



ISLAMIC BOARDING SCHOOL MANAGEMENT IN OVERCOMING BULLYING IN THE KABUPATEN DELI SERDANG ISLAMIC BOARDING SCHOOL

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Abstract

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This research aims to examine the management of Islamic boarding schools in addressing bullying in Deli Serdang Regency. The study includes understanding the planning, organizing, implementing strategies, controlling, as well as the factors causing and the constraints in addressing bullying. This research adopts a qualitative descriptive approach, with data collection through observation, interviews, and documentation based on predetermined criteria. The collected data are analyzed through data collection, data reduction, data presentation, conclusion drawing, and data verification. The findings of the research indicate that the management of Islamic boarding schools employs strategic measures, such as separating dormitories, implementing the "Father Sponsor" program, collaborating with local police, improving regulations, instilling Islamic values, and fostering student organizations. Each step and strategy are implemented through the processes of planning, organizing, implementing, and controlling to achieve the established goals. The factors causing bullying behavior in Islamic boarding schools in Deli Serdang Regency include power dynamics and hierarchy within the school, social incompatibility, external environmental influences, diverse backgrounds, lack of understanding of the consequences of bullying, a desire for superiority, and dissatisfaction or non-acceptance of the situation. The barriers in addressing bullying include the lack of fear from the perpetrators, reluctance of victims to report incidents due to shame, inadequate sanctions, and the time required to instill Islamic values.

Keywords: Management; Bullying; Islamic Boarding School

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INTRODUCTION

Pesantren management is important and must always be improved. In this modern era, Islamic boarding schools must be smarter in managing pesantren management (F., 2020). Renewable pesantren management adapted to the needs of the times (Nurmadianyah, 2016). In general, pesantren management still has various problems (Yahya, 2015). One of them is bullying behavior in Islamic boarding schools. The purpose of bullying in this study is: *Bullying*. Whereas pesantren management should provide a conducive learning environment (Yani et al., 2016). As a result of the existence of problems in the management of the pesantren, it was reported that one of the students in a pesantren died due to behavior *Bullying* (Kompas.com, 2022). As a result of the existence of problems in the management of the pesantren, it was reported that one of the students in a pesantren died due to behavior bullying.

The explanation above is very inversely related to the factors that cause parents to hand over their children's education to Islamic boarding schools. Where? factor. The research results of Marzuki & Masrukin (2019) report that there are 3 factors that encourage parents to send their children to Islamic boarding schools, namely: reasons for religious education, environment and society, education system and curriculum. But in fact, Islamic boarding schools which are expected to be able to provide a conducive educational environment still occur bullying behavior (Agus, 2019). Among the motivations of parents to send their children to Islamic boarding schools is as a means of fostering morals (Mahu, 2019). In this era, bullying behavior is one of the problems that occur in education systems around the world and is always increasing every year. In three big cities in Indonesia, namely Yogyakarta, Jakarta and Surabaya, bullying behavior occurs with a high percentage (Dafiq et al., 2020). Bullying is an act of hurting an individual or a group of people with verbal, physical (nonverbal) or psychological (mental) actions, causing victims to be traumatized, depressed and sometimes helpless (Astuti, 2008). The results of research by Nugroho et al., (2020) are focused on looking at the causes of its occurrence *Bullying* in the boarding school environment. Among the contributing factors is the lack of coaches or caregivers. This has a negative impact on the effectiveness of supervising students when socializing with their environment, as well as the low level of education conducted by Islamic boarding schools in preventing bullying in Islamic boarding schools (Distina, 2019).

Behavior *Bullying* in Islamic boarding schools it has become a culture where senior students bully junior students and even to the point of physical violence and this is referred to as seniority (Putri et al., 2022). Among the pesantren whose students experience bullying are the Miftahul Huda Islamic Boarding School, the Ulumuddin Integrated Islamic Boarding School, Misbahul Ulum, and Darul Ulum (Alwi et al., 2019). Bullying in Islamic boarding schools can occur in various forms, both physical, verbal, and social (Emilda, 2022). Bullying Physical abuse can take the form of hitting, kicking or other acts of violence that cause the victim to feel physically sick or injured. Verbal bullying can take the form of insults, taunts, or verbally hurtful comments that cause the victim to feel unappreciated or belittled. Meanwhile, bullying Social distancing can occur when victims are isolated or kept away from their friends, not included in group activities, or receive discriminatory treatment. With the matter bullying This has caused some people to ask questions about life in Islamic boarding schools (Fadhilah et al., 2021). As an example of a case of bullying which led to beatings by a student at an Islamic boarding school which led to the death of a student who became a victim *Bullying* (Retnowuni & Yani, 2022).

Practice *Bullying* in Islamic boarding schools is considered a matter of tradition (Nugroho et al., 2020). Kondisi ini pasti tidak baik untuk lingkungan pesantren. This condition is definitely not good for the pesantren environment. Thus there must be action to find a solution as soon as possible to break the chain of behavior *Bullying* which is very dangerous for students, both physically and psychologically (Agus, 2019). Among the causes of bullying behavior in Islamic boarding schools are individual factors, family, mass media, peers and the school environment (Nugroho et al., 2020). The state through its laws, verses of the Qur'an and the Messenger of Allah through his words have prohibited behavior *Bullying*. But behavior *Bullying* still happening in the pesantren environment. As an example of a case the researcher describes from the results of the initial research. The researcher conducted an interview with one of the students with the initials MRA choosing to leave the Islamic boarding school and move to a non-Islamic boarding school. The answer that the researchers found was that one of the strongest reasons for making him move schools was because of ridicule, insults from colleagues, roommates, classmates, upperclassmen and even underclassmen.

Behavior *Bullying* in educational institutions is not only a national problem, but an international problem (Victoria & Curt, 2022). Bullying in educational institutions occurs in various countries such as in Ireland bullying significant problem (Foody et al., 2018). Likewise in the eastern part of England the case bullying also occurs (Foody et al., 2018). Likewise in the eastern part of England the case *Bullying* also occurs (O'Brien et al., 2018). In addition, in Europe and North America there were as many as 30% of students involved in cases *Bullying* both as victims and perpetrators (Wójcik & Hełka, 2019). It turns out that in the United States it was found that 15% of grade 8 students and 10% of grade 9 students were reported to have been victims of *Bullying*. In another study, it was reported that as many as 20% of American students aged 12-18 years experienced it at school and 15% of American students in grades 9-12 experienced it in cyberspace (Dorio et al., 2020). The presentation presented is quite high. And this is a very important problem to pay attention to and find a solution.

In the preliminary study at the Deli Serdang Regency Islamic boarding school, it was found that several forms of bullying occurred among students. One of its forms is the behavior of mocking or making fun of each other which demeans individual dignity. Examples of ridicule that occurred between students include "So and so's parents came, with a goat car", "You are so short", and there are many other forms of ridicule that occur. Thus recently the attention of researchers and educational professionals has increased to the problem *Bullying* (Rose et al., 2018). Because of behavior *Bullying* has a negative impact on feelings of security at school and can lead to depression (Rana et al., 2022). This is not very good for the educational climate. Because education is expected to be a conducive place for students to learn, it turns out to be a dangerous place for them if bullying behavior still occurs in that environment.

METHODS

This research uses a descriptive qualitative method. This method begins with silence, which is proven to deepen the subject matter being studied. The qualitative descriptive method attempts to describe all the symptoms or conditions that exist, namely the state of the symptoms according to what they were at the time the research was conducted (Moleong, 2014). According to another definition, it is argued that a qualitative descriptive design is a method used to describe and analyze a research result (Sugiyono, 2019). This research was conducted from March 7 – May 19, 2023. In an effort to obtain comprehensive data regarding Islamic Boarding School Management in dealing with bullying at Islamic boarding schools in Deli Serdang Regency, the researchers carried out the stages of Observation, Interview and Documentation. The Data Analysis Procedure goes through three stages, namely data reduction, data presentation (data display), drawing a conclusion. While in an effort to check the validity of the research data, the researchers carried out Credibility (Trust), Transferability (transferability), Dependability (Dependency) and Confirmability (Certainty).

RESULTS & DISCUSSION

Based on the findings in the results of this study, the purpose of discussing this research is to provide a detailed explanation of the results of the research by considering the theory that has been used previously. After the data has been collected from the field and the various findings that have been found by the researchers, some discussion of research results related to Islamic Boarding School Management in Coping with

Problems can be presented. *Bullying* in the Deli Serdang Regency Islamic Boarding School as follows.

1. Islamic Boarding School Management in Overcoming bullying at the Deli Serdang

Management of Islamic Boarding Schools in Overcoming *Bullying* at Pondok Pesantren At Tibyan Deli Serdang. Based on the findings of data from several data collection instruments, the research results are obtained according to the focus and formulation of the problem. That in an effort to overcome the occurrence of bullying in the At Tibyan Deli Serdang Islamic Boarding School, the administrators have made studies and plans. This is important to do considering that the students have diversity, both from different regions of origin, culture, character, customs which are also different.

There are factors that cause it bullying students need to understand deeply. Among the factors that can influence the occurrence of bullying include the merging of student dormitories who feel they have strength with students who look weaker and more vulnerable. Regarding this, the results of an interview with Ustadz Ika Budi Purnama Saragih said:

“bullying on santri is not only carried out by seniors against junior santri. It turns out that based on the experience he experienced directly, it shows that bullying can also occur from students who feel they have power against students who look weak or vulnerable. Thus the problem of bullying in Islamic boarding schools is a complex problem and cannot be underestimated. Therefore, it is necessary to make coordinated and integrated efforts to overcome the occurrence of bullying in Islamic boarding schools. Based on the causal factors above, the pesantren carries out a plan, namely to separate the students' dormitories with the criteria of students who feel they have strength between students and students who look weak and vulnerable to being bullied”.

The results of the interview above show that efforts to overcome bullying in Islamic boarding schools can be done by modeling by separating the students' dormitories who feel they have strength from students who look weak and vulnerable to becoming victims of bullying. At the planning stage of the separation of the dormitories, a classification was carried out using several criteria. The criteria used in the separation of the students' dormitories are looking at the history of violations that have been committed by the students, especially those related to bullying, as well as seeing the vulnerability of the students to become victims. Bullying, which is seen from the attitudes and behavior of students in everyday life.

By implementing proper planning regarding the separation of student dormitories, it is hoped that the issue of bullying in Islamic boarding schools can be effectively addressed, thus creating a safer and more conducive environment for the students. This proactive action recognizes the importance of providing a safe space in which students can develop academically, emotionally and socially. Separating dorms based on factors such as age, grade, or program allows for better supervision and monitoring of interactions among students, reducing the likelihood of bullying incidents occurring. This strategic planning aims not only to prevent and reduce cases of bullying but also to promote a sense of inclusivity, respect and mutual understanding among students.

By fostering a positive and supportive living environment, students can focus on their educational and personal development, cultivating a sense of belonging and

empowerment. A comprehensive planning process involves collaboration between pesantren administrators, teachers, counselors, and other relevant stakeholders to ensure that the dormitory separation plan is implemented effectively and continues to evaluate its effectiveness. Regular communication and feedback channels are established to address any issues or challenges that may arise, further increasing the effectiveness of the plan.

The management applied at Islamic Boarding School At Tibyan Deli Serdang in overcoming bullying is as follows:

a. Separation of Student Dormitories

Pemisahan Separation of student dormitories based on certain criteria is a necessary step to overcome the bullying phenomenon that occurs in Islamic boarding schools. Bullying is a serious problem that can damage religious and social values that should be instilled in the life of students. By separating the dormitories for students who feel they have power from students who look weaker or more vulnerable, it is hoped that this will create a safe environment and reduce bullying cases in Islamic boarding schools.

Planning is an important initial stage in the separation of student dormitories. In this plan, criteria for segregating dormitories are determined based on a history of violations related to bullying and the vulnerability of students to acts of intimidation. It is important for dormitory caregivers and related parties to understand the factors that influence the occurrence of bullying so that they can design appropriate plans to overcome these problems.

Followed by organizing is an important step in implementing the separation of student dormitories. In this organization, leaders play an important role in making the right decisions and directing all related parties. In addition, dormitory caretakers and tarbawiyah divisions must clearly divide tasks and responsibilities to ensure that the segregation of dormitories runs effectively and efficiently. The division of tasks includes classifying students, concocting several dormitories, conducting outreach to students, and monitoring developments in the dormitory environment regarding bullying.

Supervision is an important aspect in the separation of santri dormitories. Dormitory caretakers have the responsibility to carry out routine monitoring of the progress of the dormitory and to see the condition of the dormitory periodically. The evaluation of santri placement is done periodically by involving the care staff and the tarbawiyah section. If there are students who are not in the right dormitory, they will change the dormitory to one that meets the more suitable placement criteria. With good supervision, it is hoped that the dormitory environment can be safe, comfortable, and suitable for the conditions and characteristics of each santri.

b. Collaborate with the Local Police

In an effort to overcome cases of bullying in the pesantren environment, pesantren administrators recognize the importance of understanding and knowledge of the pesantren community about *Bullying* from a criminal law perspective. In this regard, they have planned to cooperate with the local police to socialize and have direct discussions with the pesantren community about this matter. Dori Chandra, M.Sos said during an interview:

"In an effort to overcome bullying in Islamic boarding schools, they plan to cooperate with the local police. We held a friendly visit to the local police office to establish cooperation. The form of cooperation that we ask for from the police is the willingness

to provide socialization and direct discussion with the Islamic boarding school community about the importance of understanding bullying from a criminal law perspective”.

Based on the results of the interviews above, it can be concluded that this planning stage includes several stages starting with a visit to the local police office to establish cooperation and communicate the needs of Islamic boarding schools regarding socialization and discussion of bullying from a criminal law perspective. Furthermore, the police will be willing to carry out this outreach to the pesantren community. This plan also considers the right time to carry out the discussion and outreach.

With this collaboration, it is hoped that the pesantren community will understand the importance of preventing and handling cases bullying from the perspective of criminal law and can prevent cases of bullying in Islamic boarding schools. In the organizing stage, Islamic boarding schools have divided tasks into several sections related to handling bullying cases. Ustadz Dori Chandra, M.Sos said:

“In order to achieve this activity properly and correctly, of course I, as the leader of the pesantren, divide the duties and responsibilities of each pesantren employee. As the leader, I visited and collaborated with the local police. The pesantren secretary is tasked with writing and sending a letter requesting the willingness of the police to carry out socialization regarding bullying from a criminal law perspective. While the implementation will be carried out by dormitory caretakers who work closely with the Islamic boarding school activities section”.

The results of the interview above convey that the leadership of the pesantren has been tasked with making visits and establishing cooperation with the local police. The secretary of the pesantren was entrusted with writing and submitting a letter requesting the willingness of the police to carry out socialization regarding bullying from a criminal law perspective.

Related outreach activities bullying in the perspective of criminal law it will be carried out by dormitory caretakers in collaboration with the Islamic boarding school activities section. In its implementation, Islamic boarding schools hope to provide adequate understanding and knowledge to the Islamic boarding school community regarding the importance of preventing and handling bullying cases from a criminal law perspective

At the implementation stage, the leadership of the pesantren conducts a friendly meeting with the local police. During the meeting, they discussed the case bullying what happened in Islamic boarding schools and the perspective of criminal law related to this problem. After the discussion, the pesantren sent a letter of application and arranged a schedule for socialization activities and discussions about bullying. The implementation team consisting of dormitory caretakers and staff worked together with the Islamic boarding school activities section to organize outreach and discussion activities. In this activity, police officers explained the meaning of bullying, its causes, impacts, and the articles related to it bullying.

In accordance with what has been planned, the leadership carries out friendly relations with the local police to build and establish cooperation. During the

meeting, they discussed bullying that occurred in Islamic boarding schools and the criminal law perspective regarding this matter. After the discussion, the police asked the pesantren to send an application letter and arrange a schedule for socialization activities and related discussions bullying.

The secretary of the Islamic boarding school is assigned to write and send a letter of application to the police and carry out their duties properly. After the letter was successfully delivered, socialization activities and related discussions bullying in the perspective of criminal law carried out according to the agreed schedule. In this activity, police officers explained the meaning of bullying, its causes, impacts, and articles related to bullying.

In carrying out this socialization, the implementing team that carried out this activity was care and all of its staff in coordination with the Islamic boarding school activities section. In line with the results of an interview with Ustadz Budi Akbar Santoso as part of the pesantren activities which stated:

"Yes, it's true that in an effort to address bullying in Islamic boarding schools, we conducted a socialization activity and discussed bullying with the local police. Thank God, at the time of the implementation, the students and teachers were very enthusiastic to listen to it. So that during the discussion session our students also asked a lot about bullying in the perspective of criminal law. In doing so, I am not alone. I work with parenting. So that the implementation of this activity runs well and smoothly".

From the results of the interviews above, it can be concluded that the implementation of these activities is the responsibility of the dormitory caretakers and the Islamic boarding school activities section. The implementation team invites and requires all students and the teacher council to attend this activity in an effort to understand each other what bullying really is and what punishment the state gives to perpetrators of bullying. At the time of this activity there were several audience members who asked the speakers, of course the questions asked were questions about the problems *Bullying* at the boarding school.

Supervision / Controlling activities are very important to be carried out properly and on target. With him the leadership of the pesantren which is the direct supervisor of this activity. In the results of an interview with the leadership of the pesantren, Ustadz Dori Chandra, M.Sos stated::

"We realize that supervision is very important to be carried out so that the targets and objectives of this activity run as they should. As for how to monitor it, we distribute attendance sheets that must be signed by teachers and students alike".

From the explanation above, it can be concluded that this supervision is carried out in the form of distributing attendance manuals that must be signed by students and also teachers who are present to listen to socialization and participate in discussions regarding bullying in the perspective of state crime

The responsibility for organizing the rules and regulations of Islamic boarding schools which are implemented by all students is the responsibility of all components at Islamic boarding schools. However, in carrying out their daily activities, this responsibility is the responsibility of the hostel caretaker. This was explained by Mr. Dori Chandra, M.Sos in an interview:

“All components of the Islamic Boarding School have the responsibility for organizing the rules and regulations that are carried out by all students, but in carrying out their day-to-day responsibilities it becomes the duty of the dormitory caretakers. Therefore, every teacher must feel responsible for carrying out existing regulations, especially regulations related to efforts to overcome bullying in Islamic boarding schools”.

The rules and regulations of Islamic boarding schools which are carried out by all students, in this case regulations related to bullying, are the responsibility of all components of the Islamic boarding school. However, in carrying out their daily activities, this responsibility is the responsibility of the hostel caretaker. This shows that all components in Islamic boarding schools have their respective roles and responsibilities in organizing and implementing rules and regulations related to bullying in Islamic boarding schools, but dormitory caregivers have a bigger role in carrying out these tasks concretely in their daily activities at the boarding school hostel. Thus, dormitory caretakers must always carry it out to ensure that rules and regulations are properly implemented to create a safe, comfortable and productive environment for all students.

Through the stages of planning, organizing, implementing, and systematic monitoring, Islamic boarding schools can collaborate with the local police in socializing and discussing bullying from a criminal law perspective. With adequate understanding of this problem, it is hoped that the pesantren community can be active in preventing and handling bullying cases. This collaboration also aims to create a safe and harmonious pesantren environment for all parties involved.

c. bullying Improvement and Implementation of Rules and Regulations Regarding bullying

The improvement and implementation of rules and regulations related to bullying at the At Tibyan Islamic Boarding School involves several stages that go through quite a long process. Pondok Pesantren At Tibyan is a boarding school that has students from various backgrounds.

Planning/Planing, rules and regulations are needed that can guide the students in carrying out their daily activities in the hostel. This is done to create a comfortable, safe and peaceful environment in Islamic boarding schools. Regulations are originally prepared by the board of the foundation but can be revised by the dormitory caretakers in coordination with the pesantren leadership. In an interview with the head of care, Mr. Ika Budi Purnama Saragih said:

"Regulations applied in Islamic boarding schools in general come from the board of the foundation, including regulations related to bullying and punishment. However, we as caregivers are given the authority to make changes. These changes must be discussed in advance with the leadership of the pesantren before being implemented. If the leadership agrees, then we can implement the new regulations”.

The sentence conveyed above conveys the meaning that the party responsible for planning and designing the order of the At Tibyan Islamic Boarding School is the Board of Trustees of the Foundation, and the final decision regarding this order is ratified by the Trustees of the Foundation. However, dormitory caretakers together with the leadership of the pesantren have the right to make new

policies that are in accordance with the conditions of the hostel, as long as these policies do not conflict with religious law, vision, mission and rules set by the Foundation.

As for bullying behavior, in the rules of the At Tibyan Islamic Boarding School it is generally explained that there are 2 types of violations related to behavior *Bullying* at the At Tibyan Islamic Boarding School. First, moderate category violations that will be subject to sanctions in the form of a warning letter, summoning the guardian of the students, and punishment for cleaning the Islamic boarding school. Second, serious category violations that will be subject to sanctions in the form of a 3rd warning letter, summons to the student's guardian, and the relevant suspension. If the violation is repeated, the sanction that will be given is dishonorable dismissal.

Organizing/Organization, the responsibility for organizing the rules and regulations of the Islamic Boarding School which are applied by all students is the responsibility of all components at the Islamic Boarding School. However, in carrying out their daily activities, this responsibility is the responsibility of the hostel caretaker. This was explained by Mr. Dori Chandra, M.Sos in an interview:

"All components of the Islamic Boarding School have the responsibility for organizing the rules and regulations that are carried out by all students, but in carrying out their day-to-day responsibilities it becomes the duty of the dormitory caretakers. Therefore, every teacher must feel responsible for carrying out existing regulations, especially regulations related to efforts to overcome bullying in Islamic boarding schools".

The rules and regulations of Islamic boarding schools which are carried out by all students, in this case regulations related to bullying, are the responsibility of all components of the Islamic boarding school. However, in carrying out their daily activities, this responsibility is the responsibility of the hostel caretaker. This shows that all components in Islamic boarding schools have their respective roles and responsibilities in organizing and implementing rules and regulations related to bullying in Islamic boarding schools, but dormitory caregivers have a bigger role in carrying out these tasks concretely in their daily activities at the boarding school hostel. Thus, dormitory caretakers must always carry it out to ensure that rules and regulations are properly implemented to create a safe, comfortable and productive environment for all students.

These rules and regulations are socialized to the students at the beginning of the school year as an implementation stage. If there is a violation, appropriate and constructive action will be taken, and if the regulations are not yet effective, revisions will be made through discussion with the hostel caretakers, pesantren administrators and the leadership.

Implementation/Actuating, the application of rules and regulations for students at the At Tibyan Islamic Boarding School is carried out in steps. This was explained by Ika Budi Purnama Saragih, he said:

"Socialization of Islamic boarding school rules and regulations is carried out at the beginning of each new academic year to ensure that the students understand how to follow these regulations. However, it needs to be understood that when there is a violation of the rules, we will take appropriate and constructive action, and if the regulations that have been prepared are still not effective, then we will revise them by

involving the pesantren administrators and leaders in discussions”.

The meaning of the sentence above is that the rules and regulations of the students at the At Tibyan Islamic Boarding School are implemented through several stages, namely: first, by socializing the rules to the students and providing an explanation of how to follow these regulations, which is carried out at the beginning of the new school year. Second, when there is a violation of the rules, appropriate and constructive action will be taken. Third, if the regulations that have been drafted are still not effective in solving a problem, revisions will be made involving the dormitory caretakers, other pesantren administrators, and leaders in the discussion.

Supervision/controlling, The importance of supervision in the implementation of rules and regulations in this context is that regulations related to bullying at the At Tibyan Islamic Boarding School are very emphasized in the adjustment between plans and implementation. In order to ensure the achievement of the results that have been implemented, accurate and clear information about the level of achievement must be obtained through direct communication or direct observation. If there is a mistake, corrective action must be taken immediately to ensure the rules and regulations are properly implemented. From the results of an interview with Ika Budi Purnama Saragih, he said:

"Supervision of the implementation of the rules at the At Tibyan Islamic Boarding School is carried out by us as the caretakers of the dormitory. Every weekend, the hostel caretakers hold evaluation meetings and report to the pesantren leadership regarding the implementation of the programs and activities that have been carried out. The meeting is also used as a forum for discussion to discuss various problems that arise among the students”.

In this description, it is explained that the responsibility for supervising the implementation of the rules, in this case the regulations regarding bullying at the At Tibyan Islamic Boarding School, rests with the hostel caretakers. Every weekend, the hostel caretakers hold evaluation meetings and report to the pesantren leadership regarding the implementation of the programs and activities that have been carried out. In addition, the evaluation meeting is also used as an opportunity to discuss various problems that arise among the students. Good supervision is important to ensure proper application of rules and regulations regarding bullying. If there is an error, corrective action is taken to achieve the desired goal.

d. Persuasive Approach to Embedding Islamic Values

In overcoming bullying in Islamic boarding schools, instilling Islamic values is very important for students. This is because these values can help students to avoid bullying, such as loving others, avoiding violence against themselves and others, not using bad words, and practicing other Islamic values. Thus, the inculcation of Islamic values is a very important part of efforts to prevent and overcome acts of bullying in Islamic boarding schools. As stated by Wahyu Aditya Wardana:

"Instilling Islamic values is very important to overcome bullying in Islamic boarding schools. In Islam it is taught to love others, not to commit violence against oneself and others,

and not to call bad names. Therefore, we plan through routine learning and study activities that we instill these values in students. With hopes and goals that students apply these values in everyday life”.

The explanation above gives the meaning that instilling Islamic values through a persuasive approach is an effective strategy for overcoming bullying at the At Tibyan Islamic Boarding School. Routine learning and studies are used as a means to convey knowledge about bullying to students. Teachers and administrators of Islamic boarding schools have a big responsibility in ensuring students' understanding of the concept of bullying and Islamic values. The implementation of instilling values is carried out through classroom learning, routine review activities, and providing examples of good behavior. Periodic supervision by the leadership of the pesantren is carried out to ensure consistency and successful implementation of this strategy. Overall, the persuasive approach to inculcating Islamic values has proven effective in overcoming bullying at Pondok Pesantren At Tibyan through the stages of planning, organizing, implementing, and supervising.

As for the management that was implemented at the Al Mukhlisin Islamic Boarding School in Deli Serdang in overcoming *Bullying* is very comprehensive and involves various components as follows:

a. Separation of Student Dormitories

Separation of student dormitories based on certain criteria is a necessary step to overcome this phenomenon *Bullying* what happened in the boarding school. According to the findings of Yuhbaba (2019), that behavior *Bullying* it often happens among teenagers today, not only in the school environment but also in the pesantren environment which is a place of religious education, the perpetrators are seniors and peers, because of competition, the desire to be recognized, fad and lack of attention from Islamic boarding schools.

Bullying is a serious problem that can damage the religious and social values that should be instilled in the life of students. According to research findings conducted by Nugroho, et al. (2020), *Bullying* has become an international problem that has a serious impact on achievement, mental well-being, health and personal safety. Further, both victim and bystander behavior *Bullying* could potentially become perpetrators *Bullying*. Therefore, by separating the students' dormitories based on their strengths and weaknesses, it is hoped that a safe environment can be created and reduce cases *Bullying* at the boarding school.

Planning is an important initial stage in the separation of student dormitories. In this plan, criteria for segregation of dormitories are determined based on the history of violations associated with *Bullying* as well as the susceptibility of students to acts of intimidation. It is important for hostel caregivers and related parties to understand the factors that influence the occurrence *Bullying* so that you can design the right plan to solve the problem.

Followed by organizing is an important step in implementing the separation of student dormitories. In this organization, leaders play an important role in making the right decisions and directing all related parties (Mesiono, 2019). In addition, dormitory caretakers and tarbawiyah divisions must clearly divide tasks and responsibilities to ensure that the segregation of dormitories runs effectively and efficiently. The division of tasks includes classifying

students, concocting several dormitories, conducting outreach to students, and monitoring developments in the dormitory environment regarding bullying.

Supervision is an important aspect in the separation of santri dormitories. Dormitory caretakers have the responsibility to carry out routine monitoring of the progress of the dormitory and to see the condition of the dormitory periodically. The evaluation of santri placement is done periodically by involving the care staff and the tarbawiyah section. If there are students who are not in the right dormitory, they will change the dormitory to one that meets the more suitable placement criteria. With good supervision, it is hoped that the dormitory environment can be safe, comfortable, and suitable for the conditions and characteristics of each santri.

b. Collaborate with the Local Police

The pesantren management is aware of efforts to overcome cases *Bullying* in the pesantren environment, that the importance of understanding and knowledge of the pesantren community about *Bullying* from a criminal law perspective. To achieve this goal, the pesantren plans to collaborate with the local police in socializing and discussing issues *Bullying* directly with the pesantren community.

In the planning stage, the pesantren administrators made friendly visits to the local police office to establish cooperation. They communicated about the needs of the pesantren regarding socialization and discussions regarding *Bullying* from a criminal law perspective. In this collaboration, the police agreed to organize outreach to the pesantren community. The right time to carry out the discussion and socialization was also considered.

Furthermore, in the organizing stage, Islamic boarding schools divide tasks into several sections related to handling bullying cases. The leadership of the pesantren visited and collaborated with the local police. The secretary of the pesantren is responsible for writing and sending a letter requesting the willingness of the police to carry out socialization. Implementation of socialization activities and discussions will be carried out by dormitory caretakers in collaboration with the Islamic boarding school activities section. Islamic boarding schools hope to provide adequate understanding to the Islamic boarding school community regarding the prevention and handling of bullying cases from a criminal law perspective.

At the implementation stage, the leadership of the pesantren conducts a friendly meeting with the local police. During the meeting, they discussed the case *Bullying* what happened in Islamic boarding schools and the perspective of criminal law related to this problem. After the discussion, the pesantren sent a letter of request and arranged a schedule for outreach activities and discussions about bullying. The implementation team consisting of dormitory caretakers and staff worked together with the Islamic boarding school activities section to organize outreach and discussion activities. In this activity, police officers explained the meaning of bullying, its causes, impacts, and articles related to bullying.

At the supervision stage, the pesantren leadership realizes the importance of supervision to ensure that activities run well and are on purpose. They use attendance records that must be signed by the teacher and students as a monitoring tool. With this attendance, Islamic boarding schools can monitor the attendance of participants and evaluate the effectiveness of activities. This

supervision also assists in dealing with obstacles or challenges that arise during the implementation of activities.

Through the stages of systematic planning, organizing, implementing and monitoring, Islamic boarding schools can carry out cooperation with the local police in socializing and discussing *Bullying* from a criminal law perspective. With adequate understanding of this problem, it is hoped that the pesantren community can be active in preventing and handling cases *Bullying*. This collaboration also aims to create a safe and harmonious pesantren environment for all parties involved.

Improvement and implementation of related rules and regulations *Bullying* at the At Tibyan Islamic Boarding School involves several stages that go through a fairly long process. In the planning stage, the foundation as administrator is responsible for drafting regulations, but dormitory caretakers can make changes after coordinating with the pesantren leadership. Sanctions are included in the regulation, such as warning letters, summons for guardians of students, penalties for cleaning Islamic boarding schools, third warning letters, summons for guardians of students, *suspension*, and dishonorable discharge. At the organizing stage, the dormitory caretaker's job is to organize rules and regulations, although his responsibility is also implemented by all components in the pesantren. This shows the important role of dormitory caregivers in enforcing rules regarding day-to-day bullying in dormitories.

These rules and regulations are socialized to the students at the beginning of the school year as an implementation stage. If there is a violation, appropriate and constructive action will be taken, and if the regulations are not yet effective, revisions will be made through discussion with the hostel caretakers, pesantren administrators and the leadership. In the supervision stage, the dormitory caretaker is responsible for supervising the implementation of the rules. They hold evaluation meetings every weekend and report to the pesantren leadership on the implementation of programs and activities. This meeting is also an opportunity to discuss problems that arise among students.

Good oversight is important to ensure the application of related rules and regulations *Bullying* right. If there is an error, corrective action is taken to achieve the desired goal. Overall, this study emphasizes the importance of improving and implementing rules and regulations related to bullying at At Tibyan Islamic Boarding School. Each stage involves the responsibility and involvement of various parties, especially dormitory caretakers, in implementing and supervising these rules and regulations. This aims to create a boarding school environment that is safe, comfortable and peaceful for the students.

c. Persuasive Approach to Embedding Islamic Values

Instilling Islamic values through a persuasive approach is an effective strategy to overcome *Bullying* at the At Tibyan Islamic Boarding School. Routine learning and review is used as a means to convey knowledge about *Bullying* to the students. Teachers and administrators of Islamic boarding schools have a great responsibility in ensuring students' understanding of concepts *Bullying* and Islamic values. The implementation of instilling values is carried out through classroom learning, routine review activities, and providing examples of good behavior. Periodic supervision by the leadership of the pesantren is carried out to ensure consistency and successful implementation of this strategy. Overall, the persuasive approach to inculcating Islamic values has

proven effective in overcoming bullying at Pondok Pesantren At Tibyan through the stages of planning, organizing, implementing, and supervising..

2. Factors Causing the Occurrence of Behavior *Bullying* at the Deli Serdang Regency Islamic Boarding School

In an effort to overcome the occurrence *Bullying* in the Modern Islamic Boarding School Al Mukhlishin Deli Serdang environment, the administrators have made studies and plans. This is *important* to do considering that the students have diversity, both from different regions of origin, culture, character, customs which are also different. Regarding this bullying, Mr. Muhammad Azhari Lubis stated:

"Bullying This is very dangerous for the students. Because not a few students who are not comfortable because of this problem. If we step back a little, let's look at what happened in the leading Islamic boarding schools in our country. bullying was done by seniors on juniors, resulting in the deaths of juniors. And this is a visible and visible example. We don't know how many more cases of bullying occur among students but it doesn't come to the surface. Therefore, we as leaders continue to work together to make plans to overcome bullying in Islamic boarding schools."

Several factors causing bullying in Islamic boarding schools can be identified, such as the hierarchy of pesantren management which allows abuse of power, differences in social stratification between students, lack of understanding of the negative impacts of bullying. *Bullying*, the influence of the environment outside the pesantren, the desire to be respected more, and dissatisfaction with the status of disciplinary offenders. These factors influence the occurrence of bullying behavior in At Tibyan Islamic Boarding School and Al Mukhlishin Islamic Boarding School, with steps taken such as not having Student Organizations and fostering Student Organization administrators to prevent abuse of power.

3. Obstacles In Overcoming bullying at the Deli Serdang Regency Islamic Boarding School

In this study, several obstacles were identified that hinder efforts to overcome bullying in Islamic boarding schools in Deli Serdang Regency. First, the perpetrator's lack of fear of the behavior is the main obstacle. Offenders are often unaware of the consequences they will face and feel empowered to act bullying without fear of being punished. This makes handling cases of bullying more difficult. Next, victims bullying often feel embarrassed to report to the authorities. Santri who are victims fear revenge from perpetrators, especially if they have experienced threats, intimidation, or other ill-treatment. This fear makes victims hesitate to report cases bullying to those who can provide help and protection.

Another obstacle is the lack of strict sanctions against perpetrators bullying. If action bullying If not followed by strict and consistent sanctions, the offender will not feel compelled to change his behavior. Therefore, decisive decisions and actions from the authorities are needed to provide a deterrent effect and encourage changes in the behavior of bullies. In addition, inculcating anti-bullying Islamic values to students takes a long time. Building character and understanding these values requires consistent and sustainable efforts. The Deli Serdang Regency Islamic Boarding School involves all related parties, including educators, caregivers, and students' families, in

implementing programs that encourage the cultivation of anti-bullying Islamic values. However, this process takes a relatively long time to achieve significant results.

These obstacles become a barrier in overcoming bullying at the Deli Serdang Islamic boarding school. Therefore, all related parties, including pesantren leaders, dormitory caretakers, teachers, students, parents, and pesantren officials, must be serious about dealing with it. It takes strong cooperation and shared commitment to create a safe environment from bullying in Islamic boarding schools

CONCLUSION

Based on the findings in this study, it is concluded that the management of Islamic boarding schools is coping bullying with several strategic steps. Separation of student dormitories based on certain criteria. In addition, the Foster Father program. Collaboration with the local police in socializing and discussing bullying issues from a criminal law perspective. Improvement and implementation of related rules and regulations bullying. Instilling Islamic values for teachers and students, every step and strategy taken through the process of planning, organizing, implementing and supervising. So that the goal is achieved precisely.

The factors that cause behavior *Bullying* in the Deli Serdang Regency Islamic Boarding School, namely: Hierarchy of pesantren management: There is a management structure that allows students with a higher position or influence to bully students who are lower in the pesantren management hierarchy, Stratification of social levels: Differences in social status, economy, culture and background between students can lead to intimidation or discrimination. Influence brought by students from outside the pesantren to the pesantren environment: Santri can bring negative influences from the environment outside the pesantren into the pesantren environment. Such as the negative experiences they witnessed during holidays, permission to go home and so on. Lack of understanding of the consequences of bullying: Lack of understanding of students about the consequences bullying. Consequences for victims such as deciding to move from Islamic boarding schools, prolonged trauma, and becoming perpetrators in the future. As for the consequences for perpetrators such as being caught in criminal law, being dismissed from Islamic boarding schools, having many enemies in life and other consequences, the desire to be respected more: Some students want to be respected more than others. It's like he feels more senior, has been in the pesantren longer, understands pesantren life the best and so on. Does not accept the situation: There are students who do not accept that they are recorded as disciplinary violators so that the perpetrators bullying intimidation and threats so as not to be recorded as a violator.

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