

THE APPLICATION OF RAHMAAN LIL ALAMIN VALUES IN ISLAMIC RELIGIOUS EDUCATION AS A PREVENTION OF BULLYING IN THE STATE JUNIOR HIGH SCHOOL 22 PURWOREJO

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ABSTRACT

This study aims to find out the form of bullying that occurs at SMP Negeri 22 Purworejo, find out the application of the Rahmatan Lil Alamin value by Islamic Religious Education (PAI) teachers in an effort to prevent bullying, and find out the results of the application of the Rahmatan Lil Alamin value to the prevention of bullying in the school. This study uses a descriptive qualitative approach with the type of field research, data collection techniques are carried out through observation, interviews, and documentation. Data analysis is carried out by data reduction, data presentation and conclusion drawn. The results showed that the most frequent form of bullying at SMP Negeri 22 Purworejo was verbal bullying, such as making fun of parents' names and body shaming, while physical bullying occurred on a lower scale. The application of the values of compassion, tolerance, ukhuwah, empathy, and respect for others has been proven to have a positive impact on student behavior. This is shown by the increase in politeness, caring, and tolerance as well as the decrease in reports of bullying cases in the school environment.

1. INTRODUCTION

Bullying is a social phenomenon that often occurs in various environments, especially in the school environment. Bullying can be verbal, physical, or psychological, and is usually carried out by people who have greater power than those who are in a weaker position. Victims of *bullying* often experience significant negative impacts, both emotionally, socially, and academically. Some of the factors that cause *bullying* include internal and external factors. Internal factors that cause *bullying* are temperamental factors and psychological factors on the intensity of committing acts of aggression, the perpetrator being impulsive and the lack of self-regulation skills. The external factor that results in *bullying* is the parenting style. Recent data on bullying in Indonesia notes that 10-60% of students in Indonesia report being ridiculed, ridiculed, ostracized, beaten, kicked, or pushed, at least once a week. In this case, education has a fairly important role to improve everyone's abilities in various aspects including character education.

Character education has become an important issue in the world of education lately, this is related to the phenomenon of moral decadence that occurs in the midst of society and in the government environment that is increasing and diverse. Criminality, injustice, corruption, violence against children, human rights violations, are proof that there has been an identity and

characteristic crisis in the Indonesian nation. Character education is the right answer to the problems mentioned above and schools as education providers are expected to be a place that is able to realize the mission of character education. A study on the role of PAI BP in dealing with *bullying* showed positive results. Research reveals that PAI teachers can be the main agent in providing effective character education to students.

One of the learning methods used to overcome the level of *bullying* in public schools breathes Islam is Islam Rahmatan Lil Alamin. Islam rahmatan lil alamîn is a universal Islam, as a teaching for all mankind regardless of language, place, race, or group. The teachings of Islam are not limited to Muslims, but apply to all nations regardless of race, language, place, name, time and group of people. Student Profile of Rahmatan Lil 'Alamin in the study of Islamic Religious Education (PAI) emphasizes the concept that Islam is a religion that brings grace to all nature, meaning that students must be able to become individuals who reflect the values of compassion, tolerance, justice, and the benefit of all. In the context of PAI learning, these values must be integrated both in the curriculum, teaching and learning process, and school life practices.

SMP Negeri 22 Purworejo is a strategic state junior high school institution to test the application of the value of Rahmatan Lil Alamin in Islamic Religious Education (PAI) as a bullying prevention strategy. As a public school in Purworejo Regency, Central Java, SMP Negeri 22 Purworejo has a population of adolescent students who are prone to *bullying*, thus providing an ideal empirical context to analyze the effectiveness of Islamic values such as compassion, tolerance, and empathy in the PAI curriculum. This research aims to provide direct recommendations to schools to integrate the values of Rahmatan Lil Alamin into PAI activities, such as lectures, group discussions, or anti-bullying programs, which can improve social harmony and student well-being. With Javanese culture that is thick with Islamic values, SMP Negeri 22 Purworejo offers a cultural context that supports the application of these values, in line with local initiatives or school policies that may exist. The phenomenon of *bullying* has become a serious social problem in schools, especially in Indonesia, with negative impacts on victims such as decreased confidence, anxiety, and suicide risk. Therefore, the application of religious values, especially Rahmatan Lil'Alamin can be optimized in one of the bullying prevention strategies in schools as a way to reduce bullying that occurs in the school environment. With this research, it is hoped that readers can find out the relationship between Islamic religious education based on Rahmatan Lil'Alamin and preventive efforts against bullying in the school environment.

2. METHOD

The research method used is a *qualitative field approach* with a *type of descriptive research* by relying on phenomena based on facts found in the field. To obtain the data needed in this study, the researcher collected information in the SMP Negeri 22 Purworejo environment. The subjects of the study include the Principal of SMP Negeri 22 Purworejo, Waka Curriculum, PAI Subject Teachers, BK Teachers, School Security Guards, and Students of SMP Negeri 22 Purworejo. The data collection techniques used in this study include Observation Techniques at SMP Negeri 22 Purworejo to observe social interactions, behaviors, and contexts relevant to the phenomenon being studied. Interview Technique with several parties involved where the direction of the conversation refers to the goals that have been set by prioritizing trust as the main foundation in the process of understanding. Documentation techniques to understand phenomena, interpretation, theory and data

validation. The first data analysis technique is data reduction to consolidate, select, and sort the most relevant and important information and discard unnecessary data. Then using the data presentation technique by categorizing the data according to the subject matter and made in the form of a matrix so that it makes it easier for researchers to see the patterns of relationship between one data and another. And the last one is the drawing of conclusions that can be used to take action.

3. RESULTS AND DISCUSSION

3.1. Bullying at SMP Negeri 22 Purworejo

Bullying is aggressive, intimidating, and harming behavior that is repeatedly committed by one group or one individual to another individual, who they think is of a lower level than them. There are two types of bullying that occur at SMP Negeri 22 Purworejo, namely verbal and non-verbal (physical) bullying. *Verbal bullying* is bullying that often occurs at SMP Negeri 22 Purworejo, for example, making fun of parents' names and body shaming. Making fun of a parent's name is a form of insult by insulting a parent's name with a word, while body shaming is a form of insulting a friend by insulting a friend's physical shortcomings. At SMP Negeri 22 Purworejo *Physical bullying* is rare compared to *verbal* bullying, *physical bullying* includes direct actions that result in violence against the victim. Examples of such actions include hitting, throwing objects, stepping on feet, tripping on, spitting, spitting, throwing with objects, or even applying punishment by having the victim run around the court or do push-ups. The type of physical bullying that occurred at SMP Negeri 22 Purworejo was an argument caused by a misunderstanding.

There are 3 factors for *bullying* at SMP Negeri 22 Purworejo: *first*, the family factor is one of the main causes of bullying. This occurs when the victim has problems in the family, such as parents who often punish their children excessively or an uncondusive home situation. In bida's research, it was found that family factors are the main cause of *bullying* in Negeri 22 Purworejo, such as students who come from SMP *broken homes* and lack of attention. *Second*, the school factor occurs when the school does not try to reduce the bullying problem or ignores it. As a result, other children will be affected by bullying behavior, school factors can be seen from the weakness of teacher supervision. Teachers who are careless mean not paying attention or supervising students optimally, which can lead to *bullying* to occur uncontrollably. In addition, the implementation of coaching to students is also not optimal. Teachers in Negeri 22 Purworejo have been given training and input about this bullying case, but the implementation to students is not ideal. *Third*, the peer factor can be seen from the group of students, especially male students in physical bullying. Male students tend to engage in physical bullying in the form of physical quarrels compared to female students. This is usually due to men being more aggressive. Mocking parents' names that exceed the limit causes male students to feel bad or emotional, which then leads to physical arguments.

Efforts made to prevent bullying cases at SMP Negeri 22 Purworejo are that the school has carried out several preventive efforts in the form of installing *Stop Bullying posters*, Friday morning cults that repeatedly instill verbal values and respect, and socialization by school principals to teachers—especially BK teachers and PAI teachers who instill the value of *Rahmatan lil Alamin*. These efforts strengthen the value education dimension and increase student awareness, as well as affirm the importance of the role of teachers and school leaders in shaping a climate of mutual respect. However, at SMP Negeri 22 Purworejo, there has been no written anti-bullying policy, formalized reporting or sanction procedures, structured intervention programs, or

systematic parental involvement; As a result, prevention strategies in these schools are more pedagogical and preventive than regulative and measurable.

3.2. The Role of PAI Teachers in Applying the Value of Rahmatan Lil Alamin to Bullying Prevention Efforts

The value of Rahmatan Lil Alamin in the context of education means creating a safe, peaceful, and loving school environment *sayang*. ini teaches that hurting others (physical/verbal) is contrary to the essence of Islamic teachings because Islam teaches compassion and care for others. With the teaching of the value of Rahmatan Lil' Amin, it is hoped that the students of SMP Negeri 22 Purworejo understand that loving others is part of faith, so they will be encouraged to avoid *bullying* behavior. In addition, teachers also interpret the concept of Rahmatan lil Alamin in education as an effort to create a safe, peaceful, and loving school environment. This shows that the application of the values of Rahmatan lil Alamin is not only oriented to religious learning theoretically, but also directed at building a school culture that is child-friendly and free from *bullying*. Thus, the value of Rahmatan lil Alamin functions as a moral and spiritual foundation in shaping student behavior that respects others and prevents *bullying* in the school environment.

PAI teachers of SMP Negeri 22 Purworejo have a very important role in instilling the value of Rahmatan lil Alamin as an effort to prevent *bullying*. Teachers not only play the role of delivering learning materials, but also as role models and mentors of students' character. Teachers strive to form students who are polite, tolerant, empathetic, and able to appreciate differences in the school environment. The role of teacher role is also an important factor in instilling the value of Rahmatan lil Alamin. When teachers show a polite, tolerant, and affectionate attitude in daily interactions, students will be encouraged to imitate the behavior. Thus, PAI teachers function as agents to form a peaceful and harmonious school culture so that they can minimize the occurrence of bullying.

PAI teachers of SMP Negeri 22 Purworejo use several methods to instill the value of Rahmatan lil Alamin, namely lecture methods, case studies, role play, and individual approaches. The lecture method is used when the teacher delivers material about the story of the Prophet Muhammad PBUH as an example of compassion. Through this method, students gain an understanding of the importance of being gentle, respecting others, and staying away from actions that hurt others. Furthermore, teachers use the case study method by inviting students to analyze the negative impact of *bullying* from religious and social perspectives. This method helps students understand the consequences of bullying behavior so that they can raise awareness to avoid it. The *role play method* is used through simulation of how to deal with friends who experience bullying. This strategy provides students with hands-on experience to develop empathy, the courage to help victims, and the ability to resolve conflicts peacefully. In addition, teachers also take an individualized approach to students who are at risk of becoming perpetrators or victims of *bullying*. For the perpetrator, teachers conduct counseling to explore the causes of bullying behavior and teach how to manage emotions positively. Meanwhile, for the victims, teachers provide mental and spiritual support to remain confident and feel safe in the school environment.

The materials used by PAI teachers to instill the value of Rahmatan lil Alamin are the material of *tasamuh* (tolerance), *ukhuwah* (brotherhood), commendable morals, and the exemplary story of the Prophet PBUH. *Tasamuh* material teaches students to accept differences, respect

others, and be a forgiving person. This material is very relevant to bullying prevention efforts because one of the causes of bullying is the inability to accept individual differences. Through tolerance learning, students are taught to respect diversity and build harmonious relationships with peers. The ukhuwah material teaches the importance of brotherhood and togetherness so that it can strengthen social relationships between students. Meanwhile, the story of the example of the Prophet PBUH who forbids criticizing others provides a concrete example of behavior that must be avoided in daily life.

In addition to learning materials, teachers also involve students in real practice through mentoring activities between students, foster sibling programs, and kindness movements such as helping friends who have learning difficulties. The activity reflects the values of ukhuwah, ta'awun (helping), and compassion which are part of the concept of Rahmatan lil Alamin. Teachers also get used to cult activities every Friday morning before learning starts. This activity is a form of habituation method that is in accordance with the theory of the application of Islam Rahmatan lil Alamin in schools. Through the cult that is carried out regularly, students obtain the strengthening of moral and spiritual values that encourage the formation of religious, caring, and non-violent characters. All of these strategies are oriented towards forming student characters who are tolerant, empathetic, and able to create a safe school environment that is free from *bullying*.

3.3. The Application of the Value of Rahmatan Lil alamin in Islamic Religious Education and Ethics to Bullying Prevention Efforts at SMP Negeri 22 Purworejo

The application of the value of Rahmatan lil Alamin in the learning of Islamic Religious Education and Ethics has a positive impact on bullying prevention efforts at SMP Negeri 22 Purworejo. This can be seen from changes in students' attitudes and behaviors for the better and the decrease in reports of bullying cases at school, although some cases are still found on a mild scale. various programs implemented by the school, one of which is the Friday morning cult, are considered relatively effective in shaping positive student behavior. changes in students' attitudes and behaviors for the better are indicators of the success of the implementation of the values of Rahmatan lil Alamin. These findings show that the habituation of religious values is able to shape students' character gradually through the process of applying sustainable values.

The application of the Rahmatan lil Alamin value has a positive impact on student behavior at SMP Negeri 22 Purworejo. Teachers see the development of students' character who are more polite, tolerant, and caring for others after various bullying prevention efforts have been made. This is evidenced by a decrease in reports of *bullying* cases after students were given guidance and material on compassion. Although it has not completely eliminated bullying, the number of cases that occurred is not as high as before guidance and material on compassion were given. This shows that character development through religious education and counseling guidance services has a contribution to increasing student awareness of the negative impact of *bullying*. Preventive measures taken by schools have touched on several important aspects in *bullying prevention*, namely providing education, supervision, character development, and mentoring to students.

Bullying which can be in the form of physical, verbal, and psychological actions is prevented through instilling the value of 80 values of compassion, tolerance, and respect for others which are the core of the teachings of Rahmatan lil Alamin. Thus, students are directed not to commit acts that degrade, hurt, or ostracize their friends. The application of the value of Rahmatan lil Alamin through the habituation of Friday morning cults is also in accordance with the theory of

habituation methods in Islamic education. This habituation is a means to instill noble moral values, such as speaking politely, respecting others, loving fellow friends, and maintaining harmonious relationships. Through activities that are carried out regularly, these values slowly become part of the character of students and contribute to creating a safe and comfortable school environment. In addition, the success of the implementation of the values of *Rahmatan lil Alamin* can be seen from the development of the main values contained in it, namely compassion, justice, respect for differences, and peace. The value of compassion encourages students to have empathy for friends who are having difficulties. The value of fairness teaches students to treat their friends equally without discrimination. The value of respecting differences helps students accept the diversity of character and backgrounds of their peers. Meanwhile, the value of peace forms the habit of resolving conflicts in a good way without violence.

4. CONCLUSION

Based on the results of the research, it can be concluded that the bullying that occurred at SMP Negeri 22 Purworejo still exists, but the severity is relatively low and can still be handled by BK teachers. The most common forms of bullying are *bullying* verbal. The causative factors come from family, school environment, peers, and the influence of social media, so handling it requires cooperation from all elements of the school and parental support. The application of the values of *Rahmatan lil Alamin* in Islamic Religious Education and Ethics at SMP Negeri 22 Purworejo is carried out through the integration of learning materials, teacher examples, Friday morning cult habits, the use of varied learning methods, and an individualized approach to students who are at risk of becoming perpetrators or victims *bullying*. PAI teachers instill the values of *tasamuh*, *ukhuwah*, commendable morals, and the example of the Prophet PBUH as the basis for forming an attitude of compassion, tolerance, empathy, and peace. The results of the application of *Rahmatan lil Alamin* values have a positive impact on the prevention of bullying in schools. This can be seen from changes in student behavior towards being more polite, caring, and tolerant, as well as a decrease in case reports *bullying* after continuous coaching and guidance. Although it has not completely eliminated *bullying*, the application of *Rahmatan Lil Alamin* values has proven to be quite effective in creating a safer, peaceful, and compassionate school environment.

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