own life (suicide).

Another impact of bullying victims is severe stress such as confusion, inner depression, emotions, possessed behavior and being alone from their friends. So bullying behavior at school is showing weak self-esteem and not respecting one another. Victims who feel they are worthless will show weak power in their social environment. One of the visible actions is that he will withdraw from his social environment while showing negative expressions such as frowning, blaming himself (2021). Nabilla et al., (2021), the impact of bullying on children's self-confidence was different in subjects I and RA bullying resulted in less self-confidence, while in LA bullying resulted in increased self-confidence because it became a motivation.

Implementation of Bullying-Free Education at MTs Miftahul Ulum

The implementation of Bullying-Free Education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 is carried out by (1) Teachers teaching while providing bullying-free advice, (2) Dissemination of bullying violence, (3) Sanctions for bullies, (4) Anti-bullying curriculum (5) Guidance and Counseling, (6) Mediation to overcome bullying violence, (Results of the teacher council meeting, December 17, 2022) with the following explanation:

Teachers teaching while providing bullying-free advice

The teacher's obligation is to educate students' noble character, intelligence and spiritual behavior of students. Bloom (1982) cognitive, affective and psychomotor. Teachers help students to reach the maximum of that potential. However, student competence does not only cover these three, most importantly the ability to understand religious values is the most basic goal in learning that must be achieved. Therefore, the abilities that teachers must have in carrying out the learning process are (1) opening learning, (2) carrying out or the core of learning and (3) closing learning (Halid, 2021). In these three steps, the teacher needs to incorporate Islamic religious values through advice and lectures about the importance of akhlakul karimah and the dangers of violence and bullying.

MTs Miftahul Ulum Renes Wirowongso Ajung Jember gives authority to each teacher as a foster parent himself, students at school are the teacher's own children, so the guidance or parenting model is a structural equation model in schools (Stelios et al., 2016) analyzes using structural equation modeling showed that parenting styles predict the development of these experiences differently. Specifically, authoritarian parenting is positively associated with bullying victims experiences at school, while authoritative parenting is negatively associated with the same variables. There are different parenting styles predicting the development of experiences. In particular, authoritarian parenting has a positive relationship with the experiences of victims of bullying at school, while authoritative parenting has a negative relationship with the same variables.

Dissemination of bullying violence

After the enactment of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning the prevention and control of acts of violence in the educational unit environment, MTs Miftahul Ulum Renes Wirowongso Ajung Jember conducted socialization to all students at the beginning of each new student admission and regarding the delivery of rules and regulations prohibition of MTs Miftahul Ulum Renes Wirowongso Ajung Jember. Then this was followed up with extracurricular activity programs and hidden curriculum education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember and incorporating the learning curriculum for pesantren and madrasah diniyah Miftahul Ulum Renes Wirowongso Ajung Jember into a sporadic learning model at MTs Miftahul Ulum Renes Wirowongso Ajung Jember.

Sanctions for bullies

MTs Miftahul Ulum Renes Wirowongso Ajung Jember has problematic student guidance procedures, namely (1) each teacher teaches while advising student morality, (2) all subjects are based on noble character, (3) the homeroom teacher is given the responsibility of fostering students in their respective classes (4) noble character education becomes the main focus in learning and then spiritual education and intelligence education (smart), Law No. 12 2012 article 6b, National Education System Law 20 2003 article 4, the 1945 Constitution is not discriminatory by upholding human rights, (5) guardians the class cooperates with the Guidance and Counseling Teacher formed by the school principal, (6) the Counseling Teacher plays an active role in dealing with student problems including bullying matters, (7) student sanctions are met and policies adopted by the school principal after a consideration process in the board meeting forum teacher (Observation, Teacher Council Meeting, 03/11/2022).

While the mechanism for guidance on bullying violence is (1) the mild category, then it is guided by each teacher who teaches in their respective classes, (2) the teacher's lesson plan includes noble moral values and the dangers of violence and bullying behavior, (3) homeroom teacher every day guiding their students, (4) the homeroom teacher reports to the BK teacher to be guided in free hours or rest hours or special hours for perpetrators of violence and bullying, (5) BK teachers coordinate with the teacher council and homeroom teacher and report the progress of the perpetrators of violence and bullying to the head madrasah, (6) The head of the madrasah invites the student's guardian to notify the progress of his child (7) The counseling teacher explains all violent and bullying behavior to the student's guardian, (8) cooperates in anti-violence and bullying education.

Meanwhile, the mechanism for sanctions for perpetrators of bullying is (1) in the light category, in the form of educational sanctions: (a) reading or memorizing short verses and reciting prayers, (b) the student concerned meets all the teachers to apologize and say in writing "don't want to repeat again" and then signed by the teacher and student guardian. (2) the severe category, the sanctions are: (1) a stern warning from the teacher, homeroom teacher and BK teacher, (2) summoning of the parents, (3) if it can be maintained then stay in school, if not then expelled from school or not went up to grade, did not graduate, (3) was handed back to his parents, without providing any information from the school (transfer letter or report card, etc.).

Anti-bullying curriculum

The curriculum of MTs Miftahul Ulum Renes Wirowongso Ajung Jember follows the Ministry of Religion and the Ministry of Education and Culture, of course the learning model and subject matter follow it, but the head of MTs Miftahul Ulum Renes Wirowongso Ajung Jember has the authority to develop it as stated in the vision and mission of MTs Miftahul Ulum Renes Wirowongso Ajung Jember. To achieve this vision and mission, it is seen as inadequate and irrelevant if you only apply the Ministry of Religion and Ministry of Education and Culture systems, but you also need to adopt the traditional Islamic boarding school education system.

MTs Miftahul Ulum Renes Wirowongso Ajung Jember adopts an educational tradition of approximately 50% covering writing religious lessons using pego script (Indonesian is written using Arabic spelling), class hours in the morning studying the Koran, Hadith, memorizing the Koran, reading yellow book, culture or learning tradition follows the pesantren style: tawadlu, etiquette.

Guidance and Counseling

Guidance and counseling at MTs Miftahul Ulum Renes Wirowongso Ajung Jember is in charge of compiling a student guidance and counseling program, implementing and

providing guidance and counseling to students in the learning process, and reporting student progress reports in learning, especially the guidance and counseling process for students with problems. According to Calli, Ioannou, John, Sally et al. 2018 argues that guidance and counseling for perpetrators and victims of bullying is very effective using directions and summative images and anti-bullying strategies. Sameer Hinduja & Justin W. Patchin et al. 2010 is very effective if the bullying is in the form of verbal, psychological, physical violence and intimidation.

Mediation to overcome bullying violence

Stelios et al., (2016), the importance of a mediation approach to overcoming violence from bullying is "mediation effects", with locus of control being a full mediator in the relationship between authoritative parenting style and bully victim experiences and a partial mediator in the relationship between authoritarian parenting style and bully victim experiences at school. Gokkaya et al., (2017), bullying mediation can be carried out with cognitive behavioral interventions which can lead to more effective results in reducing bullying in educational units. Mediation of bullying violence can also be done with authoritative parenting models, authoritarian parenting models. Nonrecursive reciprocal model, victimization style. So, that an approach to handling bullying violence in schools in this way can be done.

The Causes of the Bullying Behavior He Caused at MTs Miftahul Ulum

Sari and Azwar (2017) mention that there are three bullying behaviors that arise because first, from the perspective of the perpetrator, the perpetrator often extorts or bullies because there is a stimulus that is not good from the victim. Second, the perpetrator really had the intention of extorting underclassmen during recess. The perpetrator carried out this action against people who were vulnerable to becoming victims of bullying. Third, the victim also provides an unpleasant stimulus to the bully, in the form of an attitude that is not good or impolite to the perpetrator, so that the perpetrator feels hurt because of his bad attitude. So that between the bully and the victim there is tension and relationship estrangement, this is what lead to both physical and mental violence. The conflict gets worse if there are peers who make the situation worse. Sari and Azwar (2017) that bullying behavior among students is intentionally weakening and embarrassing fellow students in front of their friends so that it ends in fights, the perpetrator becomes injured due to the victim who goes berserk because he is being bullied. Bullying behavior results in bullying behavior at school.

Halid (2022) explains the violent impact of bullying from social-ecological theory which refers to the opinion of Espelage (2004) that it is not humans who change but the environment that makes humans aggressive or non-aggressive, if aggressive means bullying. Aggressive behavior is part of bullying behavior which is supported by the statement that Bullying can be defined as acts of violence or aggressive behavior that are intentionally carried out by people to continuously intimidate at certain times or at certain times against other people or victims who cannot do anything. there is nothing to defend against the aggressive behavior because of the victim's weakness or fear.

Forms of Bullying at MTs Miftahul Ulum

After the researchers made initial observations in schools, they found that there were many forms of bullying that occurred among their students in the classroom. The researcher saw for himself that it was normal for students to joke around with their friends, some called them "cringe, sick, pigs, dogs" to their friends in a joking tone while joking with their friends (Observation Saturday, November 12, 2022 at 09:30). Then the researcher also found the students' words by calling their friends' names with pseudonyms such as "din". The

researcher also found that students called their parents' names. (observation Saturday, November 12, 2022 at 09:30).

These bad words or calls do not make the intended student angry, instead they are considered normal, but they can become angry when pitted against each other by their other friends, resulting in violence such as fights, hitting each other, and some even getting injured due to punches and kicks made by these students. From the preliminary results of this study, there are many types of bullying, as cited by Ahmad Halid (2022) in Coloroso's opinion (2007) that forms of bullying can be classified into: first, verbal bullying (verbalistic or speech, bad calls, or swearing, insults and kind), second, physical form of bullying, namely hitting each other, kicking each other, clawing each other, fighting each other due to verbal bullying who are offended by bullying so that the victim attacks back with violence outside of awareness or his emotions peak out of control (Sameer et al., 2010 the impact of bullying to the point of suicide. third, a form of relational bullying, and fourth a form of electronic bullying.

A severe form of bullying at school is relational bullying between peers of other school students, this often occurs between students hitting each other and some even die from blows and hard and sharp objects such as rocks, wood and knives, sickles. The trigger is a misunderstanding of impolite words or a fight over his girlfriend so that some don't accept it which results in wars between other school students. Physical bullying is also carried out by teachers or homeroom teachers, school principals to their students. As a result, there were severe beatings until the students were disabled, for example, they could not see or were blind in one side, injuries, brain failure, and sexual harassment violence was also committed by teachers against their students. Nabilla (2021), a. Verbal bullying includes insulting physical deficiencies, mocking, calling parents names; b. Non-verbal bullying includes hitting, pulling the veil, tearing books, pinching; and c. Relational bullying includes exclusion and neglect

Guidelines for Establishing Bullying-Free Behavior

Mallevi and Andhea (2021) the results of their research show the importance of "Anti-Bullying" guidebooks in schools for guidelines for education and learning for early school-aged children of approximately 5-6 years, these guidebooks are categorized as very important and very appropriate and very effective for preventing and handling bullying behavior and student violence, because students from an early age have been introduced to the negative impacts and prohibitions on negative behavior of bullying and other violence.

In addition to the importance of the violence and bullying handbook as a guide for early childhood or elementary school teachers as a guide in teaching anti-bullying education to students in the early childhood class. The research results of Mallevi and Andhea (2021) show a material eligibility score of 80.5% with a valid category and media feasibility of 87.5% with a very valid category and the test results show that the "Anti-Bullying" handbook is very effective for teacher use PAUD with a percentage of 88.1%. Suggestions for further research are the development of more varied anti-bullying material so that it can broaden the understanding of anti-bullying education for early childhood. Rochma and Nuryono (2017) one of the anti-bullying guidebooks is to develop print media in the form of a guidebook developed by teachers for high school students which has been described.

Olweus in Gerald (2012) in Halid (2022) has conducted a study of data on anti-bullying guidelines in schools "the results of field surveys that have been obtained as data early when conducting preliminary studies, the phenomenon in the form of bullying events in the environment around us really needs to be carried out and compiled and applied in schools as a guide for students to behave as students or students who have noble character and interact fairly with their peers at school or even at school outside school environment. In developing

a bullying prevention skills manual for high school students, the first thing to do was to identify needs by distributing questionnaires, observations, and interviews.

The phenomenon of violence in schools as a result of bullying events really needs to be carried out and compiled and implemented in schools as a guide for students to behave as students or students who have noble character and interact fairly with their peers at school or outside the school environment. Amirul and Dody (2021), bullying-free socialization through the media of pop-up picture story books to increase students' understanding of bullying behavior which was developed using three stages, namely (1) Analysis, (2) Design, (3) Development. Then he distributed a questionnaire about students' understanding of bullying to achieve an assessment of 77.5 in the very good category, while the media expert test was 95 in the very good category and from counseling service experts a score of 92.5 was categorized as very good and suitable for use as media material for guidance and counseling services. counseling in educational unit learning. MTs Miftahul Ulum Wirowongso Ajung Jember is guided by the books mentioned above and also guided by the study of the books studied at the Miftahul Ulum Islamic Boarding School such as the Book of Taklim Muta'allim, the Book of Adabul Alim wal Mutaallim, and the Book of Akhlaqu Lil Banin and others.

Causes of Bullying Behavior at MTs Miftahul Ulum

According to Maulan et al., (2021), Bullying occurs because students' words are considered normal, but have bad and insulting meanings that lead to violence. That's why the school needs a Handbook of Mutual Cooperation Group Psychotherapy to Overcome Bullying Cases in Schools. Meanwhile, Avin Fadilla Helmi (2018) explains that one of the reasons is the diversity of concepts about bullying in the workplace, so this will allow for different interpretations of the results of existing research. Ariesta et al. (2017) according to him that the rise of bullying cases in Indonesia cannot be separated from the lack of understanding of children and parents about bullying. In addition, most people, especially parents and teachers, consider bullying as common without knowing the harmful effects. Residents of MTs Miftahul Ulum Wirowongso Ajung Jember Lack of understanding and knowledge about bullying makes it difficult for children to cope when they are bullied and think that bullying is an act that is permissible in making friends. With the design of a picture story book about bullying prevention that has been done, children and parents can better understand the types and effects of bullying so that it is hoped that cases of bullying in the future will decrease.

Patterns of dealing with bullying at MTs Miftahul Ulum

Nabilla, Iin and Basyar, (2021) explain patterns of resolving the impact of bullying that can be done by advising perpetrators and victims, providing continuous and directed assistance by religious teachers, teachers in each subject giving moral messages at the end of the lesson, teacher counseling, parents and students, tell stories to respect each other. The results of observations at MTs Miftahul Ulum Renes Wirowongso Ajung Jember BK teachers call both sides of the parents of students at different times, then convey violent behavior by students or their children, and give warnings to the students concerned so they can be aware of these bad actions . After calling and guiding the guidance and counseling teacher, if the student commits another negative action, he will be subject to educational sanctions, but if he repeats it again, the school will impose severe sanctions such as not being able to class, or being dismissed by the school (Observation, 12 November 2022 at MTs Miftahul Ulum Renes Wirowongso Ajung Jember office).

*Miftahul Ulum MTs Guidelines in Handling Bullying Violence**God Exalted Man*

In fact, Islamic education is friendly and safe, the concept of Islam without violence and free from bullying has been covered by the name Islam itself, which is friendly and safe both in this world and in the hereafter. Bullying is a despicable attitude in Islamic view. Allah swt alone really respects humans as his word

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا

Meaning: "And indeed We have glorified the children of Adam, We carried them on land and in the sea, We gave them sustenance from the good and We made them superior with perfect advantages over most of the creatures We have created." (al-Isra:70).

Islamic message Rahmatan Lil 'Alamin

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

Meaning: "And We did not send you, but to (become) a mercy to the worlds." (al-Anbiya: 107)

In a friendly and non-violent context in Islam, the Qur'an has taught mankind a lot that Islam is Rahmatan Lil 'Alamin, Islam also teaches the order of life in harmony with peace, commands mankind to speak wise words and ma'ruf, having a noble character towards anyone or having good relations (Hablum Min Allah, and Hablum Min an-Naas, Hablum Min al-'Alam).

Any differences in humans, complement and perfect each other

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِّن ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: "O mankind, verily We created you from a male and a female and made you nations and tribes so that you may know each other. Indeed, the most honorable among you in the sight of Allah is the most pious among you. Verily, Allah is All-Knowing, All-Knowing." (al-Hujarat: 13)

Beautiful and ma'ruf words

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّن صَدَقَةٍ يَتْبَعُهَا أَدَىٰ ۖ وَاللَّهُ غَنِيٌّ حَلِيمٌ

Meaning: "Good words and forgiveness are better than alms accompanied by something painful (the recipient's feelings). Allah is Rich, Most Forbearing." (al-Baqarah: 263)

خُذِ الْعَفْوَ وَأْمُرْ بِالْعُرْفِ وَأَعْرِضْ عَنِ الْجَاهِلِينَ

Meaning: "Be forgiving and order people to do what is good, and turn away from stupid people." (Al-A'raf: 199)

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

Meaning: "And (remember) when Luqman said to his son (his student), when he taught him: "O my son, do not associate partners with Allah, in fact associating (Allah) is really a great injustice." (Lukman:13)

Loving behavior towards anyone

قُلْ يٰعِبَادِيَ الَّذِينَ أَسْرَفُوا عَلَىٰ أَنفُسِهِمْ لَا تَقْنَطُوا مِن رَّحْمَةِ اللَّهِ إِنَّ اللَّهَ يَغْفِرُ الذُّنُوبَ جَمِيعًا إِنَّهُ هُوَ الْغَفُورُ
الرَّحِيمُ

Meaning: “Say: "O My servants who exceed the limits of themselves, do not despair of Allah's mercy. Indeed, Allah forgives all sins. Indeed, He is the Most Forgiving, the Most Merciful.” (Az-Zumar: 53)

If you walk, keep your head down

أَفَمَن يَمْشِي مُكِبًّا عَلَىٰ وَجْهِهِ أَهْدَىٰ أَمَّن يَمْشِي سَوِيًّا عَلَىٰ صِرَاطٍ مُّسْتَقِيمٍ

Meaning: “So does the person who walks upside down on his face get more guidance or does the person who walks upright on a straight path?” (Al-Mulk Verse 22)

Standardization is said to be free of acts of violence and bullying

One's behavior can be said to be bullying (violence) if one's actions involve La Yaskhar qaumun, La Tanabazu bi al-Qab, Fala Taqhar, Fala Takulla huma uffin, along with explanations of the verses, including:

La Yaskhar qaumun (insulting others)

يٰٓأَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ

Meaning: “O you who believe, do not let a group of men demean another group, maybe those who are laughed at are better than them. And don't let a group of women demean other groups, it could be that those who are humiliated are better.” (al-Hujarat: 11)

Verse al-Hujurat: 11 focuses on the prohibition of making fun of, insulting other people or other groups, as explained in the following paragraphs:

لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ

Meaning: “do not let a group of men demean another group, it may be that those who are laughed at are better than them.”

La Tanabazu bi al-Qab (don't make bad calls)

وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ

Meaning: “And don't like to blame yourself and don't call with titles that contain ridicule. The worst call is a bad (call) after faith and whoever does not repent, then they are the wrongdoers.” (al-Hujarat: 11)

Fala Taqhar (don't scold)

فَأَمَّا الَّتِي تَمَّ لَا تَقْهَرْ

Meaning: “Therefore, do not act arbitrarily towards orphans.” (ad-Dhuha:9).

Fala Takulla Huma Uffin (can't say the word "ah")

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا إِمَّا يَبُلُغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ لَهُمَا أُفٍّ وَلَا تَنْهَرْهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا

Meaning: “And your Lord has commanded you not to worship other than Him and you should do good to your parents in the best way possible. If one of them or both of them reaches an advanced age under your care, then never say to both of them the word "ah" and don't yell at them and speak to them noble words.” (al-Isra:23)

La Tusha'ir Khaddaka Linnas (do not turn your face away from people)

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

Meaning: “And do not turn your face away from humans (because of arrogance) and do not walk on the face of the earth arrogantly. Indeed, Allah does not like those who are arrogant and boastful” (Luqman: 18).

Ahmad Halid (2012) this verse shows that the purpose of Islamic education aims to have noble morals (morality) among humans and all creatures on this earth and to foster a sensitive attitude, social care (care) and self-awareness (self-regulation) in developing world life. And also leave negative behavior such as walking arrogantly, arrogantly, bullying and sexual violence.

La Tamsyi Fi al-Ardli Maraha (cannot walk proudly)

وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّكَ لَن تَخْرِقَ الْأَرْضَ وَلَن تَبْلُغَ الْجِبَالَ طُولًا

Meaning: “And do not walk on this earth arrogantly, because in fact you will never penetrate the earth and you will never reach as high as a mountain.”

Solution to Violent Bullying experienced by MTs Miftahul Ulum students

Until now in the Education Unit there has been no specific discussion on anti-violence education, bullying after the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 at MTs Miftahul Ulum, including there has also been no discussion or outreach from KKM MTs 1 Jember as the main activity of the implementation process MTs Miftahul Ulum education. The Jember Ministry of Religion has not yet ordered their subordinates to program the socialization of PMA and the Permindikbud. Child-friendly education or education free of bullying and sexual violence is very important to be carried out by every education unit for the continuity of the education and learning process that is characterized, has noble and intelligent character and is important to protect all students from education that is anarchic, harsh and kills the character of students.

In the Education Unit there are very many victims of bullying from fellow students, from teacher to student, even from student to teacher, as well as a lot of sexual violence experienced by students or teachers at school. Victims of bullying and sexual violence are also specifically experienced by students of MTs Miftahul Ulum Wirowongso Ajung Jember, as the results of interviews with the board of teachers at MTs Miftahul Ulum Wirowongso Ajung Jember are as follows: Umar Bin Affan, a teacher in charge of Guidance and Counseling (BK) at MTs Miftahul Ulum Wirowongso Ajung Jember, explained that there was almost a commotion in class, there were fights between fellow students which led to conflict with each other due to bullying. It started with a simple joke, but developed into

excessive Sundanese joking. mention of things that students themselves don't like, such as mentioning the names of their parents, badmouthing their parents, giving negative nicknames, harsh calls and so on. So that this triggers the development to a fight between them, (Interview, Saturday 19 November 2022). In this case, the school has resolved the problem of bullying by guiding the perpetrator and giving him light sanctions

According to Muhammad Raziqin (Curriculum section) if they quarrel and fight, their parents also heat up the atmosphere. MTs very often reconcile disputes between parents because students or their children are fighting at school or outside school, because some of them dissatisfied and do not accept the policies taken by the school as punishment (Interview, Saturday 19 November 2022). even according to Syamsul Arifin (English teacher) that the school has not taken any action, so the students' parents have been busy and angry coming to school to defend their children. (Interview, Saturday 19 November 2022). The school resolved it by summoning both the parents of the perpetrator and the victim to understand and make peace.

Umar Bin Affan, a teacher in charge of Guidance and Counseling (BK) at MTs Miftahul Ulum Wirowongso Ajung Jember, according to him, he often hit students but for students who had problems, the blows were aimed at showing compassion to his students and to educate students to realize the mistakes that have been made (Interview, Saturday 19 November 2022). While Syamsul Arifin, the English teacher, also answered that when researchers asked about violence that had been committed, he had hit a student who was very naughty, but he realized that the act was wrong, so he never hit him again, because his parents misunderstood him, came to school angry. angry because his son was beaten, but the blow that Mr. Arif gave was educational and had a deterrent effect so that the student would no longer be naughty, (Interview, Saturday 19 November 2022). The BK teacher's actions are a small solution to giving mild sanctions to the bully perpetrators so they don't repeat their actions.

Mr. Muhammad Rozikin also admitted that he had hit his student during class, but the blow was just a punch but not painful, only to make the effect irritated and afraid of naughty students, (Interview, Saturday 19 November 2022). Mr. Abdul Haris Muttakin also often beats students who are naughty and like to disturb their friends in class, (Interview, Saturday 19 November 2022). Mrs. Ummaisyarah has also hit her students with a cikrak handle made of plastic, it doesn't hurt if she hits the students, just to scare them, (Interview, Saturday 19 November 2022). Fanni's mother also hit her students who had problems and even shouted at them because they were too naughty, (Interview, Saturday 19 November 2022). Sanctions are given by the teacher council, especially BK teachers to provide a deterrent and educational effect.

Meanwhile, Mrs. Linda, never hit students even though the students were naughty, but she was angry by not greeting them and letting them not even be seen when learning in class or outside class, until they wanted to change, (Interview, Saturday 19 November 2022). Bu Lutfi didn't hit him but pinched him (Interview, Saturday 19 November 2022). The solution given by Mrs. Linda is actually very appropriate for bullying perpetrators because by not being greeted, he will feel frustrated so he doesn't repeat it again.

Mr. Sakhi, Friday 18 November 2022 punished his student standing while he scolded "if you don't want to follow the school rules, you just move" with language that doesn't actually only aim for the student to change, but his parents don't accept coming to school to meet him, then using harsh language "I want to move my child because the teacher told me to move it" even though Mr. Saihi is not real, he is just scaring his students. So, the guardians of students Miftahul Ulum Wirowongso Ajung Jember from MI, MTs and SMK elements always interfere negatively if their children get punishment from the teachers and they even often get angry at school. Because his son has been punished by his teachers. Because of

this, according to Umar Bin Affan, parents used to be very different from now, when parents used to cry or were beaten by their teachers, the parents blamed their children and defended their teachers, because the teachers had good intentions, educating their children, students who were punished by the teacher. because it goes beyond the limits of its childishness. Meanwhile, now the parents of students are actually defending their children, the teacher is blamed and even considered violent behavior, so the parents of students do not accept and come to school angrily and they even threaten teachers and schools to report it to the police.

4. CONCLUSION

Bullying is a person or group's aggressive behavior, thoughts, and attitudes directed at another person or group to insult, ridicule, make fun of, and vilify verbally, physically, and psychologically. They are planning for bullying-free education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember After the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 was carried out in four steps, namely (1) organizing bullying, (2) teacher council meetings (3) meeting parents of students and p(4) Learning planning. While the implementation of bullying-free education at MTs Miftahul Ulum Renes Wirowongso Ajung Jember is carried out by (1) the teacher teaches while advising on free bullying, (2) socialization of bullying violence, (3) sanctions for bullying perpetrators, (4) anti-bullying curriculum (5) Guidance and Counseling, (6) Mediation to overcome bullying violence.

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