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| 25	5646	38897
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RESEARCH ARTICLE

School Strategy to Prevent Bullying Through the Habit of Congregational Prayer in Muhammadiyah Elementary Schools

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ABSTRACT
This study explores the role of congregational prayer in preventing bullying in schools. Using a qualitative phenomenological approach, data were collected through interviews, observations, and documentation, then analyzed with the Miles and Huberman interactive method. The results show that congregational prayer helps build character and internalize Islamic values, which serve as a strategy to prevent bullying. Key findings highlight several strategies: (1) fostering a positive and tolerant environment, (2) instilling Islamic character values, (3) intensive supervision, (4) student involvement, (5) enhancing self-awareness and empathy, (6) applying positive approaches to negative behavior, (7) providing real-life examples, (8) reinforcing anti-bullying commitments, (9) encouraging student role models, and (10) integrating Islamic values into daily school life. These efforts collectively create a supportive environment that reduces bullying incidents and promotes positive student behavior.

Keywords – Strategy, Bullying, Habituation, Congregational Prayer, School

INTRODUCTION
Bullying or bullying in English comes from the word bull. The word bull is interpreted as a bull that likes to rush(Taufik, M., Khamim, M., & Indriasari, 2024). The meaning of the word bull is used to describe destructive, and aggressive actions. Bullying is an aggressive act or an act of oppression intentionally and consciously, either by a group or an individual which is usually done repeatedly to the victim(Bakri, 2022; Misfala, M. Y., Umar, Z., Hamdan, M. Z., Maskurii, A. H., & Nizam, 2023). The definition of bullying is understood as aggressive or violent behavior that is carried out repeatedly with the aim of intimidating the victim, both individuals and weaker groups.

Bullying is generally divided into three forms, namely verbal, physical, and online bullying (cyberbullying)(Gultom, A. F., Suparno, S., &

Wadu, 2023; Rizal, 2021; Sudrajat, 2023). Verbal bullying is an act of violence or direct oppression, either direct statements or using media in the form of telephones, emails, and letters. The forms of verbal bullying include in the form of scaring, accusing, cheering, cursing, ridiculing, and spreading gossip(Maulany, L. E., Rasimin, R., & Yusra, 2022; Rahmawati, S., & Christiana, 2020). Physical bullying is a form of bullying that can be seen with the naked eye. The physical bullying includes: pushing, slapping, kicking, biting, pinching, throwing with objects, slapping, and punishing by pushing up(Aprilianto, A., & Fatikh, 2024). Online bullying is non-violence through digital technology, where the perpetrator uses electronic media to take aggressive actions against the victim. These online bullying acts include forms of communication, such as text, images, videos, and comments on social media(Syahid, A., Sudana, D., & Bachari, 2022). Understand these forms of bullying, that bullying can occur in contexts in various environments, including school environments, workplaces, and social media.

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Bullying is a form of very aggressive attitude and actions that can hurt the physical or heart of others are carried out continuously. Data owned by the Organisation for Economic Cooperation and Development OECD concludes that bullying attitudes are rampant in Indonesia at 41.1% and Indonesia is ranked 5th highest compared to 78 other countries. In addition to the many cases of bullying, students in Indonesia admitted that as many as 22% of students were insulted and had their goods taken. Furthermore, there are as many as 18% who experience bullying carried out through attitudes, as well as 19% who feel excluded and there are 14% of students who claim to be threatened by their peers(Putri Wijayanti & Tipa Uswatun, 2019).

he phenomenon of bullying students, especially in the elementary school (SD) environment, is a worrying issue and requires handling. Bullying cases that occurred in elementary schools showed a significant trend of increasing bullying cases, namely around 23% of students experienced various forms of violent behavior, both verbal and physical(Makrufi, A. D., Aliza, N. F., & Tahang, 2023; Sabekti, M., Ikhsanudin, M. R., Sumardjoko, B., & Ati, 2024). This phenomenon not only harms individuals, but also has an alarming impact on psychosocial well-being throughout the school(Dharma, I. D. A. E. P., Karpika, I. P., & Setiyani, 2024; Panggabean, H., Situmeang, D., & Simangunsong, 2023; Waluyati, I., Irmansyah, I., & Syaifullah, 2024). Some of the impacts of bullying, including victims experiencing mental health problems, namely depression, anxiety, and frequent stress, and even victims experiencing social isolation, namely victims of bullying feel isolated a lot and do not have close friends(Nugroho, S. E., & Azizah, 2024; Susanti, S., Dalimunthe, K. T., Diba, A. F., Sihombing, C. M., Rasenda, R., Darmayana, Z., & Lubis, 2024).

The impact of bullying not only has an impact on the well-being of the people involved, but also the atmosphere and culture of the school as a whole. Bullying can cause psychological, emotional and academic losses for students who are victims which has a long-term impact on student development. The impact of bullying can even create an environment that is not conducive to learning, hinder students' social and academic development and create unwanted behavior patterns(Firmansyah, 2022; Nasution, N. C., Dewantari, N. A., Yumarni, V., & Zulpianto, 2024).

Some of the factors that cause bullying above include a negative social environment, and lack of knowledge about the impact of bullying(Azizi, A. J., Putra, N. P., & Wahyuningsih, 2024; Dewi, 2020). Factors of bullying behavior are several factors, namely new students, their social and economic background, cultural or religious background, skin color or hair color and intellectual factors. Other factors that affect the existence of bullying behavior, namely the presence of factors from the family, factors from associations or peer groups and other factors(Sunandari et al., 2023).

The phenomenon of bullying behavior and its impact shows the importance of taking preventive measures, especially for schools or educational institutions to create a sense of security, mutual respect, and affection and get protection from violence and discrimination(Marasaoly, 2022; Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 82 Tahun 2015 Tentang Pencegahan Dan Penanggulangan Tindak Kekerasan Di Lingkungan Satuan Pendidikan., n.d.; Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak., n.d.). Departing from the purpose of preventing bullying, the education unit needs to have a strategy and program to prevent bullying. Prevention of bullying, especially in the educational environment, can be done through understanding bullying on the negative impact of bullying among students and teachers. This can continue to be done in the classroom during the ceremony and put up educational posters about bullying at the school site. Bullying that occurs in the school environment requires greater attention, because school is a place where students can participate in formal learning, so that it will have an impact on the quality of life in future generations(Maritim, 2023; Siti Annisa Jumarnis et al., 2023).

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Understanding the bullying prevention strategies in elementary schools above is very important to create a safe and supportive environment for students. Some strategies to prevent bullying include socialization, providing moral learning, collaborative learning, making anti-bullying policies, educating and raising awareness of bullying through its forms and impacts(Harahap, F. L., Siregar, E. C., Rianita, R., Siregar, J. M.,

Lubis, J. R., & Purnomo, 2024; Herdiansyah et al., 2021; Sukmawati & Aliyyah, 2023). The strategy can help all parties to prevent bullying behavior, students can talk about the problems they face, create a safe environment to share experiences and express their feelings and establish clear anti-bullying rules and policies in schools and ensure all students and teachers understand the consequences of bullying behavior, provide training to teachers on how to recognize and handle bullying situations. Teachers are expected to have strategies that can support victims of bullying to reprimand and punish perpetrators wisely(Herdiansyah et al., 2021).

Another strategy, preventing bullying in the school environment is through the role of teachers. The role of teachers in preventing bullying behavior is to explain to students to always be kind to their peers, always motivate them to behave well and give educational sanctions or punishments for bullies and always give them motivation not to bully again. Bullying behavior can be prevented by forming a good personality and character for students. Teachers must always give a stern warning when bullying behavior occurs. Teachers are very important in providing a role and a good example in reducing bullying behavior. Teachers must also have good interpersonal behavior in order to reduce the level of bullying behavior to students, because teachers are seen as a profession that as a whole must have a good personality and a strong mentality, therefore teachers become an example for their students and the surrounding community(Firmansyah, 2022).

Based on the results of observations, bullying at Muhammadiyah 1 Gempol Elementary School in the form of verbal bullying, including students in the second grade who could not read were ridiculed by their friends by saying: "oh I'm old, I can't read yet". Verbal bullying behavior with taunting words also occurred in students in the fourth grade who experienced speech delays and were ridiculed with the same words. The school's efforts to prevent bullying are carried out with a habituation approach through a congregational prayer program.

The intended congregational prayer program is a prayer that is carried out jointly by two or more people with one person being the imam and the other being the makmum in accordance with the terms and conditions of congregational prayer(Halimah et al., 2023). Muhammadiyah 1 Gempol Elementary School in this case implements and accustomes students to perform congregational prayers. The congregational prayer applied at Muhammadiyah 1 Gempol Elementary School is carried out during the Dhuha prayer, Dzuhur prayer and Asr prayer. The habituation of congregational prayer is an effort by the school to build religious character and prevent bullying in the school environment.

Some of the previous studies that are relevant to this study include a literature study on the prevention of bullying in the school environment to

educate knowledge about the negative impact of bullying[33]. In line with other research, bullying prevention strategies at Ismaeliyah School Thailand by providing education about the impact and material of bullying. The principal even implemented several strategies, including forming an anti-bullying team, doping on students' social media, and collaborating with students' parents in character building. This strategy has succeeded in preventing acts of bullying and can form students with noble character(Marhaely, S., Purwanto, A., Aini, R. N., Asyanti, S. D., Sarjan, W., & Paramita, 2024). In line with other research, bullying prevention strategies at Ismaeliyah School Thailand by providing education about the impact and material of bullying. The principal even implemented several strategies, including forming an anti-bullying team, doping on students' social media, and collaborating with students' parents in character building. This strategy has succeeded in preventing acts of bullying and can form students with noble character(Prasetio, A., & Fanreza,

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2023). This research is in line with efforts to prevent bullying behavior through strengthening student character education by integrating character values in learning tools and applying them to the learning process in the classroom and through school cultural activities(Asih, W., Setiyoko, D. T., & Sunarsih, 2024; Larozza, Z., Hariandi, A., & Sholeh, 2023; Munandar, H., & Rina, 2023).

Another research shows that efforts to prevent bullying in the school environment are carried out by collaborating with three elements, namely family, school, and community and developing students' self-awareness about the dangers of bullying and through socialization programs(Harahap, F. L., Siregar, E. C., Rianita, R., Siregar, J. M., Lubis, J. R., & Purnomo, 2024; Maritim, 2023; Puspitasari, 2023). Prevention of bullying by maximizing the role of Islamic Religious Education (PAI) teachers with several roles, namely providing examples of moral character and monitoring student development in the school environment, teachers integrate learning materials with good morals and attitudes in daily life, provide advice and direction to perpetrators and victims of bullying, and teachers coordinate with homeroom teachers and principals to follow up to overcome acts of bullying(Andryawan, A., Laurencia, C., & Putri, 2023; Diana, 2023; Sukmawati & Aliyyah, 2023).

Based on some of the studies above, there has not been a specific study on the prevention of congestion with the approach of habituating congregational prayers. Departing from this background, this study focuses on the research question, namely how does the school strategy prevent bullying behavior through the habit of congregational prayer at SD Muhammadiyah 1 Gempol? The purpose of the study is to describe the school's strategy to prevent bullying behavior through the habit of congregational prayers. The

benefits of this research are expected to be a reference in preventing bullying of students in elementary schools with a religious approach and encouraging collective awareness of bullying behavior through congregational prayer activities.

METHOD

This research uses a qualitative approach. The qualitative research approach is used to understand the meaning and experience of the research subject naturally in a social context according to the problem in this research, namely efforts to prevent bullying through the habit of congregational prayer. Departing from the purpose of choosing the approach, the research uses a type of phenomenological research. Phenomenological research is intended in this study to understand and describe individual subjective experiences of the phenomenon of habituation of congregational prayer as an effort to prevent bullying in the school environment. This research was carried out at Muhammadiyah 1 Gempol Elementary School with the research subject, namely the principal.

Data collection techniques are carried out by means of observation, interviews and documentation. The observation technique used used participant observation. Participant observation was carried out by the researcher directly to see the efforts of the subjects to take measures to prevent bullying through the habit of congregational prayers. The interview technique was carried out to obtain data from subjects related to how school strategies prevent bullying behavior through the habit of congregational prayers. Documentation techniques are used in data collection with the aim of supporting data findings from observation and interview results, including photos of congregational prayer habituation activities, and records of bullying prevention measures. Furthermore, the data analysis technique of this study refers to the Miles and Huberman interactive analysis model which consists of three elements, namely data condensation, data presentation, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldana, 2014). These three elements were carried out from the beginning of the research in an interactive and continuous manner, so that researchers can gain a deep and comprehensive understanding of the phenomenon of school efforts to prevent bullying through the habit of congregational prayers. The validity test of the data used in this study uses a triangulation technique. Triangulation in this study is carried out in two ways, namely source and method

triangulation. The source triangulation technique is used to compare research data sources from different subjects and informants. The triangulation method technique was used to compare the research data from the results of interviews, observations, and documentation.

RESULTS

Based on the results of interviews,

observations, and documentation to describe the school's strategy to prevent bullying behavior through the habit of congregational prayer at Muhammadiyah 1 Gempol Elementary School can be described as follows:

First, forming a positive and tolerant environment. The school's strategy is to prevent bullying behavior by carrying out the Dhuha prayer program, Dhuhur prayer and Asr prayer in congregation at the mushalla. The program is to form a positive and tolerant environment in the school environment. The positive and tolerant environment is intended to create an atmosphere of family, empathy, harmony, and mutual respect, and each individual feels safe, valued, and accepted by each other. This is as stated by the principal: "to form a positive and tolerant environment in the school environment, we make a policy for all teachers to carry out Dhuha prayers, Dhuhur prayers and Asr prayers in congregation. Teachers in this case play a role in creating an atmosphere of kinship and empathy between students. Students who are used to worshipping together tend to have a more harmonious and respectful relationship, thereby minimizing bullying behavior".

Second, instilling Islamic character values. The strategy by adding Islamic character values is intended to internalize Islamic values and teachings in each student with the aim of forming Islamic character values, including mutual respect, responsibility, honesty, and affection. This strategy also provides spiritual education, namely integrating religious teachings in daily life, so as to foster behavior, attitudes, and personalities that are in accordance with Islamic principles. The habit of congregational prayer is expected to prevent bullying in the school environment by instilling Islamic character values, including compassion, brotherhood, and mutual respect. The principal of the school in this stated: "Getting used to the Dhuha prayer, Dhuhur prayer and Asr prayer in congregation, the teacher also gave brief advice related to Islamic values such as compassion, brotherhood and the importance of respecting others. The repetition of these messages can shape the character of students to further avoid behaviors that hurt others". The habit of congregational prayer as part of efforts to prevent bullying in the school environment can be seen in the following figure 1:

Figure 1. Implementation of Habitual Congregational Prayer

Third, intensive supervision. The principal and teachers in this strategy monitor or supervise the interaction between students during and after the Dhuha prayer, Dhuhur prayer and Asr prayer. Then after the Dhuha prayer, perform a kultum (seven-minute lecture) and the teacher, in this case, opens a short session of question and answer or reflection that allows students to express their opinions or personal experiences related to the predetermined theme. This strategy is expected to help students to better understand the impact of

bullying and invite students to think critically about these actions.

Fourth, involving the active role of students. The principal and teachers in this strategy emphasize the importance of student involvement in preventing bullying in the school environment. The teacher in terms of appointing several students to serve as a reminder to his friends of the importance of being kind to anyone. This is as seen in the following figure 2.

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Figure 2. Class Leader Reprimands Students Who Complain

It can be seen that the image above shows that a student named Vitto in grade 2 who serves as the class president is reprimanding his friend who is noisy or making a noise when the teacher explains during the lesson. Vitto did this because Vitto was the most assertive student in the 2nd grade, and he wanted his friend to always be kind and always respect whoever was older.

Fifth, increasing self-awareness and empathy. This strategy is interpreted by schools as an effort to help students understand and manage their own emotions, as well as to be able to feel and appreciate the feelings of other students. The importance of self-awareness and empathy, so that students can learn to recognize emotions and manage reactions when they see friends who are victims of bullying. The role of empathy in preventing bullying so that they can show a positive attitude when a friend is a victim of bullying. Increasing self-awareness and empathy is integrated with the habit of congregational prayer with the aim that students can get closer to religious values and deepen their sensitivity to the feelings of others. This is in accordance with the principal's statement: "Getting into the habit of praying Dhuha, Dhuhur prayer and Asr prayer in congregation can help students get closer to religious values and deepen sensitivity to the feelings of others. When learners internalize these teachings, they will be more likely to behave positively and stay away from actions that harm others. Teachers can also use the cult to provide an understanding of the importance of being kind, respecting differences and fostering empathy. With this routine delivery, it can make it easier for students to understand and internalize these values as a guideline in their daily lives."

Sixth, a positive approach in handling negative behavior. A positive approach to dealing with negative behavior, especially in bullying prevention, focuses on encouraging good behavior rather than punishing bad behavior. This strategy aims to make the student environment positive and supportive. Teachers in this case always appreciate students who show a good attitude towards their friends, especially at the moment of Dhuha prayer, Dhuhur prayer and Asr prayer in congregation.

Seventh, it provides a real example in daily life. Teachers always give real examples related to the positive impact on noble morals and the bad impact of bullying, both from Islamic stories and real experiences. Teachers in this case show examples in daily life to prevent bullying means showing attitudes and behaviors that can be used as examples for students. This is an important way to create a safe and supportive school environment. Positive Behavior is intended when teachers interact with their students, they should behave in a way that demonstrates values such as mutual respect, empathy, and cooperation. For example, they can use polite and inclusive language and avoid giving derogatory criticism.

Eighth, strengthening the commitment to anti-bullying. Making cult activities at the time after performing the Dhuha prayer as a moment to strengthen the joint commitment against bullying. This strategy is expected to remind students consistently, will make students have a stronger awareness to reject negative behavior. Ksembilan, encouraging students to be role models. Teachers always encourage students in a certain way who have influence among their friends to also remind them of the importance of good attitudes to their friends through the cult after performing the Dhuha prayer. using cult to strengthen the application of Islamic values that prioritize compassion, tolerance and brotherhood. Students who are used to hearing these values will be more likely to stay away from actions that hurt others.

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Based on the results of the above research, it can be understood that the school strategy to prevent bullying behavior through the habit of congregational prayer at Muhammadiyah 1 Gempol Elementary School is carried out with ten strategies, namely (1) forming a positive and tolerant environment, (2) instilling Islamic character values, (3) intensive supervision, (4) involving the active role of students, (5) increasing self-awareness and empathy, (6) a positive approach in handling negative behavior, (7) providing real examples in daily life, (8) strengthening anti-bullying commitments, (9) encouraging students to be role models, (10) integrating Islamic values in school life.

DISCUSSION

The strategy of strengthening character education with the approach of habituating congregational prayer as an effort by school schools to prevent bullying is in line with the goals of preventing bullying in the school environment, including creating an atmosphere of family, empathy, harmony, and mutual respect, and each individual feels safe, valued, and accepted by each other, so that students can focus on learning without any fear of being a victim of bullying or violence(Marasaoly, 2022; Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak., n.d.). The habit of

congregational prayer as part of character formation in early childhood carried out in the object of this study is an alternative in making efforts to prevent acts of bullying. This further strengthens the results of research that show that character formation can anticipate the occurrence of student bullying in the school environment(Asih, W., Setiyoko, D. T., & Sunarsih, 2024; Munandar, H., & Rina, 2023).

The results of this study also show the conformity and strengthen with previous studies, that character formation through the habit of congregational prayer can be used as a school strategy in making efforts to prevent acts of bullying(Maritim, 2023; Prasetio, A., & Fanreza, 2023). The school's strategy in instilling Islamic character values through the habit of congregational prayer, including mutual respect, responsibility, honesty, and affection as an effort to prevent bullying. The strategy also develops students' spiritual intelligence, so that they can form behaviors, attitudes, and personalities that are in accordance with Islamic principles. This also strengthens and negates the role of teachers, especially PAI teachers in preventing bullying in the school environment(Andryawan, A., Laurencia, C., & Putri, 2023; Diana, 2023).

The advantage of this study compared to the previous research is the discovery of strengthening student character education through the habit of congregational prayer used as a school strategy in preventing bullying in the school environment. Based on the findings of the above research, strengthening student character education through the habit of congregational prayer can have implications for graduates who have the character of students who are closer to religious values and deepen their sensitivity to the feelings of others. This is in line with the priority of forming the main character in the PPK program and preparing the golden generation in 2045. The implications of research results in the field of education, especially efforts to prevent acts of bullying, can strengthen the basic concept of character formation and noble character.

The implications of the results of this research can be used by school principals, teachers, and education staff in the school environment to prevent bullying through the habit of congregational prayer. The practical implications of this research can also enrich school strategies in preventing bullying and building student character in elementary schools or madrasas. The limitation of this research that appears to be that the research subject is only limited to one person, namely the principal, so if the research subject is carried out on all teachers and education personnel, the results of this research can be enriched. Recommendations for further research, including the role of teachers and parents in preventing corruption and strengthening character education.

CONCLUSION

The school strategy to prevent bullying behavior through the habit of congregational prayer at SD Muhammadiyah 1 Gempol is carried out with ten strategies, namely (1) forming a positive and tolerant environment, (2) instilling Islamic character values, (3) intensive supervision, (4) involving the active role of students, (5) increasing self-awareness and empathy, (6) a positive approach in handling negative behavior, (7) providing a real example in daily life, (8) strengthening the commitment to anti-bullying, (9) encouraging students to be role models, (10) integrating Islamic values in school life. These ten strategies seem significant in making school efforts to prevent bullying in the school environment. The strategy through the habit of congregational prayer emphasizes more on the formation of character and the intealization of Islamic values, thus strengthening school graduates who have a strong religious character.

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