THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS' SCHOOL MANAGEMENT IN ANTICIPATING BUYING BEHAVIOR

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Abstract. This research aims to examine and describe the unique processes and stages of school management at SMP Negeri 2 Tarumajaya Bekasi, which were developed to increase teachers' and students' understanding of the dangers of bullying. This type of research is qualitative, with a descriptive research approach. Data collection techniques were obtained through observation, documentation and interviews. The results of the School Management research show firstly, forms of bullying still exist at SMP Negeri 2 Tarumajaya, such as kicking and hitting, verbal non-physical in the form of cursing, mocking, calling names, accusing, giving encouragement, spreading gossip and shouting. , for mental or psychological bullying in the form of humiliating the victim and isolating the victim. The two factors that cause bullying at SMP Negeri 2 Tarumajaya are caused by parents' lack of attention to their children or those from families whose economic conditions are less fortunate. Third, the role of school management of Islamic Religious Education teachers in handling this case is to implement a friend teacher for students at SMP Negeri 2 Tarumajaya by positioning themselves as equals, taking an individual approach, as a partner to confide in and seeking empathy, attention, adopting a friendly attitude.

Keywords: School Management, Islamic Education Teacher, Behaviour and Bullying

I. INTRODUCTION

School management is an important part of an organisation that is seen as the science of managing and utilising human resources effectively. Management in the professional level is based on the ethical values of the organisation, it requires human resources with special expertise in carrying out managerial work professionally (Chairunnisa, 2016). The achievement of these goals cannot be separated from the accuracy of the decision-making process in the organisation. This management process takes place on an ongoing basis in which it is not only loaded with abilities but also supported by the use of human resource skills in the form of energy and thoughts that are specifically used to be able to do work effectively and efficiently through careful planning, organisation, and supervision so that optimal results are obtained (Maisaro, 2018). The essence of management is the effort to manage or organise an organisation that is directed to achieve the organisation's goals that have been set productively, effectively and efficiently. School management is intended to be able to meet the needs of stakeholders, so that all processes and stages ranging from planning, organising, directing and controlling are intended to be able to adjust to the expectations of schools and stakeholders.

Bullying, known in Bahasa Indonesia as bullying, is a serious problem for children in most countries around the world. Bullying is also a serious and threatening problem for Indonesian children. The Ministry of National Development Planning and Unicef presented the results of a survey conducted in 2015 by The Global School-Based Health Survey which showed that 32% of students aged 13 to 17 in Indonesia had experienced physical violence and 20% of students were victims of bullying at school. The Indonesian Child Protection Commission (KPAI) in the period 2011-2017 received 26,000 child protection cases, of which 34% were bullying cases. In 2018, KPAI received 161 reports of child protection cases, of which 36 cases (22.4%) were cases of bullying victims and 41 cases (25.5%) were cases of bullying perpetrators (Ihsana Sabriani Borualogo and Erlang Gumilang: 2019). The phenomenon of bullying has become a serious problem in education. Bullying can cause negative consequences for both the victim and the perpetrator, both of whom can experience mental and social problems, even to the point of committing suicide. For victims, the negative effects of bullying can be in the form of short-term effects such as physical injuries, or long-term effects such as experiencing anxiety, depression, harmful substance use, the opportunity to bully others and the possibility of various other behavioural disorders.. Bullying can cause problems with social activities, feeling afraid to go to school so often absent, unable to learn well and unable to concentrate, all of which can lead to decreased learning achievement. Bullying behaviour can also cause depression, psychopathological behaviour, health problems and self-harming behaviour (Pipih Muhopilah and Fatwa Tentama: 2019).

Discussing education certainly includes its main object, namely humans. God created humans in order to serve Him. Allah is the God who educates nature as well as the God who educates humans. As a caliph on earth, humans are authorised by God to do learning, so it is humans who do the learning. Learning is carried out to improve all aspects of human character which means the process of changing the behaviour and behaviour of a person or group of people in an effort to mature humans through teaching and training efforts, both physical and spiritual aspects, also means the process of action and how to educate (Ibar Adi Permana and Jajat Sudrajat: 2022).

Education is very much needed by humans, because education is a human process from not knowing anything to knowing. Not only that, education is the process of changing a person's behaviour and attitude in order to become a better human being. There is also Inanna's opinion that education is an effort that has a plan in the learning process so that humans can develop and grow into humans, who are independent, knowledgeable, creative, responsible, noble. The purpose of learning is to prepare students to be able to adjust to the immediate area or various conditions so that children can survive in the future (Rita Mahriza, Meutia Rahmah, and Nani Endri Santi: 2020). Almost everyone thinks that education is understood through educational institutions or institutions, namely schools. Schools are one of the places for mental and personality formation. experts say that failure to cultivate personality from an early age will form a problematic character in the future. For children, the experience at school is very influential, after the family, schools share experiences that are very meaningful and have the potential to change their lives. Therefore, instilling morals through character education as early as possible to children is the main key to building a nation (Nursasari Nursasari: 2017).

One of the phenomena that has recently caught the attention of the education world is violence in schools, whether committed by teachers or students. We often see children mocking, making fun of, or pushing their friends. Until now, this behaviour has been considered a normal thing, just a form of social relations between children, even though it is included in bullying behaviour. However, we do not realise the consequences that occur if children experience bullying. Therefore, various parties must be able to understand what and how bullying is, so that they can comprehensively prevent unwanted consequences.

In a number of schools, this disgraceful act is still ongoing and never stops, and even tends to be passed on to new students. Students who have power or feel they have the ability to control their friends, especially those considered weak, will be treated with intimidation or violence (Ajeng Septi Viviani, Hairunisa, and Andreas Agung Kristanto: 2018). Bullying behaviour has become an integral part of children's lives in this competitive era. It is necessary to think about the risks faced by children and then find a way out to break the endless chain of violence that is interrelated with each other. Of course, various parties are responsible for the survival of children, because children also have rights that must be fulfilled by the state, parents, teachers, and society. A joint commitment and concrete steps are needed to prevent bullying behaviour (Zinatul Hayati, : 2020)..

Bullying can be verbal or nonverbal. The consequences of bullying are psychological and even physical disorders. Victims of bullying are very vulnerable or traumatised when facing life, namely doing daily activities, going to school etc. It affects the daily behaviour of students. This affects the daily behaviour of students. Bullying victims will be disturbed by their learning activities. How can he learn, he alone is psychologically difficult and there is no comfort.

Victims of bullying will not succeed in achieving education, unless the trauma disappears. So great is the effect of bullying behaviour. Seeing this phenomenon, the school should minimise bullying as early as possible. Schools that are free from bullying will produce quality students. For this reason, cooperation between schools, parents, and children is needed as well as the role of the community who participate in children's rights to be free from bullying (M. Agus Samsudi and Abdul Muhid: 2022).

The number of bullying cases that occur has resulted in this behaviour becoming a common thing for some people and has led to a group nature and feeling superior to anyone. In some schools, bullying often occurs because of hereditary behaviour from previous students. Therefore, it is very important for parents and homeroom teachers to supervise every child's activities in order to provide the right advice and direction to avoid deviant behaviour such as bullying.. Some cases of bullying in schools are not adequately handled by those who are supposed to handle them, such as teachers and parents. Some perpetrators are also victims of bullying so they do what they have experienced to others. Therefore, parents, teachers and friends should embrace or pay more attention to the behaviour of the people around us. Especially in the school environment where bullying has become commonplace, therefore it is necessary to provide counselling to teachers, guardians, students, and the community (Tisa Yunita, Tsabitah Rafifah, and Dinie Anggraeni: 2022).

In other words, students who are in the school environment have the right to feel safe and avoid fear while at school. Schools and those responsible for the provision of education have an obligation to protect students from intimidation, assault, violence or harassment. The function of the teacher's role is as a teacher, educator and mentor, so there needs to be various roles in oneself. This teacher role always describes the expected pattern of behaviour in various interaction activities both with students in particular, fellow teachers and with other staff. Therefore, the role of Islamic Religious Education Teachers in schools is needed, in addition to teaching and educating, they must also take preventive action against problems that arise as a result of bullying. And also because Islamic Religious Education Teachers have a close relationship with education based on Islam by instilling spiritual moral values so that student participants become better individuals.

Allah SWT strictly forbids and does not encourage the behaviour of degrading others. as explained in surah Al-Hujurat verse 11:

يَٰٓأَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ عَسَىٰ أَنْ يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَآءٌ مِّنْ نِّسَآءٍ عَسَىٰ أَنْ يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوٓا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الِاسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَنْ لَمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّٰلِمُونَ

"O you who have believed, let not one people make fun of another people (for) they may be better than those who make fun of them, and let not women make fun of other women (for) they may be better than those who make fun of them). Do not revile one another and call one another by bad

names. The worst calling is that of the wicked699) after believing. Those who do not repent are the wrongdoers". QS. Al-Hujurat: 11.

Based on the verse above, it can be explained that smer behaviour is a despicable behaviour that should not be done by everyone because it can harm themselves (perpetrators) and others (victims). Every human being is not perfect and has advantages and disadvantages. By having high self-awareness, a person will not look down on others and not see their shortcomings. Bullying is a desire to hurt. This desire is shown in physical, psychological or verbal actions, which cause someone to suffer. This action is carried out directly by a person or group that is stronger, irresponsible, repeated, and done with pleasure (Lutfi Arya: 2018). Therefore, it is expected that parents have a good understanding of the problem of bullying, schools should also socialise the role of teachers in bullying issues, so that students know where to go and tell about the bullying problems they are facing. in real life learners are also social beings who cannot live alone and need help or encouragement from others. Teachers must be able to have the right strategy or way that can help students overcome every problem (Ujang Khiyarusoleh, Anwar Ardani: 2019)..

From the background of the above problems, the researcher is interested in a deeper study of "The Role of School Management of Islamic Religious Education Teachers in Anticipating Bullying Behaviour at SMP Negeri 2 Tarumajaya Kec.Tarumajaya, Bekasi Regency".

II. RESEARCH METHOD

The research method used by researchers in this study is qualitative research. "The research method is defined as a scientific way to obtain data with specific purposes and uses (Ramdhan, Muhammad: 2021). Qualitative research data is obtained from things that are observed, heard, felt, and thought by researchers. Of course, this information is always related to the research focus. Usually the data is in the form of recorded interviews which must then be transcribed by the researcher in the form of a narrative. Interview data is obtained from the researcher's observations through his observations. In the qualitative research process, observation is carried out in a participatory or non-participatory manner.

The type of approach used in this research is a descriptive approach. Descriptive approach is a research strategy in which researchers identify an event, the phenomenon of a person's life and ask a group or individual to tell what is happening at the moment (Muhammad Idrus: 2023).

III. FINDING AND DISCUSSION

The research findings are based on an inter-site analysis of the four research sub-focuses obtained through interviews, observations, and documentation studies at SMP Negeri 2 Tarumajaya Bekasi. Nurochim (2016) states that

school management is where a group of human resources in the school become executors based on a predetermined division of tasks and work together to achieve educational goals and expected school goals. In general, the scope of school management includes: 1) teaching programme; 2) school administration; 3) student affairs; 4) staffing; 5) school facilities and infrastructure; 6) finance; and 7) community relations. Based on the previous control of school management in implementation, the following educational programme planning was prepared:

Definition of School Management for PAI Teachers

School management in the application of the nature of the teacher according to Al-Ghazali's view, in terms of his mission is a person who teaches and invites students to taqarrub to God by doing science and explaining the truth to humans (Jennifer Brier and lia dwi jayanti: 2020). The performance of quality self-efficacy can be realized immediately by implementing self-efficacy measures with high Organization Citizenship Behavior and fulfilment of optimal job satisfaction. Teachers who have self-efficacy carry out the work to be carried out with pride because they will provide behaviour that is manifested by the quality and fun teachers (Rohimah : 2022) . The efforts made in assessing the quality of seriousness in work are given directlyby wise citizens, especially teachers,in the form of how well the level of self-efficacy is given according to their expectations. Therefore, conformity with the wishes of the high Organization Citizenship Behavior levelis the leading benchmark. At the same time,the problem of how to make it happen effectively and efficiently is implementing organizations that must work hard towork optimally. Combiningthe three things above will synergize various elements of the organization so that effective programs and actions can be made to realizequality leadership with quality Organization Citizenship Behavior - level servicesandproven and sustainable job satisfaction. To improve the quality of leadership ability of teachers in schools.

Definition of Islamic Religious Education

Tayar Yusuf defines Islamic religious education as a conscious effort of the older generation to transfer experience, knowledge, skills and skills to the younger generation so that they will become human beings who fear Allah SWT (Indrianto, N.: 2020). Religious education is one of the materials that aims to improve noble morals and spiritual values in children. This shows that school management has an Islamic religious education teacher who has an important position in the national education system and is one of the subjects that must be taught in every school.

BULLYING

The word bullying comes from the English word "bully" which means to bully or disturb. In Indonesian, etymologically the word bully means a bully, someone who oppresses the weak. A soul who states that bullying is a situation where someone who is strong (both physically and

mentally) oppresses, corners, harasses, hurts someone who is weak intentionally and repeatedly, to show his strength. In this case the victim is unable to defend or defend himself because he is physically or mentally weak. Coloroso Barbara argues that "Bullying is a conscious, deliberate, and purposeful activity to injure, instil fear through threats of further aggression, and create terror based on an imbalance of power, intent to injure, threats of more aggression, terror that can occur if the bullying does not stop" (Amin Nasir: 2018).

Forms of Bullying Behaviour

In general, bullying can be grouped into three categories: physical bullying, verbal bullying, and mental/psychological bullying. Among them are as follows:

Physical bullying is a type of bullying that can be seen with the naked eye. Anyone can see it because of the physical touch between the bully and the victim, such as: biting, pulling hair, hitting kicking, locking, and intimidating the victim in the room or by stalking, twisting, punching, pushing scratching, spitting, threatening and damaging the victim's property, using weapons and criminal acts..

Verbal bullying is the most common form of bullying used by both boys and girls. Verbal bullying can be blackmailing, threatening, or intimidating, rumour mongering, saying nasty things to the victim, pressurising, spreading the victim's ugliness.

Mental/psychological bullying is the most dangerous bullying because it is difficult to detect from the outside. Such as: inciting messages, cheating and hiding. Direct: e.g. rude or threatening movements (hands, feet, or other limbs), staring, threatening faces, growling, stomping, threatening or frightening (Bestari Laia Saferius Bu'ulolo, Sri Florina L. Zagoto: 2022).

RESEARCH RESULTS

The school management role of Islamic Religious Education teachers in anticipating bullying behaviour

Everyone knows that in the world of education the role of school management Islamic Religious Education teachers are not just teaching, but more than that, namely guiding and instilling religious values so as to create a personality that is morally good. Teachers who are indifferent to religion will show an attitude that can cause students to be carried away by the flow. The management role of Islamic religious education teachers is very important in instilling student character, one of which is in overcoming bullying behaviour. not only as an educator but must be responsible for the academic value of students, in shaping student behaviour and character. According to Mulyasa, the role of the teacher is as a guide, based on his knowledge and experience the teacher must be able to guide and be responsible for the journey and development of students (Taufiq Ismail, 2019).

The management role of Islamic Religious Education teachers is very important in instilling Islamic religious values in students. Basically, for handling bullying cases

here, if seen from the school procedure that the one who overcomes is the homeroom teacher if the homeroom teacher is unable to handle it, it will be handed over to the Counselling Guidance teacher and will work with the deputy student affairs. However, the Management Role of Islamic Religious Education teachers is also in handling these cases even though they only provide guidance, advice, and direction. Students who commit violations are not necessarily directly punished or given sanctions, but the Islamic Religious Education teacher tries to find out in advance the cause of the emergence of this behaviour, then the right solution will be given so that students are aware and can end the bully behaviour.

Factors Causing Bullying Behaviour

The rapid development of the times has changed the lifestyle of today's teenagers, from their habits, interests, language and the clothes they use, politics and music they like. Children who are entering adolescence naturally demand a lot of attention from parents. Bullying against children is caused by internal factors that come from the children themselves and external factors that come from family and community conditions. Factors that cause bullying in SMP Negeri 2 Tarumajaya are the first lack of supervision or attention from parents, peer factors, and social media factors:

Family. Bullying perpetrators often come from troubled families, parents who often punish their children excessively, or family situations filled with stress, aggression, and hostility. Children learn bullying behaviour by observing their parents' conflicts, and then imitate it towards their peers. If there are no strict consequences from the environment, then the child will learn that "powerful people are allowed to behave aggressively that can increase one's status and power".

Environmental Factors Society is an interaction between society and its environment, this society then forms a social system which plays a big role in shaping a person's personality, and then there is interaction between humans or society and their environment.

Peer Factors. Peer influence is quite dominant on bullying because children will spend time with their peers, they will spend a lot of time at school. Therefore, the influence of peers can make children commit acts of bullying.

Mass Media Factors. If we look at the screen, today's non-educational programmes are less educational spectacles that are even used as guidance with scenes of violence in a soap opera, it is a spectacle that is not very educational but is even imitated by children. A lot of bullying is highlighted in a scene, both verbally and physically. Starting from the simplest things, such as inciting someone, boycotting, threatening, to violent acts such as hitting, grabbing, and fighting. In this case, children are most easily influenced by the scenes they see on television and even by practising them. This is a form of social media abuse among children (Risha Desiana Suhendar: 2019).

Supporting and inhibiting factors for the role of Islamic religious education teachers in anticipating bullying behaviour.

An institution can be said to be good if there is a reciprocal relationship between one component and another, to handle bullying cases, good cooperation is needed.

The supporting factors are as follows::

Homeroom teachers are teachers who are charged with the duties of the subject they teach, but they have another task as the person in charge of the learning dynamics in a particular class. Homeroom teachers play an important role in the relationship between schools, students and parents (Rizqi Rahayu Rahayu: 2019)..

Islamic Religious Education teachers are education professionals who have the task of providing an understanding of Islamic religious material to students and society. Teachers have two tasks, namely the task of carrying out as educators and teachers in schools and also have the task of providing an understanding of Islamic religious material to students so that students and society have the right perspective or understanding of religion (al qur'an and hadith) which is marked by polite, peaceful and non-violent attitudes and behaviour. Difference (M. Saekan Muchith: 2016).

The Counselling Guidance Teacher has a role in helping students to develop all their potential to develop optimally, help identify student potential, plan for the future and help students alleviate various student problems. On the other hand, it also plays a role in improving students' learning skills and motivation, helping students in choosing majors, helping students adjust at school, developing students' interests and talents, and helping solve problems faced by students (Desty Kurniati, Tina Musyofah, and Aji Prayetno Ojil: 2021).

In addition to the 3 supporting factors above, other school management teachers also play a very important role in handling bullying problems that occur. The factors that inhibit teachers in preventing bullying such as::

Parental Factors There are still some who lack attention to children because of the busyness of each parent. When a student has a problem and calls the parents, the parents do not come to school. This hinders the school in communicating student problems to parents.

Faktor Orang Tua Masih ada beberapa yang kurang memperhatikan anak karena kesibukan masing-masing orang tua. Ketika siswa memiliki masalah dan memanggil orang tua, orang tua tidak datang ke sekolah. Hal ini menghambat pihak sekolah dalam mengkomunikasikan masalah siswa kepada orang tua.

Factors The environment where students live is less supportive If it is seen from some students who live in very densely populated residential areas so that the variety of associations seen by children. This has an impact on their attitudes and behaviour which tend to imitate the association seen by the child (M Melisa and L Yustika: 2020).

An overview of the bullying anticipation programme conducted by SMP Negeri 2 Tarumajaya Bekasi.

Bullying is a serious problem that must be dealt with in schools. Many individuals are victims or even perpetrators of bullying, so it is very important for schools to make policies that cover all components of the school. To overcome bullying, there needs to be concrete steps from the school to raise the awareness of all school components about the negative impact of bullying. One way to achieve this is by creating an anti-bullying programme in the school.

There are several programmes conducted by the school to prevent bullying behaviour, these programmes are as follows:

Personal counselling is guidance to help a person or group of people in the process of resolving personal social problems. Social personal problems in this case are his relationship with parents, family, lecturers, friends, neighbours, his nature and abilities, adjustment to his environment both in the realm of education and in the community where he lives, as well as resolving conflicts faced (Iin Handayani: 2019).

Classical Guidance is a service activity that can be provided to a number of students and carried out in class in the form of face-to-face between guidance teachers and students presented systematically in the development of certain competencies needed by students in their lives. Based on the results of research conducted by Mukhtar, Budiamin, and Yusuf, it is concluded that classical guidance services are beneficial for counseling teachers to help students improve affective abilities (Doddy Hendro Wibowo: 2021).

Religious Studies in Schools is one of the da'wah and as a means to develop knowledge about Islam and direct the listeners or those who follow these activities to understand Islamic values. In this da'wah contains the meaning of inviting, calling, calling, conveying, encouraging, or begging..

So with the religious studies conducted by the school, students are expected to understand that bullying is an act that is not good and can hurt others, so that students can stay away from these actions.

IV. CONCLUSIONS

The successful implementation of school management programs in accordance with planning, organising, and directing is supported by adequate learning facilities and infrastructure available at school as well as the support of parents and the Education Office. Meanwhile, obstacles that sometimes become obstacles in the successful achievement of programme implementation include differences in parents' education patterns towards students who are not in accordance with the school concept and teachers who encounter obstacles in instilling an understanding of the concept of education at SMP Negeri 2 Tarumajaya Bekasi. Based on the results of research on the role of school management of Islamic religious education teachers in anticipating bullying, namely teachers are not only teachers but more than that, namely educating their students, having responsibility in shaping student behaviour and character.

The role of school management of Islamic religion teachers if the occurrence of bullying at school against

children is caused by various factors that influence it. Bullying against children is caused by internal factors that come from the child himself and external factors that come from family and community conditions. Factors that cause bullying in SMP Negeri 2 Tarumajaya are the first lack of supervision or attention from parents, peer factors, and social media factors. The role of school management to overcome bullying there are real steps from the school to raise awareness of all school components about the negative impact of bullying. One way to achieve this is by creating an anti-bullying programme at school.

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