THE ROLE OF MORAL EDUCATION IN PREVENTING BULLYING IN SCHOOLS

Afifah Bidayah[1], Firman[2], Mohd Suhadi Mohamed Sidik[3]
[1,2]Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, [3]Universitas Negeri Padang, Universitas Islam Antarbangsa Sultan Abdul Halim Mu'adzan Shah
E-mail: *Afifahbidayah99@gmail.com*[1]*, firman@konselor.org.com*[2]*,*
suhadisidik@unishams.edu.my[3]

Abstract
Moral issues are a study that is never finished being discussed by each generation. As long as societal norms still prioritize judgments about good and bad, appropriate and inappropriate, right and wrong, humans will always try to be accepted and welcomed by their environment. However, there has been a moral shift in most teenagers today. Where violence and intimidation become behavior that is considered normal so many people do it, namely bullying. The aim of this research is an effort to prevent bullying in schools by improving students' moral education. The method used is a qualitative method in the form of a literature review. Data collection in this research used library research. The results of this study reveal that moral education plays an important role in preventing bullying in schools.

Keywords: Pendidikan, Bullying, Moral

INTRODUCTION

The rise of bullying behavior in the school environment is very worrying because it continues to increase. Bullying is an abuse of power and strength that hurts other individuals repeatedly, causing the victim to become depressed and traumatized (Rigby, 2003; Suryanto in Tatyagita, 2014). According to Putri & Karneli (2021) bullying is the act of someone trying to cause psychological or physical harm to a weaker individual or group of people, by a stronger individual or group of people. Bullying is a universal phenomenon that can be said to occur in almost all schools (Berger, 2007). Boulton (Li, 2006) states that much violence in schools involves students bullying their peers.

Priyatna (2010) said that bullying behavior includes physical attacks such as kicking, hitting, pushing verbally such as insulting appearance, threatening or giving bad names to the victim and through electronic devices or cyberbullying such as spreading gossip on social networks, distributing personal photos without permission. or reveal the victim's secrets via SMS or the internet. Coloroso (2007) states that forms of physical bullying include hitting, choking, elbowing, punching, kicking, biting, pinning, scratching, and spitting on children who are being bullied into painful positions, as well as damaging and destroying the clothes and belongings of children who are being bullied. and Chakrawati (2015) stated that verbal bullying is hurting

someone with words, for example making fun of them, changing their name to another name that is not good, insulting, gossiping, cursing, shouting and so on.

The impact of bullying behavior on victims is in the form of low self-esteem, high levels of depression, anxiety, loneliness or feelings of loneliness, thoughts of suicide or self-injury, absent school, not focusing on studying, psychosomatic problems such as headaches and sleep disorders, revenge, feeling depressed (Li, 2006; Mason, 2008; Slonje & Smith, 2008; Olweus, 2012; Patchin & Hinduja, 2012; Watts, Wagner, Velasquez, & Behrens, 2017; Alisah & Manalu, 2018; Olweus & Limber, 2018; Matondang , Firman, & Ahmad, 2022; Yandri, Firman, & Afdal, 2023). In line with that, victims of bullying will also feel depressed which gives rise to negative emotions, such as irritation, resentment, anger, fear, shame, sadness so that in the long term these emotions will lead to feelings of inferiority and worthlessness for the victim. Then psychological disorders such as anxiety, high depression and feelings of suicide arise (Rivers, Poteat, Noret, & Ashurst, 2009; Riauskina, Djuwita, & Soesetio in Tatyagita, 2014; Almizri, Firman, & Netrawati, 2022; Rahmawati, Firman, Erianjoni, 2023).

The first case of bullying started with Padangkita.com (2020), a viral video of a bullying action carried out by a group of teenagers against a young woman in a field in Mata Air Village, Padang City, West Sumatra. A video circulating on social media shows a girl being beaten by several teenagers until she is prostrate and helpless. The results of research by Herman, Deswita, and Elvi (2017) conducted in several schools in Padang City, namely on students at SMP Negeri 31 Padang, SMP 28 Padang, SMP Muhammadiyah 7 Padang and SMP Kartika 1-7 Padang with a sample size of 340 people, showed that Bullying behavior in teenagers is high, the forms of bullying shown are verbal, physical bullying and followed by social bullying.

The results of research from Utami (2014) show that cyberbullying experienced by victims takes the form of direct attack cyberbullying, namely the victim is insulted and made fun of on social media and cyberbullying by proxy, namely the victim's account is taken over and all the victim's information is replaced without the victim's consent. The results of research by Fitransyah & Waliyanti (2018) show that the form of cyberbullying carried out by teenagers is by giving rude comments on social media, updating Instagram stories that embarrass the victim, and uploading photos. Research results from Afriyeni (2017) showed that the number of victims of cyberbullying reached 172 (49%) respondents from 353 teenagers aged 12 to 15 years in the city of Padang. Then, research results from Wiryada, Martiarini, & Budiningsih (2017) described cyberbullying in teenagers with a total of 286 subjects, 72% of whom were in the high category, 16% were in the medium category, and 12% were in the low category.

Based on the problems described, it is very necessary to carry out a more in-depth study regarding this incident. There are strategies that can be used to minimize this behavior by providing good education to children, especially moral education. Education is defined as a systematic conscious effort to achieve a better life. In simple terms, education is a valuable lesson for children which makes them human beings who are more critical in thinking so that they can create the character that their teachers and parents want (Suriadi, Firman, Ahmad, 2021). Education can take place anywhere, not only in formal institutions, but anywhere. Education aims to help humans become intelligent and encourage humans to become better.

According to Sofyan (2021), through the educational process students not only gain cognitive/knowledge and psychomotor/skill aspects, but also affective/attitudes. Thus, it can be said that moral issues are fundamental issues that fill human life

anytime and anywhere (Yuyarti, 2018). Bukhim (Widhiharto, 2011) said that various deviant behaviors carried out by children are caused by children's lack of understanding of positive self-values, mutual respect, helping, empathy, honesty, gentleness, and so on. In fact, children are more familiar with negative things such as violence, lies, cunning, selfishness, and so on. However, this does not mean that children do not know what is good and bad, but children still refer to behavior that is wrong and that which is right is not punished (Monks, et al. 2004). Therefore, in order to reduce deviant acts among students, it is necessary to pay attention to students' character through moral education (Purnaningtias, Aika, Sucipto, & Putri, 2020).

METHOD

The method used in the research is literature study. Researchers conducted a review of several literature regarding moral education and bullying. Library research or literature study itself is research that is based only on written works. The data needed in research can be obtained from library or document sources. Library research is an effort to obtain relevant information according to the research topic (Nazir, 2003). Data collection techniques are carried out qualitatively through exploration of various literature (library research), such as books and journals (Creswell, 2009). The data analyzed is secondary data obtained from literature related to moral education and bullying.

RESULTS AND DISCUSSION
Dynamics of Bullying that Occur in Indonesian Schools

Recently, bullying has become a problem that is often encountered among students, especially elementary school students who do not fully understand the meaning of national unity, and there is a lack of attention and supervision from various parties. Bullying can occur once or repeatedly. Victims of bullying will feel embarrassed, sick or humiliated and threatened. The perpetrators of bullying may not be aware of it. It is said to be bullying because this behavior disturbs the victim, making them feel uncomfortable to the point of despair if they cannot cope and are harmed psychologically/mentally. There are so many bullying phenomena that occur from elementary school to high school. This information was obtained through several sources such as TV and social media.

KPAI recorded that in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children and for bullying both in education and social media, the figure reached 2,473 reports and the trend continues to increase (KPAI, 2020). West Sumatra is included in the second largest number of cases after Java (Gustiwan, Karneli, Miaz, & Firman, 2021). Research conducted by Gustiwan, Karneli, Miaz, & Firman (2021) at SD Negeri 35 Koto Baru found that bullying was carried out by hitting, pushing, pulling ears, threatening, mocking, and labeling with bad names. The research results of Rahmawati, Firman, & Erianjoni (2022) show that 45 respondents always carry out physical bullying, namely: hitting, kicking and punching; 75 respondents always carry out verbal bullying, namely: insulting, swearing, controlling, laughing and calling names; Psychological bullying behavior, namely: glaring, sneering at threatening signals, looking cynically and viewing threats in general, out of 100 respondents, 69 respondents found that they always carried out psychological bullying behavior.

Research conducted at school by Eldes (2019) regarding Personal Contribution to Bullying Behavior of Students at SMK Negeri 10 Padang, showed that students' bullying behavior was in the frequent category with a percentage of

42.4%. Furthermore, 32.7% of students' bullying behavior was in the very frequent category. Then 14.5% were in the rare category, 9.1% were in the occasional category and 1.2% were in the very low category. Research conducted by Nugrohoand & Ainy (2018) where in his research it was found that 59% of Islamic boarding school students admitted to having experienced bullying. Then the results of research from Arifni & Firman (2023) revealed that the level of bullying towards students with special needs at SMP Negeri 5 Padang was in the very high category with a percentage of 3.91%, in the high category it was 7.39%, in the low category it was 32, 17%, in the medium category it was 23.91%, and in the very low category it was 22.60%. Even though they are in the low category, there are still students who carry out bullying actions.

Moral Education in Indonesian Schools

Morals from Latin are mores which means habits, behavior, procedures in life (Gunarsa, 1981). Simpton (Allen, 1980) defines morals as patterns of behavior, principles, concepts and rules used by individuals or groups relating to good and bad things. Morals also concern the way individuals behave in relation to other individuals, whether or not they are in accordance with accepted rules and are considered good, wise, fair and appropriate.

Rogers (1977) defines morals as guidelines for wrong or right for a person's behavior determined by society regarding how a person behaves in relation to other people, whether or not it is in accordance with the rules of society. From an ethical perspective, good and bad actions always play a role in human life, because this is a real dimension of human life. Based on the definition above, morals are seen as the way humans behave in accordance with norms in society. Moral awareness is manifested in the form of behavior intertwined with moral considerations, so that what a person expresses in his actions is a process of individual reasoning about the phenomena around him.

According to Piaget (Santrock, 2007) there are two stages of moral development, namely the heteronomous morality and autonomous morality stages: 1) the heteronomous morality stage, this stage lasts from the ages of four to seven years. At this stage, justice and rules are considered as something that cannot be changed, beyond human control; b) autonomous morality stage, this stage is reached at the age of ten years or more. At this stage, children begin to understand that rules or punishments are man-made and that in assessing an action, the perpetrator's intentions and consequences must be considered.

Adolescents respond to and use other people as a reference for their reasoning about the rightness and wrongness of behavior. Martin Hoffman (Santrock, 1996) said that adolescence is an important period in moral development, especially when individuals move from relatively homogeneous elementary schools to more heterogeneous secondary schools and campus environments, where they are faced with contradictions between the moral concepts they have accept what they experience outside the family and neighbors.
Teenagers then realize that their set of beliefs is just one among many and that there are debates out there that need to be considered about what is right and what is wrong. Many teenagers begin to question their previous beliefs and then form their own moral systems. In connection with the position of adolescents as students at school, adolescent morals are related to the rules that exist at school. Rules and regulations are the norms of the school community whose existence becomes the norm for students to control their behavior.

The Role of Moral Education in Preventing Bullying in Schools

In this modern era, moral values in education have decreased. The decline in students' moral values is very worrying. So students need to be given character education, both in teaching and learning activities and in the form of guidance activities for the realization of educational goals and the formation of moral values in students. Moral education is not something new in the world of education, basically education has a goal, namely to guide students to become intelligent and have noble, virtuous behavior, if linked to the ideology of the Indonesian state, it is in accordance with the values of Pancasila (BP, Ekasyafutra, Suahili, Mudjiran, & Nirwana, 2021).

Education at school does not only provide students with an understanding of the concepts in the subjects. However, schools also have an obligation to build student morale. Moral education is an education that is related to a person's behavior, be it words or actions, moral education for students is very important, so that students understand right and wrong actions, so when students want to do something, they already understand whether what they are doing is right. or wrong, including bullying. Students who understand moral education will not bully, because they know that bullying is a wrong action and can hurt their friends, both mentally and physically. If there are students who still bully, it means that these students do not yet have a deep understanding of moral education.

In order for moral values to play a good role, teachers are needed, moral warriors who are never afraid, give up or get frustrated despite obstacles, obstacles, unconducive environments, and have to deal with destructive situations. Teachers who act as educators are not only responsible for students' academic grades, but also have the responsibility to shape students' behavior and character. Likewise, parents/guardians of students and homeroom teachers need to have synergy to find the right pattern in implementing educational moral values (BP, Ekasyafutra, Suahili, Mudjiran, & Nirwana, 2021).

In cases of bullying that occurs to students, teachers have the right to immediately take various actions to respond to students' bullying behavior in order to avoid various types of violence. In accordance with the mandate of Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection, article 4 which reads "Every child has the right to live, grow, develop and participate appropriately in accordance with human dignity, and to receive protection from violence and discrimination".

Purnaningtias, Aika, Sucipto, & Putri (2020) state that the following actions can be taken to address and prevent violent acts, such as bullying, by promoting moral education: Increasing social control can be understood as (1) disciplining students who commit violent acts or other irregularities by monitoring and taking action; (2) creating a culture of forgiveness and asking for forgiveness; (3) putting nonviolent principles into practice; (4) teaching the next generation about peace; (5) fostering intense communication and dialogue among students in schools; (6) offering catharsis (self-purification); (7) working to stop violent acts (bullying) at school.

CONCLUSION

The findings in this research show that moral education can prevent and overcome acts of violence such as bullying. So it is necessary to instill morals from an early age. In this case, good cooperation between educators and parents is needed so that moral cultivation develops optimally. With high moral values, various deviations such as bullying can be reduced slowly. And it is hoped that future researchers will be

able to provide suggestions for services in the field of guidance and counseling to improve student morale.

BIBLIOGRAPHY

Afriyeni, N. (2017). Perundungan Maya (*Cyberbullying*) pada Remaja Awal. *Jurnal Psikologi Insight.* 1(1), 25-39.

Allen, D. E. (1980). *Social Psychology as A Social Process*. California: Wodworten Publishing Company.

Alisah, L & Manalu, S. R. (2018). Studi Fenomenologis Memahami Pengalaman Cyberbullying pada Remaja. *Interaksi Online.* 6(4), 448-459.

Almizri, W., Firman, F., & Netrawati, N. (2022). The Role of Guidance and Counseling Teachers in Reducing Bullying Behavior Through Psychoeducation Groups. *Jurnal Neo Konseling.* 4(3), 24-30.

Arifni, R & Firman, F. (2023). Hubungan Persepsi Sosial Siswa Berkebutuhan Khusus dengan *Bullying* di Sekolah Inklusi. *Counseling & Humanities Review*. 3(1), 8-13.

Berger, K. S. (2007). Update on Bullying at School: Science Forgotten? Developmental Review, 27 , 90-126.

BP, S. A., Ekasyafutra, E., Suhaili, N., Mudjiran, M., & Nirwana, H. (2021). Peranan Guru Dalam Bimbingan dan Konseling untuk Pembentukan Nilai Moral Pada Peserta Didik di Sekolah Dasar. *Ensiklopedia of Journal. 3*(3), 220-225.

Chakrawati, F. (2015). *Bullying Siapa Takut? (Panduan Untuk Mengatasi Bullying)*. Solo: Tiga Ananda.

Coloroso, B. (2007). *Stop Bullying: Memutus Rantai Kekerasan Anak Dari Prasekolah Hingga Smu*. Jakarta: Serambi Ilmu Semesta.

Creswell. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches.* Third Edition. SAGE.

Eldes, P. (2019). Kontribusi Konsep Diri Terhadap Perilaku Bullying Siswa SMK Negeri 10 Padang. *Skripsi*. Universitas Negeri Padang.

Fitransyah, R. R & Waliyanti, E. (2018). Perilaku Cyberbullying dengan Media Instagram pada Remaja di Yogyakarta. *IJNP (Indonesian Journal of Nursing Practices)*, *2*(1), 36-48.

Gunarsa, S. D. (1981). *Psikologi Perkembangan*. Jakarta: BPK Gunung Mulia.

Gustiwan, J., Karneli, Y., Miaz, Y., & Firman. (2021). Pembinaan Karakter Hormat dan Tanggung Jawab Anak untuk Pencegahan *Bullying* di Sekolah Dasar. *Jurnal BASICEDU*. 5(5), 3216-3223.

Herman, H & Deswita N. (2017). Hubungan Karakteristik Remaja dengan Perilaku Bullying pada Siswa SMP di Kota Padang. *Jurnal Keperawatan Soedirman.* *2*(1), 1-11.

KPAI. (2020). Sejumlah Kasus *Bullying* Sudah Warnai Catatan Masalah Anak di Awal 2020, Begini Kata Komisioner KPAI. https://www.kpai.go.id/publikasi/sejumlah-kasus-bullying-sudah-warnai-catatan-masalah-anak-di-awal-2020-begini-kata-komisioner-kpai.Diakses pada 30 Desember 2023.

Li, Q. (2006). Cyberbullying in Schools: A Research of Gender Differences. *School psychology international*, *27*(2), 157-170.

Mason, K. L. (2008). Cyberbullying: A preliminary Assessment for School Personnel. *Psychology in the Schools*, *45*(4), 323-348.

Matondang, F. S. P., Firman., & Ahmad, R. (2022). Bullying Menjadi Budaya Pendidikan di Lingkungan Pesantren. *Keguruan*. 10(2), 37-41.

Monks, F. J., Knoers, A. M. P., Haditono, S. R. (2004). *Psikologi Perkembangan, Pengantar dalam Berbagai Bagiannya.* Yogyakarta: Gadjah Mada University Press.

Nazir, M. (2003). *Metode Penelitian*. Jakarta: Ghalia Indonesia.

Nugrohoand, S & Ainy, F. N. (2018). Bullying at Islamic Boarding School: A Pilot Study in Pekanbaru. *International Journal of Pure and Applied Mathematics.* 119(15), 2095-2100.

Olweus, D. (2012). Cyberbullying: An overrated Phenomenon?. *European journal of developmental psychology*, *9*(5), 520-538.

Olweus, D & Limber, S. P. (2018). Some Problems With Cyberbullying Research. *Current opinion in psychology*, *19*, 139-143.

Padangkita.com. (2020). Viral, Kelompok Gadis Lakukan Aksi Perundungan pada Remaja di Padang. https://padangkita.com/viral-kelompok-gadis-lakukan-aksi-perundungan-pada-remaja-di-padang/.

Patchin, J. W & Hinduja, S. (Eds.). (2012). *Cyberbullying Prevention and Response: Expert perspectives*. Routledge.

Purnaningtias, F., Aika, N., Sucipto, A., & Putri, Z. M. B. (2020). Analisis Peran Pendidikan Moral untuk Mengurangi Aksi Bully di Sekolah Dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, *4*(1), 42-49.

Priyatna, A. (2010). *Lest End Bullying*. Alex Media Kompitundo.

Rahmawati, T. N., Firman., & Erianjoni. (2023). Sociology Learning in Reducing Bullying in Kerinci District Senior High School. *Journal For ReAttach Therapy and Developmental Diversities*. 6(1), 11-20.

Rigby, K. (2003). *Stop the bullying: A handbook for schools*. Aust Council for Ed Research.

Rivers, I., Poteat, V. P., Noret, N., & Ashurst, N. (2009). Observing Bullying at School: The Mental Health Implications of Witness Status. *School Psychology Quarterly*. *24*(4), 211.

Rogers, D. (1977). *The Psychology of Adolescence*. Englewood Cliff, New Jersey: Prentice Hall, Inc.

Santrock, J. W. (1996). *Adolescence, Perkembangan Remaja*. terj. Shinto,B.A dan Sherly S. Jakarta: Erlangga.

Santrock, J. W. (2007). *Psikologi Pendidikan*. Jakarta: Kencana.

Slonje, R & Smith, P. K. (2008). Cyberbullying: Another Main Type of Bullying?. *Scandinavian journal of psychology*, *49*(2), 147-154.

Sofyan. (2021). Manajemen Progam Iman dan Taqwa di SMAN 1 Sumatera Barat. *Jurnal Administrasi dan Manajemen Pendidikan*. 1(1), 129-138.

Suriadi, H. J., Firman., Ahmad, R. (2021). Analisis Problema Pembelajaran Daring terhadap Pendidikan Karakter Peserta Didik. *Jurnal Ilmu Pendidikan.* 3(1), 165-173.

Tatyagita, R. R. S. (2014). Resiliensi pada Remaja Korban Bullying. *Doctoral Dissertation*. Universitas Airlangga.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

Utami, Y. C. (2014). *Cyberbullying* di Kalangan Remaja: Studi tentang Korban Cyberbullying di Kalangan Remaja di Surabaya. *Jurnal Komunitas,* 3(3), 1-10.

Wardiati, E. (2017). "Pengaruh Bullying Terhadap Moralitas Siswa pada SMP Darul Hikmah Kabupaten Aceh jaya". *Skripsi*. Fakultas Tarbiyah dan Keguruan, Prodi Pendidikan Agama Islam: Aceh.

Widiharto, C. A. (2011). Perilaku Bullying, Harga Diri dan Pemahaman Moral Anak. *Metamorfosis*, (19), 220297.

Wiryada, O. A. B., Martiarini, N., & Budiningsih, T. E. (2017). Gambaran Cyberbullying pada Remaja Pengguna Jejaring Sosial di SMA Negeri 1 dan SMA Negeri 2 Ungaran. *Intuisi: Jurnal Psikologi Ilmiah*, *9*(1), 86-92.

Watts, L. K., Wagner, J., Velasquez, B., & Behrens, P. I. (2017). Cyberbullying in Higher Education: A literature review. *Computers in Human Behavior*, *69*, 268-274.

Yandri, H., Firman., & Afdal. (2023). Impact of Solution-Focused Brief Counseling in Reducing Social Anxiety of College Students Victims of Bullying. *Prophetic: Professional, Empathy, Islamic Counseling Journal*. 6(1), 1-11.

Yuyarti, Y. (2018). Mengatasi Bullying Melalui Pendidikan Karakter. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, *9*(1).