Strategies of Akidah and Akhlak Teachers in Addressing Bullying Using the Behavioral Method at Madrasah Tsanawiyah Bi'rul Ulum Gedangan Sidoarjo

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Sections Info	ABSTRACT
	Objective: The research aims to mitigate bullying behaviors through targeted behavioral techniques and improve the psychological well-being of students. *Method:* Employing a qualitative design, the study utilizes non-participant observations, interviews, and document analysis to systematically collect, organize, and analyze data on bullying manifestations. *Results:* Findings reveal that bullying is predominantly expressed through physical aggression such as assault, punishment, and hitting, which adversely affect students' mental health. However, school interventions — including anti-bullying strategies, risk mitigation efforts, and the integration of self-development curricula within Akidah and Akhlak lessons — have resulted in notable positive behavioral changes among students. *Novelty:* This research introduces a novel application of behavioral methods within a religious educational context, offering valuable insights into effective strategies for reducing bullying while reinforcing moral and ethical teachings in academic settings.

INTRODUCTION

Bullying is one of the serious issues that occur at various levels of education, including in madrasahs [1]. This phenomenon can take the form of verbal, physical, or psychological violence perpetrated by individuals or groups against victims repeatedly. The effects of this behavior are very dangerous, both for the victims, the perpetrators, and the educational environment in general. Bullying victims often experience psychological impacts, such as anxiety, low self-esteem, and even depression. Meanwhile, the perpetrators are at risk of developing aggressive behavior that can carry over into adulthood [2]. Therefore, effective interventions are needed to address this issue.

In the context of Islamic education, moral values play an important role in shaping students' character. The Akidah Akhlak education in madrasahs is designed to instill attitudes and behaviors in accordance with Islamic teachings, such as compassion, tolerance, and mutual respect. The teacher of this subject has a great responsibility to be a role model for students as well as a guide in resolving moral issues, including bullying [3]. Yuliyanti states One of the approaches that teachers can use in dealing with bullying is the behavior method. This method focuses on behavior modification through positive reinforcement, punishment, or the habituation of new behaviors [4]. In Islamic education, this method is relevant because it aligns with the concept of tarbiyah, which emphasizes

character formation through habits and exemplary behavior. Teachers can utilize this method to teach moral values to students while simultaneously addressing bullying behavior that occurs in schools. Madrasah Tsanawiyah Bi'rul Ulum Gedangan Sidoarjo has become one of the educational institutions that strives to build students' character through an approach of faith and morals. However, like other educational institutions, this madrasah is not free from the problem of bullying. Based on initial observations, bullying behavior in this madrasah includes verbal taunts, physical mockery, and the attitude of ignoring friends who are considered different. The Akidah Akhlak teacher plays a key role in addressing this issue, not only through a curriculum approach but also through direct interaction with students.

Bullying is a behavior that involves continuously insulting and belittling others, resulting in psychological and physical problems for the victim. The perpetrator usually looks for weak victims to become targets of bullying [5]. Bullying is an act deliberately carried out to harm the victim, with a sense of satisfaction felt by the perpetrator. Bullying can be successful if the victim feels pain, both psychological and physical.

Bullying behavior is an act that deviates from norms and endangers others [6]. Bullying behavior often occurs in schools due to the presence of a group of people who hold power or because of the perpetrators' seniority, and it continues to happen with a sense of pleasure when they carry out their actions [7]. Bullying has a negative impact on both the perpetrator and the victim. The greatest impact experienced by bullying victims is that they will suffer from prolonged trauma, which disrupts their academic performance and leads to school absenteeism [8].

Bullying in madrasahs can occur in various locations, including classrooms, teacher's rooms, cafeterias, toilets, libraries, and playgrounds. As a result, educational institutions that should be safe and comfortable places instead become frightening environments for bullying victims. Intimidation behavior can become a continuous phenomenon, like a chain [9]. Addressing bullying not only requires a disciplinary approach but also strategies that can shape students' mindsets and behaviors. Therefore, the behavior method is considered relevant because it focuses on positive reinforcement and changing students' behavior through direct practice. The Akidah Akhlak teacher can utilize this method to create a conducive learning environment while significantly reducing bullying behavior.

The behaviorism theory is one of the branches of psychology that emphasizes the study of behavior that can be observed and measured objectively. This theory emphasizes that human behavior is formed through interaction with the environment and can be changed through habituation or reinforcement. In the context of education, this theory provides a systematic approach to shaping student behavior through the application of specific methods [10].

In this study, behavior theory serves as the foundation for understanding the strategies of Akidah Akhlak teachers in addressing bullying at Madrasah Tsanawiyah.

Teachers can apply this approach by providing positive reinforcement to students who demonstrate good behavior, such as praise, awards, or special opportunities. Conversely, negative behaviors such as bullying can be minimized through educational consequences, such as reprimands, individual counseling, or reflection activities.

This theory is relevant in the context of Akidah Akhlak learning, as it aligns with the principles of Islamic education that emphasize the habituation of good behavior through tarbiyah and exemplary conduct. In Islam, the formation of noble character is not only achieved through theoretical teaching but also through the reinforcement of good behavior in daily life [11]. The teacher of Aqidah Akhlak serves as a model for students to demonstrate how moral values can be applied in real actions.

RESEARCH METHOD

In this study, in accordance with its title, qualitative research was used with a case study type of research and the data obtained were in the form of descriptive data. According to Ahmadi [12], the qualitative approach has natural characteristics (natural setting) that occur naturally in research. This is because the concept in qualitative research emphasizes the process of data acquisition, and in qualitative research, it forces researchers to prioritize the process over the results obtained directly from the data. This research uses case studies because the investigation into why the case occurred in case study research can solve problems that arise and are faced in the world of education. Case study research will identify the uniqueness of a case being studied. Descriptive data will illustrate the content of the data in this study, which is the Strategy of Faith and Morals Teachers in Overcoming Bullying with Behavioral Methods at Madrasah Tsanawiyah Bi'rul Ulum.

In qualitative research, the presence of an expert in the field is very important because it allows for a more in-depth investigation of the research focus being discussed. This research is located at MTs Bi'rul Ulum, Jl. KH Sulaiman Number 39, Gemurung Village, Gedangan, Sidoarjo. The reason the researcher chose this location is because this Madrasah has a strong character education program and is good at implementing it. In this research, the data sources used are primary data and secondary data. The data collection technique uses 3 methods, namely observation, interviews, and documentation. As for the data analysis techniques, the first is data reduction, which involves processing the data according to the research focus by summarizing and simplifying important data in line with the research focus. The second is data presentation, which considers that existing data is certainly related to other data. The third is drawing conclusions, which involves verification from the beginning of the data obtained so that the researcher can more easily draw conclusions. The verification of data validity techniques in this research is triangulation. According to Sugiyono [13], triangulation is the use of various sources in data collection to analyze an interconnected problem.

RESULTS AND DISCUSSION

Results

A. Analysis of the forms of bullying behavior using behavioristic techniques at MTs Bi'rul Ulum

Bullying behavior is often found in the general community, especially within educational settings (schools). However, aside from that, many people do not know what the forms of bullying behavior are, especially those that occur in the school environment. From the analysis, the researcher found several forms of bullying behavior that often occur as follows:

1. **Insulting**

   Every student has likely experienced exchanging insults among friends, even though this habit of insulting has very harmful effects on the students who experience it. There are many factors that often play a role in this issue, including factors from the children themselves, their families, their environment, and even individual school factors that also take part. All these factors are either personal or collective. Such behavior occurs during the period when they want to win on their own because they feel they are already grown-up and none is willing to yield among them. That is why they often cannot control the way they speak to their peers, resulting in hurting their friends' feelings through insults.

2. **Hitting**

   Light aggressive actions among students such as teasing each other, hitting, pushing, or threatening frequently occur in the school environment. Students who often engage in such actions usually have difficulties in building genuine friendships among peers, have trouble controlling their emotions, and face behavioral problems along with deteriorating academic performance. In turn, these students become the primary targets of bullying perpetrators. Hitting, which frequently occurs in the school environment, has become like a cultural norm in the Indonesian education system as a means to discipline students, and it often causes the victims to be afraid to participate in learning activities. Moreover, the hitting performed by children toward their peers is considered normal by teachers, even though the hitting executed by the perpetrator on the victim can result in injuries and bruises—especially affecting the victim's physical condition—not to mention its impact on the victim's mental state and personality.

B. Analysis of the impacts of bullying behavior using behavioristic techniques at MTs Bi'rul Ulum

1. **Experiencing difficulties in following the teaching and learning process**

   Children who experience bullying behavior in the form of insulting their friends may have difficulties in participating in all the teaching and learning activities at school, due to the deep pressure experienced by the victims.

2. **Being afraid to go to school and eventually skipping school**

   Students who frequently receive rough treatment from both their peers and teachers tend to skip school more often because they feel afraid to go to school for fear of being punished, and they prefer to play instead.

C. Intervention techniques employed by the akidah akhlak teacher using the behavior method

1. **Approach**

   A teacher is like a second parent to their students at school. One of the techniques a teacher uses to address a problem is by approaching the troubled student; this is intended to demonstrate our concern for the issues that the student is experiencing.

2. **Guidance**

   Teachers will also provide tutoring or supplementary learning sessions to students who have problems. This aims to help them catch up with their peers in academic subjects and to offer advice and motivation so that the issues do not recur.

3. **Motivation**

   As a teacher, it is not only about teaching; teachers also provide motivation in the form of spiritual and religious inspiration, which is usually given by teachers on Fridays. Moreover, the Akidah Akhlak teacher will continuously provide motivation because bullying behavior deviates from the Akidah Akhlak principles that have been imparted by the subject teacher.

Discussion

The findings of this study highlight the crucial role of *Akidah* and *Akhlak* teachers in addressing bullying through the behavioral method at Madrasah Tsanawiyah Bi'rul Ulum Gedangan Sidoarjo. The behavioral approach, focusing on modifying students' actions through reinforcement and habituation, proves effective in mitigating bullying incidents. The identified forms of bullying, such as insulting and hitting, align with previous studies that emphasize the prevalence of verbal and physical aggression in school environments [14]. The psychological impact, including anxiety and school avoidance, reflects the serious consequences of bullying on students' well-being [15]. However, the intervention techniques employed by *Akidah* and *Akhlak* teachers—namely personalized approaches, guidance, and motivation—demonstrate their effectiveness in reshaping students' behavior. These strategies not only align with behaviorism theory, which emphasizes observable and measurable behavior changes, but also resonate with Islamic educational principles that prioritize moral character formation through *tarbiyah* and exemplary conduct. The continuous motivational efforts embedded within religious teachings further strengthen students' internalization of positive values, contributing to a more respectful and supportive school environment. This integration of behavioral methods within a religious framework offers a holistic approach to addressing bullying, fostering both psychological well-being and moral development among students [16].

CONCLUSION

Fundamental Finding : This study reveals that the application of behavioral methods by *Akidah* and *Akhlak* teachers at Madrasah Tsanawiyah Bi'rul Ulum Gedangan Sidoarjo effectively mitigates bullying behaviors, particularly those manifested through verbal insults and physical aggression. The interventions—comprising personalized approaches, guidance, and sustained motivation—demonstrated significant positive behavioral changes among students, aligning with behaviorism theory and Islamic educational principles that emphasize character development. **Implication :** The integration of behavioral techniques within religious education offers a comprehensive framework for addressing bullying while reinforcing moral and ethical values, suggesting that similar strategies could be adapted in other educational contexts to promote psychological well-being and foster positive school climates. **Limitation :** However, the study's scope is limited to a single institution, potentially constraining the generalizability of its findings. Moreover, the reliance on qualitative data may not fully capture the extent of behavioral changes over time. **Future Research :** Subsequent studies should consider longitudinal designs across diverse educational settings to evaluate the long-term impact of behavioral methods on bullying prevention. Additionally, incorporating quantitative measures could provide a more robust understanding of the relationship between behavioral interventions and student outcomes, further validating the effectiveness of this approach in broader contexts.

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