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### ALTERNATIVE SOLUTIONS TO PREVENT BULLYING AT SCHOOLS: TERTIARY STUDENT'S PERSPECTIVES

*Abdul Rahman*<sup>1</sup>, *Syahnan Daulay*<sup>2</sup>, *Ruzita Manshor*<sup>3</sup>, *Azhar JAAFAR*<sup>4</sup>, *Dedi Sanjaya*<sup>5</sup>

<sup>1</sup>Institut Agama Islam Negeri (IAIN) Curup, Indonesia

<sup>2</sup>Universitas Negeri Medan, Indonesia

<sup>3,4,5</sup>University College of Yayasan Pahang, Malaysia

[1abdulrahman@iaincurup.ac.id](mailto:abdulrahman@iaincurup.ac.id). [2daulaysyahnan@unimed.ac.id](mailto:daulaysyahnan@unimed.ac.id). [3ruzita@ucyp.edu.my](mailto:ruzita@ucyp.edu.my).

[4azhar@ucyp.edu.my](mailto:azhar@ucyp.edu.my). [5dedi\\_sanjaya@ucyp.edu.my](mailto:dedi_sanjaya@ucyp.edu.my)

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#### ABSTRACT

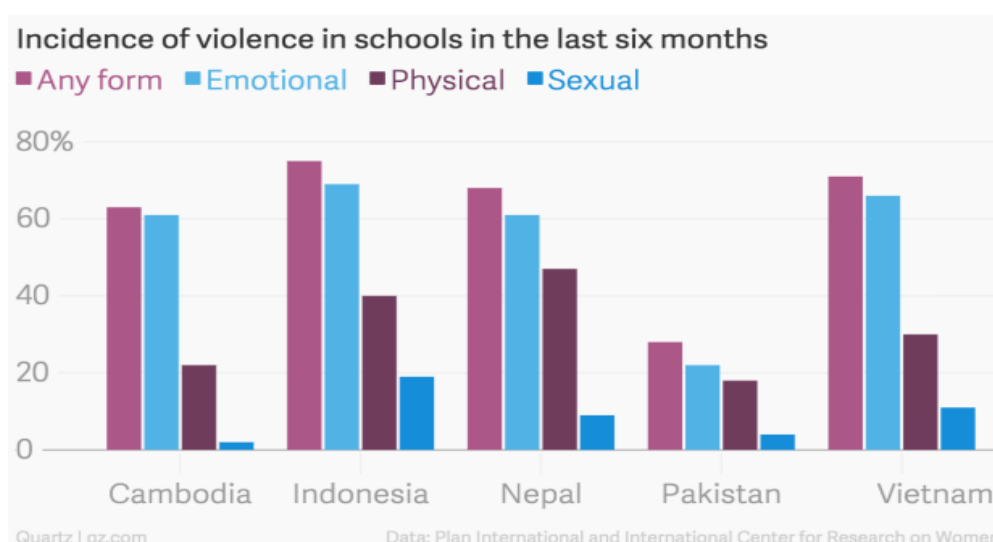
The phenomena of bullying at schools have occurred very often. Although there have been many studies conducted, those studies have not yet been well-balanced compared to the continuous presence of various bullying cases at schools from time to time up to present. The purpose of this study is to find out the alternative solutions to prevent bullying at schools through religious approaches and the empowerment of familial and parental functions. This study applied a qualitative approach. 138 fifth semester students of PAI Study Program from the Faculty of Tarbiyah at IAIN Curup were engaged as the participants. The data were collected using in-depth interviews and focus group discussion (FGD). The findings of this study revealed that 135 (95.86%) students stated that maximizing the function and role of family in childcare could significantly prevent bullying at schools; and only 3 (4.14%) students thought that parents did not play a role in preventing bullying at schools. Subsequently, 138 (100%) students stated that children who practiced religious teachings in a proper way in their familial lives would behave positively outside the house. To sum up, family or parents with their authorities are very instrumental in the prevention of bullying at schools; and properly practicing religious teachings can prevent children from bullying at schools. The causes of bullying at schools are very comprehensive, and the resolution must also be comprehensive. The involvement of teachers, the community, the environment, the government, and the private sectors has not been adequate to overcome the problems as regards bullying at schools. Instruments in the form of religious teachings and the role of parents in family are needed to help prevent bullying at schools.

## INTRODUCTION

In the realm of education, the phenomena of bullying have occurred since a long time ago and still continue to occur with various forms of cases. The term bullying is broadly defined as aggressive behavior that is intentionally and repeatedly carried out by a person or a group towards others considered having a weaker power (Olweus, 1993). This bullying behavior occurs in various forms such as verbal bullying, physical bullying, social aggression, and the so-called cyberbullying wherein aggressive behavior is done through the Internet or using technological devices (Monks & Smith, 2006; Olweus, 1993; Smith, 2014; Menesini & Salmivalli, 2017).

According to the report published by National Commission on Human Rights (in Indonesian acronym, Komnas HAM) in 2018, the violence-taking place in educational institutions in Indonesia, in this case regarded as bullying, seems to be very worrying. Such violence ends up with positioning Indonesia in a state of emergency. The government is deemed to have failed to protect the citizens from the acts of bullying especially in educational institutions, in both primary and tertiary levels of education. Komnas HAM initiates Child Friendly Schools and publishes human rights related textbooks known as "Human Rights Learning Companion Books for Civic Education Teachers of High Schools" as an effort to reduce bullying in educational institutions (HAM, 2018).

With regard to child abuse at schools, a study conducted by NGO, *Plan International and the International Center for Research on Women (ICRW, 2015)*, released in early March 2018, revealed astonishing facts associated with bullying at schools. The related data can be viewed in **Figure 1**.



**Figure 1.** The Rates of child abuse in 5 Asian countries in 2013

The data displayed in Figure 1 explicitly indicate that Indonesia was positioned in the first rank in terms of violence perpetrators in educational institutions. Almost 84% of children in educational institutions in Indonesia experienced

violence at schools. The aforesaid figure was higher than the trend in the Asian region, which was 70% on average. This research was conducted in 5 Asian countries comprised of Vietnam, Cambodia, Nepal, Pakistan, and Indonesia. The data representing Indonesia were taken from Jakarta and Serang, Banten. The survey was taken from October 2013 to March 2014 involving 9 thousand students aged 12-17 years old, teachers, principals, parents, and NGO representatives. The Data from the United Nations Agency for Children (UNICEF) revealed that 1 of 3 girls and 1 of 4 boys experienced violence or bullying in Indonesia. The data as such indicate that violence or bullying in Indonesia is more often experienced by girls.

Dealing with the phenomena of bullying in the realm of education, there are a variety of interventions having been offered scientifically. Some of which are creating a conducive school climate (Rachmawati, 2010), making government policies to handle bullying cases (Aggression, 2017), empowering guidance and counseling as well as student organization activities at schools (Murphy et al, 2018), applying more communicative and humane teaching methods that potentially touch students' humanity (Rodriguez, et al 2017), training teachers in order to improve their ability in classroom mastery (KPAI, 2018), involving the role of parents in order to always give a positive attitude towards developing children's empathy (Erdogdu, 2016), promoting teacher training, interventions throughout the school, the training of social skills in the classroom, homework as a follow-up instruction, and the incorporation of school curricula (Goodman , et al 2013), promoting training for parents so that they are able to help deal with the problems of violence at schools (Calik, et al. 2018), promoting collaboration between educators, administrators, parents, and policy makers to overcome problems and to take into account the approaches concerning bullying prevention at schools (Yanez, et al. 2018), recommending that teachers and parents be more selective in choosing reading books for early-age children, and then re-checking children's reading books (Yakar, 2018), and improving the regulations and traditions of new students admission programs in educational institutions that have an element of violence or bullying (Webber, 2017).

Looking at a number of the research results as presented above, there has not been explicitly found how the roles of family and religious teachings can significantly prevent bullying at schools. Although there is a study undertaken by Calik, et al. (2018) *vis-a-vis* the need of parental role, this study has not yet explicitly accounted for what parents must do in preventing bullying at schools. In addition to what has been explained by the previous studies, there are several things to be elucidated. First, family or parents have a central role in preventing bullying at schools because children come from their family and will also return to their family. Religious teachings that are properly carried out in life will be able to lead someone to do good deeds to others because every religious teaching universally tells people to behave well towards others. According to Senefonte (2018), religion has been proven throughout the ages to be able to influence decision-making, self-esteem, academic achievement, and other issues.

Anchored in the above background, the present study formulates three research questions as follows:

- 1) What are tertiary students' perspectives on the role of family or parents in preventing children from bullying at schools?
- 2) What are the forms of familial or parental interventions in preventing children from bullying at schools?
- 3) What are tertiary students' perspectives on the practices of religious teachings in terms of preventing children from bullying at schools?

## LITERATURE REVIEW

### *Bullying Phenomena*

Bullying at schools seems to have been a lasting problem in the lives of children from time to time. Bullying at schools must be recognized, understood, and overcome seriously (Jan, Afroz; Husain, Shafqat, 2015). Bullying at schools occurs not only in Indonesia but also in other countries. This case has become a global issue and almost occurs in educational institutions at all levels in various parts of the world. Hence, Bullying at schools has been the world's concern.

According to Lekuenze and Strom (2017), erroneous perceptions of bullying phenomena at schools can lead to the provision of mistaken and unsustainable interventions. It needs comprehensive understanding to interpret bullying at schools so that the approach applied to prevent this case can also be comprehensive. Bullying at schools is categorized as unacceptable behavior in any school in the world (Huggins, 2016). A study conducted in South Africa showed that bullying at schools is a serious problem that occurs at all levels of schools there. Such problem inclines to increase from year to year, and it affects not only students but also teachers, communities and school management (Eke & Singh, 2018). Schools in South Africa are described as the most dangerous ones in the world. Mohapi (2014) stated that bullying cases found at schools are complicated phenomena that cannot merely be seen and explained by using a single lens of perspective.

Bullying at schools also occurs in Turkey. News in Turkey often includes bullying at schools, especially since the last four years. To face this phenomenon, it is suggested that training for parents are required to be undertaken (Calik, Temel; Tabak, Hasan; Tabak, Burcu Yavuv, 2018). According to Yakar (2018), books read during childhood also play an important role in contributing to bullying in family, communities, and schools. The violent characters contained in the reading books are often imitated and then practiced by children at schools.

Bullying in educational institutions also occurs in Canada. The results of a study show that there are five forms of bullying that are commonly carried out at schools, namely: (1) intimidation, (2) negative touting, (3) peer-to-peer honor contests, (4) group battles, and (5) retaliatory violence (Malette, 2017). While, the National Center for Education Statistics of the United States (Yanez, 2018) reported that student abuse and school violence have continuously been causes of national concern in the United States. Various parties recommend making

joint efforts among educators, administrators, parents, and policy makers to overcome problems and consider a variety of approaches for crime prevention at schools. A recent report on bullying in higher education shows that there has been an increase in the number of incidents of bullying with variants of acts in the United States (Misawa, 2015). Bullying is a common problem in the school system in the United States and abroad (Goodman, Medaris, Verity, & Hott, 2013).

Grounded in the above explanations, it can be understood that bullying at schools is a classic but global issue encountered in many educational institutions in all countries of the world with different intensities and variants. It is necessary to take actions and attitudes together amid the countries in the world for the sake of reducing bullying at schools as well as its impacts.

### *The Causes of Bullying*

A study conducted by Yakar (2018) in Turkey explained that children's reading books at home and school contribute to stimulate bullying either in the family, in the environment, or at school. His study suggested that parents and teachers be more selective in choosing reading books for young children, and they can further re-check children's reading books regularly.

A study at Dartmouth University (Hull, 2018) revealed that video games that contain physical violence played by children at home or any other place of entertainment are associated with the increasing physical aggression of children in the real world. For instance, the physical aggression as such is indicated by the behavior of hitting someone or inviting a peer to fight at school or somewhere around their environment. Furthermore, a study undertaken by Misawa (2015) elucidated that racism and homophobia, which exist in a particular racial group, also cause violence or bullying in educational institutions, especially in higher education. In the other context, violence at schools can also be caused by inheritance from senior students to junior students (Webber, 2017). The tradition of treating freshmen at school or university which contains an element of violence will be a sort of culture passed down from generation to generation by senior to junior students. For some students, abusive treatments and acts committed by senior students against junior students in the name of school tradition are considered normal. Some schools even seem to allow such tradition to continue until it finally ends up with some victims and becomes news in the mass media.

Huggins (2016) explained that bullying at schools could also be caused by negative stigma directed at students, so that those students commit acts of violence against others. Educators who often discredit students and call them with a negative call so that it becomes a stigma can make students vent their anger by doing violent acts against others both at schools and outside.

A study in Malaysia revealed that the causes of bullying at schools are due to the aspect of students' personality, which is disrupted such as: ego, irritability, revenge, pleasure, the influence of others, and the element of racism (Salleh & Zainal, 2014). The aforementioned study more likely views bullying at schools

in terms of students' psychology. The inborn psychological characteristics of students such as irritability, vengefulness, selfishness, and racism are the drivers of the emergence of violence or bullying at schools.

According to the report of the United States Department of Health and Human Services (Higher Education Center for Alcohol, Bullying and Cyberbullying at Colleges and Universities. Prevention Update, 2016), there are three causes of bullying, namely: (1) Power imbalance which draws on oppressors who use their power to control or harm other people, and oppressed people may have a hard time defending themselves; (2) Intention to cause damage whereby it depicts the actions committed by chance and not intimidating. In this sense, the people who bully others have a purpose to cause danger; and (3) Repetition wherein the repression incidents are experienced by the same person repeatedly and done by the same person or group.

### ***Solutions to Prevent Bullying***

A study conducted by Magfirah and Rachmawati (2010) revealed that there is a very significant relationship between the school climate and the tendency for violent behavior in educational institutions. The more conducive the school climate is, the lower the tendency for violent behavior in educational institutions will be. On the contrary, the more non-conducive the school climate is, the higher the tendency for violent behavior in educational institutions will be. The solution to prevent violence or bullying at schools is to present a conducive school climate that can minimize it.

A state in America, Baltimore State issued eight state policy models to prevent bullying at schools. The policy models are comprised of: (1) Prohibiting violence in educational institutions; (2) Providing an understanding of the definition of harassment or intimidation; (3) Preventing, intervening, remediating and consequences; (4) The consequences of standards and remedial actions for the people who commit acts of violence in educational institutions, sexual harassment, or intimidation, for the people involved in retaliation, and for the people who are known to have made false accusations; (5) Making procedural models for reporting the cases of bullying, harassment, or intimidation; (6) Making procedural models for investigations about the cases of oppression, harassment, or intimidation; (7) Stipulating the types of support services available to students who become perpetrators, victims of bullying, witnesses, and observers; and (8) Providing information on the availability and use of reporting intimidation and harassment (Aggression, 2017).

The study conducted by Murphy et al. (2018) concluded that teachers' empathy is an important factor in creating and maintaining a positive school climate, which in turn leads to the prevention of bullying at schools. Teachers must supervise and pay more attention to the students who show the potential for bullying at schools. Such empathy can be embodied by empowering guidance and counseling as well as student organization activities in schools.

According to Rodriguez, et al. (2017), the teachers' teaching methods and school supports also play an important role in preventing bullying at schools. Teachers

should apply the teaching methods that are more communicative and humane in order to touch students' humanity so that those methods could give rise to students' empathy for peers, teachers, and others around them. In line with the foregoing, the commissioner of KPAI (Indonesian Commission for the Protection of Children), Retno Lystiarti states that to prevent bullying at schools, it needs to intensively organize training for teachers in an effort to change the mindset of educators related to the perception of disciplining children without violence, as well as training teachers in improving their ability in class mastery (KPAI, KPAI Dorong Pembinaan Sistem Pendidikan, 2018). A study conducted by Erdogdu (2016) indicated that the authority of teachers, mothers and fathers can be the main deterrents to bullying at schools. Parents and teachers with their authority can prevent bullying at schools. Students who cannot share emotionally, who like to commit violence, and who often think negatively have a tendency to commit bullying acts at schools. The positive attitude of parents and teachers and their efforts to develop students' empathetic skills are considered important in preventing bullying. This is in line with the study undertaken by Fitriana, Pratiwi, and Susanto (2015) who said that there is a relationship between the variables of the age, knowledge, attitude, experience, environment, and parents' behavior and the variable of children's bullying behavior. Furthermore, according to Goodman, et al. (2013), there are several interventions that can be carried out to prevent bullying at schools, namely: (a) teacher training, (b) interventions in all schools, (c) social skill training in class, (d) homework as a follow-up instruction, and (e) the incorporation of school curricula.

The study conducted by Calik, et al. (2018) explained that parental training is needed in order to be able to help deal with the problem as regards bullying in educational institutions. The study undertaken by Yanez et al. (2018) concluded that joint efforts among educators, administrators, parents, and policy makers to address problems and consider approaches to prevent bullying in educational institutions are necessary. While, the study conducted by Yakar (2018) suggested that teachers and parents be more selective in choosing reading books for young children, then re-checking children's reading books for children. In addition, Webber (2017) suggested that it is needed to improve the regulations and the tradition of treating new students in educational institutions that have an element of violence or bullying. Likewise, Rahmawati (2010), recommended that it is needed to present a conducive school climate to minimize bullying at schools, especially bullying committed by fellow students. The other study conducted by Aggression (2017) recommended that eight state policy models to reduce bullying at schools are required to be issued. According to Murphy's, et al. (2018), teachers' empathy is an important factor in creating and maintaining a positive school climate. Rodríguez, Reyes, Noriega, Vera, Cuervo, and Valdés (2017) elucidated that teachers' methods and school supports also play a critical role in preventing bullying at schools. Erdogdu (2016) also explained that teachers' positive attitude and their efforts to develop students' empathetic skills are deemed important in reducing bullying in educational institutions. Mother, father, and teachers are the main predictors of preventing bullying at schools.

Looking at a number of the study results as presented above, there has not been explicitly found how the roles of family and religious teachings can significantly prevent bullying at schools. Although there is a study undertaken by Calik, et al. (2018) *vis-a-vis* the need of parental role, their study has not yet explicitly accounted for what parents must do in preventing bullying at schools. In addition to what has been explained by the previous studies, there are a couple of points to be emphasized. First, family or parents have a central role in preventing bullying at schools because children come from a family and will also return to the family. Religious teachings that are properly carried out in life will be able to lead someone to do good deeds to others because every religious teaching universally tells people to behave well towards others. According to Senefonte (2018), religion has been proven throughout the ages to be able to influence decision-making, self-esteem, academic achievement, and other issues.

### **METHOD OF THE STUDY**

This study aimed at soliciting tertiary students' perspectives on (1) the role of family or parents in terms of the prevention of bullying at schools, (2) the forms of familial or parental interventions in preventing bullying at schools, and (3) whether the practices of ones' religious teachings will have a positive impact on their behavior at schools. The approach used was a qualitative survey approach. Fifth semester students of Islamic Religious Education, Tarbiyah Faculty, at IAIN Curup in 2018/2019 Academic Year, were engaged as the participants. They were totally 138 students. The involvement of the participants rested upon the following considerations: (1) The informants knew and understood the study theme brought to them; (2) the researchers had direct access to the informants; and (3) the conception that after the informants, tertiary students, become educators in the future, they will directly deal with the theme of this study.

The data were garnered from focus group discussion (FGD) and in-depth interviews (Best, 1977). According to Creswell (2009), the data which are qualitative in nature are analyzed and interpreted through a number of stages, namely: (1) processing and preparing the data; (2) reading the entire data; (3) analyzing in more detail by means of coding the data; (4) defining themes and describing the data; (5) linking one theme to the other; and (6) interpreting or describing the emerging themes. This study analyzed the data using the aforementioned steps.

To examine the credibility of the data and information shared by the participants for the sake of reaching the desirable degrees of trustworthiness, disquiet, relativity, and certainty (Moleong, 2000), the following ways were conducted: (1) perseverance in observation, (2) triangulation of methods, sources, theories, and techniques, (3) discussion and confirmation with colleagues, (4) data re-checking, and (5) adding references. As recommended by Blaikie (2018), the data obtained in this study had been reconfirmed with community leaders, religious leaders, parents, and teachers as an additional effort to meet the quality of trustworthiness.

### **FINDINGS**

The findings of this study are divided into four categories, namely: first, tertiary students' perspectives on the role of family or parents in preventing children



from bullying at schools; Second, the reasons why family or parents play a role and can prevent children from bullying at schools; Third, actions that parents or family can take to their children in preventing bullying at schools; Fourth, tertiary students' perspectives that practicing religion in a proper way can prevent children from bullying at schools.

1) Tertiary students' perspectives on the role of parents or family in preventing children from bullying at schools are shown in **Table 1**.

2)

**Table 1.** Family or parents play a role and can prevent children from bullying at schools

No	Answers	F	%
1	Agree	135	95,86
2	Disagree	3	4,14
	Total	138	100

Grounded in the data presented in Table 1, the following answers are obtained: First, the survey results from 138 students that were interviewed indicated that 135 (95.86%) students thought that family or parents played a role and could prevent children from bullying at schools. There were only 3 (4.14%) students who thought that family or parents did not play a role in preventing children from bullying at schools.

The data condition indicating the large number of participants, who thought that family or parents played a role and could prevent children from bullying at schools, was caused by two things, namely: first, all informants had parents and lived with their family or parents at home, so they felt firsthand how the familial interactions among parents, children, and other family members took place. Second, parents always controlled and supervised their children's behavior outside the house.

3) The reasons why family or parents play a role and can prevent children from bullying at schools are presented in **Table 2**.

**Table 2.** The reasons why family or parents play a role (or not) and can prevent children from bullying at schools (or not)

Answer	Reasons	F	%
Agree	(1) The primary and first educators are parents; (2) Parents can prevent their children from committing violent acts; (3) Parents can control their children fully; (4) Parents can monitor and control children at any time; (5) Educating children is the parents' responsibility that cannot be represented by others; (6) The parents' attitude at home can affect their children's attitude at school; (7) Parents play an important role in shaping children's behavior; (8) Parents can take action to their children without burden; (9) Parents are the best examples for their children; (10) Children have more time at home; (11) According to religious teachings, parents who	135	95,86

	do not educate their children are threatened with sin and hell; (12) Parents can prevent child abuse early; (13) Parents are the closest to children; (14) Children are entrusted by God wherein God will ask parents for the accountability of treating children, and children's future depends upon the parents; (15) Good and bad characters of children depend on their parents; (16) Children's first knowledge is acquired from family; (17) Family is where the first interaction and socialization take place; and (18) Parents can prevent children from bullying since the beginning.		
Disagree	(1) Education in schools is the school and teachers' responsibility; (2) If parents interfere with the affairs of the school, it means that they do not trust the teachers or the school; (3) Violence or bullying at schools is the school and teachers' responsibility; (4) There should not be parents' intervention at schools; and (5) Punishments for violence or bullying at schools are the teachers' authority.	3	4,14
	Total	138	100

**Table 2** depicts that family or parents play a role and can prevent children from bullying at schools. This depiction is represented by the percentage of 95.86%, with the following reasons: The primary and first educators are parents; parents can prevent their children from committing violent acts; parents can control their children fully; parents can monitor and control children at any time; educating children is the parents' responsibility that cannot be represented by others; the parents' attitude at home can affect their children's attitude at schools; parents play an important role in shaping children's behavior; parents can take action to their children without burden; parents are the best examples for their children; children have more time at home; according to religious teachings, parents who do not educate their children are threatened with sin and hell; parents can prevent child abuse early; parents are the closest to children; children are entrusted by God wherein God will ask parents for the accountability of treating children, and children's future depends upon the parents; good and bad characters of children depend on their parents; children's first knowledge is acquired from family; family is where the first interaction and socialization take place; and parents can prevent children from bullying since the beginning. Furthermore, there were only 3 or 4.14% participants who opined that family or parents do not play a role in preventing children from bullying at schools. The reasons beyond this depiction are as follows: education at schools is the school and teachers' responsibility; if parents interfere with the affairs of the school, it means that they do not trust the teachers or the school; violence or bullying at schools is the school and teachers' responsibility; there should not be parents' intervention at schools; and punishments for violence or bullying at schools are the teachers' authority.

4) Interventions that family or parents can undertake in an effort to prevent children from bullying at schools can be viewed in **table 3**.

**Table 3.** Interventions that family or parents can undertake in preventing children from bullying at schools

Interventions
1) Embedding character in children since the beginning; (2) Giving children enough affection; (3) Teaching children to love, be sympathetic and tolerate to others who are different from them; (4) Teaching children about the values of goodness; (5) Giving advice to children continuously; (6) Teaching good behavior to children; (7) Exploring religious teachings in a proper way; (8) Teaching children to respect for others; (9) Guiding children; (10) Paying more attention to children; (11) Teaching things that are forbidden by religion; (12) Accompanying children in doing their activities; (13) Acting decisively to children in the case of badness; (14) Educating children since the beginning; (15) Collaborating with teachers and schools; (16) Teaching religious knowledge; (17) Choosing good friends for children; (18) Controlling children's actions; (19) Sending their children to good schools; (20) Giving understanding to children in a good way; (21) Paying special attention; (22) Giving information about the dangers of committing violence (23) Instill religious values to children; (24) Giving understanding of loving others; (25) Giving true examples to children; (26) Paying attention to children's development; (27) Avoiding being rude to children when angry; (28) Teaching religious values to children since their early age; (29) Giving a sense of security and comfort to children; (30) Teaching children that everyone does not want to be hurt; (31) Being a good friend to children; (32) Teaching children how to communicate well; (33) Reminding children when they make mistakes, (34) Taking time for children, (35) Being decisive and disciplined towards children, (36) Being a good friend for children; (37) Giving spiritual knowledge to children; (38.) Intervening in children's activities if necessary.

**Table 3** portrays that 135 or (95.86%) of the participants explained a number of interventions family or parents can do in an effort to prevent children from bullying at schools. They fall into the following: embedding character in children since the beginning; giving children enough affection; teaching children to love, be sympathetic, and tolerate to others who are different from them; teaching children about the values of goodness; giving advice to children continuously; teaching good behavior to children; exploring religious teachings in proper way; teaching children to respect for others; guiding children; paying more attention to children; teaching things that are forbidden by religion; accompanying children in doing their activities; acting decisively to children in the case of badness; educating children from the beginning; collaborating with teachers and schools; teaching religious knowledge; choosing good friends for children; controlling children's actions; sending their children to good schools; giving understanding to children in a good way; paying special attention; giving information about the dangers of committing violence; instill religious values to children; giving understanding of loving others; giving true examples to children; paying attention to children's development; avoiding being rude to children when angry; teaching religious values to children since their early age; giving a sense of security and comfort to children; teaching children that everyone does not want to be hurt; being a good friend to children; teaching

children how to communicate well; reminding children when they make mistakes; taking time for children; being decisive and disciplined towards children; being a good friend for children; giving spiritual knowledge to children; and intervening in children's activities if necessary. Students' perspectives that practicing true religion can prevent children from bullying at schools

**Table 4.** Carrying out religious teachings in a proper way can prevent children from bullying at schools

No	Answers	F	%
1	Agree	138	100
2	Disagree	-	-
	Total	-	100

**Table 4** portrays that 138 or 100% of students agreed that practicing religion in a proper way could prevent children from bullying at schools. The large number and percentage of the informants who believed that practicing true religion could prevent children from bullying at schools were because all of the informants already had adequate knowledge and belief as regards the religious values they held. Religious teachings carried out in accordance with religious guidelines believed by the Informants were perceived to provide benefits and direct impacts on their daily lives, both at home and outside.

Furthermore, the informants' reasons why practicing religion in a proper way can prevent children from bullying at schools can be viewed in **Table 5**.

**Table 5.** The reasons why practicing religion in a proper way can prevent children from bullying at schools

Answers	Reasons	F	%
Agree	Religion teaches kindness and peace to others	49	
	(1) Religion teaches courtesy to others; (2) Religion prohibits violence against others; (3) Religion is a compulsory guide to be obeyed by its people; (4) Practicing religious teachings in a proper way can prevent a person from committing evil deeds; (5) Religion is the stronghold of evil.	32	
	(1) Religion teaches tolerant to others, (2) Human responsibility is not only in the world, but also in the hereafter; (3) Religion is based on knowledge; (4) Religion teaches rewards in the world and in the hereafter.	21	
	(1) Religious teachings can distinguish between good and bad; (2) Religion provides true understanding and knowledge; (3) Religion does not teach violence; (4) Religion punishes those who commit sin, (5) True faith will guide people to do good things; (6) Religion teaches the fear of God.	19	
	(1) Religion provides understanding about right and wrong; (2) A religious person will always be watched by God; (4) Religion is the guidance of	17	

	life; (3) Religion shapes a person's personality; (5) Religion can control emotions.		
Disagree	-	-	
	Total	138	100%

**Table 5** depicts a variety of reasons why practicing religion in a proper way can prevent children from bullying at schools. Those reasons extend to: *First*, 49 participants stated that religious teachings teach goodness and peace to others. *Second*, 32 participants opined that religion teaches courtesy to others; religion prohibits violence against others; religion is a compulsory guide to be obeyed by its people; practicing religious teachings in a proper way can prevent a person from committing evil deeds; and religion is the stronghold of evil. *Third*, 21 participants explained that religion teaches tolerant to others; human responsibility is not only in the world, but also in the hereafter; religion is based on knowledge; and religion teaches rewards in the world and in the hereafter. *Fourth*, 19 students stated that religious teachings can distinguish between good and bad; religion provides true understanding and knowledge; religion does not teach violence; religion punishes those who commit sin; true faith will guide people to do good things; and religion teaches the fear of God. *Fifth*, 17 students opined that religion provides understanding about right and wrong; a religious person will always be watched by God; religion is the guidance of life; religion shapes a person's personality; and religion can control emotions.

Based on the findings presented in Table 5, it is known that none of the informants denies that religion has a very significant contribution in human life. Religious teachings carried out in accordance with religious guidelines are able to shape the positive behavior of every individual, both inside and outside the house, including positive behavior in educational institutions.

## DISCUSSION

The presentation of the study findings as shown in Table 1 explains that 95.86% of the participants agreed that family or parents played a very important role and could prevent children from bullying at schools. There were only 4.14% of the participants who said that family or parents did not play a role and could not prevent children from bullying at schools. According to Kadir (2016), this condition means that the role of parents in preventing children from bullying at schools is very dominant. Bullying prevention in educational institutions can be done since the beginning in the familial circle by parents. The findings of this study are in line with the studies conducted by Erdogdu (2016) and Yanez, et.al. (2018). However, both Erdogdu and Yanez still place the role of parents or family in terms of children's bullying prevention in a small portion. In their studies, family or parents do have a contribution in preventing children from bullying at schools, but their role is considered not yet dominant. The findings of this study reaffirm that family or parents are the main pillars in preventing children from bullying at schools.

The findings of this study align with Azzani's (2018) opinion that said that the household conditions greatly affect the quality of a person's life, including the quality of children's lives outside the house. House in this sense is not a mere

physical building, but house is also a place to interact with all family members throughout the house. Therefore, there are three things that can be realized in the household. *First*, plan together, which is a small discussion of family members to plan activities at home. *Second*, play together, that is to take some time to engage in some activities at home, for example, playing with children and creating a warm atmosphere of togetherness. *Third*, pray together, that is to pray and worship together with children. If aforesaid three things run in a synergistic way at home, then bullying at schools by children will likely be prevented.

Replacing the role of parents or transferring their responsibilities in children's education to other parties, such as to schools, does not mean to make the parents' responsibilities in education decrease (Gungor, Kiranli, Guzel, & Bostan, 2017). Schools are basically just an extension of parents in helping to educate their children. In other words, the main responsibilities of children's education are taken by parents. The responsibilities of parents or family in children's education seem to have been a natural law, likewise animals instinctively protecting and caring for their offspring until they are independent.

According to Yinka (2015), positioning the government and educational institutions as the most responsible parties for preventing bullying at schools also seems to be incomplete. As stated by Erdogdu (2016), Calik, et al. (2018), Smith (2016), and Yanez (2018), a constructive collaboration between parents, schools, teachers, and the government is needed in preventing children from bullying at schools. Furthermore, it is also necessary to set the form of responsibilities and the limits of authority of each institution, so that harmonious and balanced cooperation will be created (Tsujino, 2016).

In addition, the findings of this study also explain that there were 18 (eighteen) reasons why parents became the most responsible for their children's education, and there were 38 (thirty eight) actions that family or parents can take in preventing children from bullying at schools. These findings show that there are a great number of alternative choices that family or parents can have in an effort to prevent children from bullying at schools. In contrast to the studies conducted by Erdogdu (2016) and Yanez et al. (2018), their studies do not explain and specify the reasons as well as the kinds of actions that family or parents can take to children for the sake of preventing them from bullying at schools.

Anchored in the results of their study, Calik, et al. (2018) recommended that training be needed for parents. In this position, parents are considered not to have done much in preventing bullying at schools, so training needs to be held. Their study puts the position of parents in a passive condition, while the government or teachers are placed in an active condition. The results of the present study are the opposite. The present study puts the parents' position in an active condition, so that parents become ones who take the biggest role in preventing bullying at schools. According to Rahman (2018), parents are the first educators. Although in practice they perhaps do not know any of related pedagogy, the education provided by parents in fact surpasses the pedagogic science at this time. The rationale is that children grow up with parents, and they

also have much time to be together with parents so that parents can take control and direct actions against children if they commit bullying.

This study also found that practicing religion in a proper way could prevent children from bullying at schools. More interestingly, 100 percent of informants agreed that properly practicing religion could prevent children from committing acts of bullying at schools. Previous studies with regard to bullying at schools only saw bullying limited to the relationships between human and human and those between humans and their surroundings. There were only few studies addressing the causes of bullying at schools, which viewed the spiritual relationship between humans and their God. The case of feeling to have God is an intrinsic sense (Rahman, *Metodologi Studi Islam*, 2012) owned by every human being, whether human beings that lived in the primitive era or those living in the modern era regardless of how they manifest their sense of God. This confirms that Islamic education is the core in family.

However, according to Warsah (2018), as lies in the reality amid the society, many parents are not yet aware that Islamic education is the main key to family education. In fact, Islamic education has a significant role in shaping one's outlook for life and personality in society. As revealed by Senefonte (2018), the role and influence of religious teachings in certain educational institutions are still dominant. Humans who have confidence in God will declare that bullying at schools can be prevented by properly practicing religious teachings because every religion or belief teaches goodness to others. More importantly, every good or bad act will get a reward or punishment from God either in the world or in the hereafter (Kadir, 2016). It can be concluded that the more faith a person has in God, the more obedient that person will practice his/her religion. In the end, the religious teachings that are carried out will have a positive impact on behavior, both behavior towards God and behavior towards others.

The role of family will be more maximal in preventing children from bullying at schools if the family runs religious teachings consistently (Walter, 2014). If both father and mother are religious, and they invite their children to practice the religious teachings together in a proper manner, the children will automatically imitate their parents' behavior and habits. Habits and behavior in the family will have a positive impact on children's behavior at schools.

Based on the findings of this study, it was revealed that the role of family or parents could prevent children from bullying at schools with the percentage of 95.86%. Furthermore, 100% of informants believed that practicing religion in a proper way based on the religious guidance was able to prevent children from committing bullying acts against others, especially at schools. Ainsiyifa (2017) revealed that parents are able to prevent children's bullying or violent behavior because the primary responsibility of education is indeed held by parents. In the religious view, God will ask for the accountability of children from parents, but not from teachers. Furthermore, why practicing religion in the right manner is able to prevent children from bullying against others is because good behavior is the standard of one's faith. In this sense, the better the behavior is, the better the faith will be. The highest peak of the implementation of religious teachings is good behavior towards others. A good believer is one that loves others. A

good person is a person who can save his/her brothers or sisters and friends from his/her hand and tongue, and the best gift that parents can give to their children is a noble character. Some of the religious teachings put good behavior as a standard of one's faith (Ainisyifa, 2017).

### CONCLUSION AND SUGGESTIONS

This study has found that 135 (95.86%) tertiary students opine that maximizing the function and role of family or parents in childcare can prevent children from bullying at schools; there are only 3 (4.14%) tertiary students who think that parents do not play a role in preventing children from bullying at schools; and 138 (100%) tertiary students state that children who practice religious teachings in a proper way in their familial lives will behave positively outside the house. Anchored in the existing study findings, the factors causing bullying at schools are very comprehensive, so the resolution must be comprehensive as well. The involvement of teachers, the community, the environment, the government, and the private sectors has not been enough to overcome the problems of bullying at schools. Other instruments are needed besides the above-mentioned instruments. Other instruments can be the role of family or parents and the proper practices of religious teachings that are believed. If the two instruments are synergistic, it is believed that bullying at schools will decrease by itself. It is because children come from family. The present study recommends that parents play a role in preventing children from bullying at schools because the main control of children is their parents. Good or bad behavior of children is a reflection and the result of familial or parental interventions. Furthermore, the role of religious teachings that are practiced in the family will certainly be reflected in children's behavior in their daily lives because every religion basically teaches goodness, in this sense, including kindness to others at schools.

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