

Psychological impacts of Pious Education Strategies to Handle Violence in the Schools

¹Muhammad RidhoMuttakin, ²Farida Hanum, ³Ajat Sudrajat

^{1,2,3}Postgraduate Yogyakarta State University

¹Email: mridhomuttakin5@gmail.com

²Email: faridahanum@uny.ac.id

³Email: ajat@uny.ac.id

Received: 22- March -2023

Revised: 28- April -2023

Accepted:21-May-2023

Abstract

Violence in the Schools is still a serious problem in the education system. The collaboration of many stakeholders is needed to minimise these incidents. One of the solutions proposed is through the role of Religious Education in providing messages and advice as well as internalising character values to handle violent cases in the education system. This research is qualitative research with a phenomenological approach. Data were obtained from informants through interviews. The interviews focused on finding answers about the strategy of Religious Education in handling violence at schools. While the strategy of Religious Education to handle violence in schools is 1) Programmed Guidance, 2) Habituation in Daily Life at School, and 3) Assistance to Students. Applying these efforts and strategies can minimise the occurrence of violence at schools.

Keywords: violence, religious education, habituation.

1. Introduction

Education in schools has been used to internalise cultural values and cultivate national character and student potential. Parents trust schools to educate and develop their children's intelligence. Be it cognitive, affective or psychomotor aspects. However, education in schools tends to be formal. Schools develop more on the cognitive aspect. And ignore the affective and psychomotor specs. In addition to these three aspects, there are also aspects of adaptive skills, such as children's intelligence in social communication (Volkmar et al., 2014).

School is not just a place for the learning process. It is a space for the transmission of the nation's value system, outlook on life, science, law, and societal norms. Schools are social institutions that cannot be separated from other institutions such as family, peers, society, and the media. Advances in information technology in the era of industrial revolution 4.0 have changed students. Students experience the process of social relations in a digital society becoming unlimited.

Curriculum changes aim to keep students away from violence. However, curriculum changes have not reduced violence among students. School buildings with narrow spaces and crowded can be one of the triggers for less conducive dialogic communication among school members. Violence can occur in a variety of contexts, such as violence in the family, neighbourhood, community, school, and gender (Benbenishty & Astor, 2005). Students commit acts of violence due to a lack of self-confidence (Ardiany et al., 2017). Violence causes children to experience injustice and disadvantage. Violence also makes them more vulnerable to risk (Higgins & Moore, 2019).

Violence has permeated the education system, including in school classrooms. The culture of violence in schools occurs through imitation, which is passed down by seniors to juniors/classmates. According to research by Nielsen et al. (2015), two out of three clinical diagnosis studies show that bullying is associated with the presence of PostTraumatic Stress Disorder (PTSD) symptoms. Violence will indirectly shape children's self-identity. Such as decreased self-confidence, being moody, feeling traumatised, aggressive and tending not to trust others. (Christiana, 2019).

Based on data from the International Center for Research on Women (ICRW) survey, the rate of violence in Indonesian schools is 84%. Unarmed fights accounted for 63% of violence-related hospital cases (Tiruneh et al., 2019). The most prominent form of violence in some countries is bullying. Abuse of power in the context of peers is a factor in the emergence of bullying in schools (Menesini&Salmivalli, 2017). Research Muhammad (2009) added the psychological impact caused by bullying is in the form of depression, discomfort in learning, fear, inferiority, shame, suicide, and not feeling at home at school. However, the symptoms are still there even though the bullying has stopped (Rudolph et al., 2011).

According to Budiarto (2020), moral development is very important to emphasise in the school and family environment. This coaching aims to form the character and identity of the younger generation and not be eroded by the times. Mansir (2021) states that the success of moral development in Religious Education is determined and influenced by environmental conditions. The success of character education is a shared responsibility between schools, communities and parents.

One of the solutions offered is through the internalisation of character education, especially Religious Education. Religious Education is expected to be an alternative solution to increase its role in the national education system. Religious Education is very strategic in providing messages and advice as well as internalising character values to handle bullying cases in the education systems.

2. Methods

Research Design

This research is a qualitative study with a phenomenological approach. This approach was chosen as a scientific approach that examines how informants describe their daily world. Especially how individuals consciously construct meaning from interactions with other individuals (Creswell, 1998). Data were obtained from informants through interviews. Interviews are a search for answers about the meaning of a phenomenon. The research method is as follows: (1) the researcher determines the scope of the phenomenon, (2) the researcher compiles a list of questions, (3) the interview process, and (4) data analysis.

Participants and Procedures

The informants in this study consisted of the Principal (P), Deputy Principal for Curriculum and Student Affairs (DP), Religious Education Teachers (RET), Student Organization Managers (SOM) at VIP Ma'arif NU 1 Kemiri Vocational High School, SawunggalihKutoarjo Vocational High School, and HKTl Kutoarjo Vocational High School.

The procedure for collecting data in the field begins with sending a research permit to the principal. From the principal, the letter was directed to the Deputy Principal to determine the suitable informants to be interviewed. Before starting the interview, the researcher introduced himself and briefly explained the purpose and topic of the research. The core questions during the interview were 1) How was the practice of violence that had occurred in schools? 2) What are the schools' efforts to handle violence in schools? and 3) What is the pattern of Islamic Religious Education strategies in overcoming violence in schools?

Data Analysis

The stages of data analysis techniques in phenomenological studies are essential procedures that must be carried out systematically. First, the researcher describes in full all the recordings in the interview transcripts from the experiences experienced by the informants regarding the Islamic Religious Education strategies that have been carried out in overcoming violence in schools. Second, from the transcript, the researcher got a statement about the focus of the research and detailed the statement so that there would be no repetition. Third, the researcher grouped the statements into meaningful units. Fourth, the researcher begins to reflect on his thoughts and constructs the entire meaning of the informant's experience and its essence. Fifth, the researcher presents his research report by understanding that all experiences have an important structure. Although in general, qualitative data analysis is the stage researchers in systematically compile data from the results of interviews, observations, and document searches.

3. Results

The interview results show that several violent cases occur in schools and tend to have the same pattern, namely violence in the form of bullying. As stated by IB (initial), a class XII student, "I was bullied several times by my classmates because I was not physically tall" (SOM/18-10-2021). Cases of violence in the form of bullying that occurs are more physical. This is emphasised by AA (initial): "During our time working at this institution, there were several cases of violence or bullying but on a mild scale. For example, a child mocks his friend because of his physical appearance. And this is usually done by peers. However, there have been no reports of children causing serious impacts so far. There has never been a serious case before" (DP/20-9-2021). Reports of bullying cases can be obtained from teachers, schoolmates, and victims' self-reports (Swift et al., 2017). Victims of bullying do not have a say in what they want and are compared to other people, such as the situation of children in the classroom (Wolke&Lereya, 2015). So, the strategy of Religious Education is to handle violence in schools, and there are three patterns that are carried out, namely:

Programmatic Guidance

Religious Education teachers develop programs for students related to learning. This is in collaboration with the Deputy Principal for Curriculum and the Deputy Principal for Student Affairs. The program is structured in the form of tutoring. As stated by KN (initial), teachers plan a set of materials that support school programs to shape students' character. "In order to build student character, the teacher arranges a tutoring program for students. Of course, the guidance is in the form of character planting related to the material and outside the material. It aims to support school programs" (RET/20-9-2021).

This programmatic guidance is carried out during learning hours and outside learning hours. Guidance during learning hours is done by entering character values. RM (initial) emphasised, "During the lesson, we not only convey learning materials but also incorporate character values by motivating students so that they respect each other. Of course, the character is adjusted to the studied material" (RET/20-9-2021). Meanwhile, outside of learning hours, guidance collaborates with the student body through religious activities such as monthly studies by presenting speakers from outside the school.

Habituation in Everyday Life at School

Religious Education teachers coordinate through MGMP at the school level and then develop habituation programs in everyday life at school. The program was consulted with the vice principal for student affairs. Habituation activities in the form of increasing faith and piety to God and planting the character of love and care for others. MQ (initial) said, "We held a coordination meeting with fellow Religious Education Teachers at school and then arranged a habituation program for children in the form of Prayer together. Every Friday, there was also a Blessing Friday program. We announce to students that those who want to donate can be in the form of money or food. Then we distributed them to worship places in nearby villages to be picked up by the congregation after performing a Blessing Friday program." (RET/15-11-2021).

This activity received support from the school to instil positive character in students through habituation. As explained by the Constitutional Court as the Deputy Principal for Student Affairs, the school fully supports programs that support the formation of positive student characters.

"We certainly always support every program in building student character. Especially now that we are on our way to the Fun School Movement the activity programs that are arranged must be able to make children feel happy and at home at school. Activities can be either inside or outside of school. The important thing is that the activities are beneficial for students and the surrounding community." (DP/15-11-2021).

The role and involvement of all school members are crucial in the context of the success of the school program. In particular, the role of the teacher in instilling positive character values in students through habituation in everyday life. The involvement of schoolmates as mediators for students who experience bullying can also help handle bullying (Ttofi& Farrington, 2011).

Assistance to Students

Each subject teacher has a record of each student they teach. As teachers in the normative field, Religious Education teachers also have special notes related to student morals and behaviours. Especially in schools, Religious Education teachers are always considered the leading actors in inculcating the religious character of students. If students have problems, the teacher carries out mentoring and mentoring activities specifically for these students. As MS (initial) explains, "We have a remarkable record for children who stand out in terms of problems. For example, some children cannot pray or read the holy book. So, we gave the child a special note. Then we do mentor and assistance. Such as enrichment so that the child is not too left behind by his friends who can and are already fluent. If a child has an attitude problem, we usually work with the Counselling Guidance Teacher for further treatment. However, we first look for the child's family background, and then we will approach, provide assistance and so on. With intensive treatment, it is hoped that the child will no longer have problems." (RET/15-11-2021). Intensive mentoring is expected to minimise problems faced by students.

4. Discussion

In the strategy of Religious Education to handle violence in schools, three patterns are carried out, namely, 1) Programmed Guidance, 2) Habituation in Daily Life in Schools, and 3) Assistance to Students. Implementing these efforts and strategies can minimise bullying in schools. Educational dynamics in schools can facilitate parents in supporting their child's bullying experience by creating an optimal school environment (Waylen & Stewart-Brown, 2010).

Bullying without using technology is known as traditional bullying, which focuses on non-relatives, for example, school friends (Modecki et al., 2014). Perpetrators of traditional bullying can be identified by their physical stature and not as anonymous (Kowalski et al., 2014). Traditional bullying in schools can be seen from the aspect of events at school and the perpetrators of incidents by students (Turner et al., 2011). Traditional bullying occurs in students aged 12-15 years (Robson & Witenberg, 2013). Visually, the efforts and strategies in anticipating and overcoming bullying cases in schools can be explained in the following pattern.

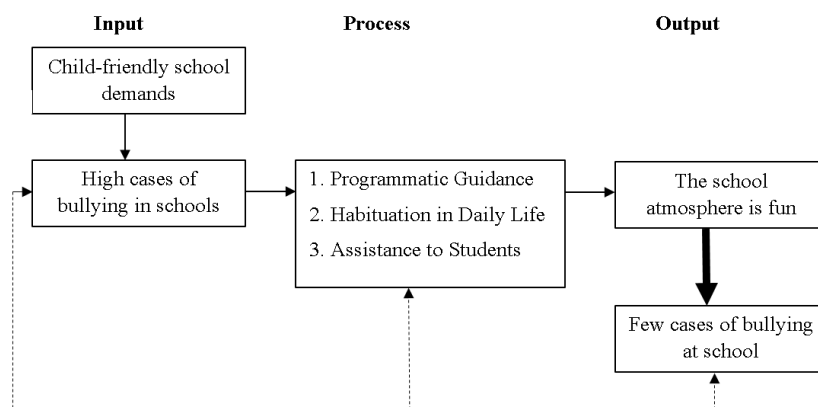


Figure 1: Strategy patterns for handling bullying cases in schools

From this strategy, it can be illustrated that overcoming bullying cases in schools requires a strategic role from all school members. The strategy implemented is considered effective and getting better. The contribution of religious education in schools can reduce bullying (Noboru et al., 2021). It is proven by the lack of bullying cases at school, and the atmosphere at school is getting more fun.

5. Conclusion

In the strategy of Religious Education to overcome violence in schools, three patterns are carried out, namely, 1) Programmed Guidance, 2) Habituation in Daily Life in Schools, and 3) Assistance to Students. Implementing these efforts and strategies can minimise bullying in schools.

References

1. Ardiany, M., Wahyu, W., & Supriatna, A. (2017). Enhancement of self-efficacy of vocational school students in buffer solution topics through guided inquiry learning. *Journal of Physics: Conference Series*, 895(1). <https://doi.org/10.1088/1742-6596/895/1/012118>
2. Benbenishty, R., & Astor, R. (2005). *School violence in context: culture, neighbourhood, family, school, and gender*. United Kingdom: Oxford University Press.
3. Christiana, E. (2019). Identifikasi bentuk kekerasan dan penangannya di lingkungan sekolah dasar. *Child Education Journal*, 1(2), 58–64. <https://doi.org/10.33086/cej.v1i2.1368>
4. Creswell. (1998). *Qualitative inquiry: choosing among five traditions*. Sage Publications Inc.
5. Fleischmann, A. (2018). Teachers' intentions in punishing self-defenders and aggressors among school children: the importance of proving the student's role in a violent altercation. *Journal of Interpersonal Violence*, 33(10), 1582–1603. <https://doi.org/10.1177/0886260515618947>
6. Higgins, D., & Moore, T. (2019). Keeping our eye on sex, power, relationships, and institutional contexts in preventing institutional child sexual abuse. In *Child Abuse and Neglect: Forensic Issues in Evidence, Impact and Management*. Elsevier Inc. <https://doi.org/10.1016/B978-0-12-815344-4.00003-9>
7. Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073–1137. <https://doi.org/10.1037/a0035618>
8. Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. *Psychology, Health and Medicine*, 22, 240–253. <https://doi.org/10.1080/13548506.2017.1279740>
9. Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 55(5), 602–611. <https://doi.org/10.1016/j.jadohealth.2014.06.007>
10. Noboru, T., Amalia, E., Hernandez, P. M. R., Nurbaiti, L., Affarah, W. S., Nonaka, D., Takeuchi, R., Kadriyan, H., & Kobayashi, J. (2021). School-based education to prevent bullying in high schools in Indonesia. *Pediatrics International*, 63(4), 459–468. <https://doi.org/10.1111/ped.14475>
11. Robson, C., & Witenberg, R. T. (2013). The influence of moral disengagement, morally based self-esteem, age, and gender on traditional bullying and cyberbullying. *Journal of School Violence*, 12(2), 211–231. <https://doi.org/10.1080/15388220.2012.762921>
12. Rudolph, K. D., Troop-Gordon, W., Hessel, E. T., & Schmidt, J. D. (2011). A latent growth curve analysis of early and increasing peer victimisation as predictors of mental health across elementary school. *Journal of Clinical Child and Adolescent Psychology*, 40(1), 111–122. <https://doi.org/10.1080/15374416.2011.533413>
13. Swift, L. E., Hubbard, J. A., Bookhout, M. K., Grasseti, S. N., Smith, M. A., & Morrow, M. T. (2017). Teacher factors contributing to the dosage of the KiVa anti-bullying program. *Journal of School Psychology*, 65(August), pp. 102–115. <https://doi.org/10.1016/j.jsp.2017.07.005>
14. Tiruneh, A., Radomislensky, I., Bahouth, H., Becker, A., Hadary, A., Jeroukhimov, I., Karawani, M., Kessel, B., Klein, Y., Lin, G., Merin, O., Miklush, B., Mnouskin, Y., Rivkind, A., Shaked, G., Sibak, G., Soffer, D., Stein, M., Wais, M., ... Siman-Tov, M. (2019). Minorities and foreign-born are disproportionately affected by injuries due to violence: An analysis based on a National Trauma Registry 2008-2017. *Israel Journal of Health Policy Research*, 8(1), 1–11. <https://doi.org/10.1186/s13584-019-0297-5>
15. Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology*, 7(1), 27–56. <https://doi.org/10.1007/s11292-010-9109-1>
16. Turner, H. A., Finkelhor, D., Hamby, S. L., Shattuck, A., & Ormrod, R. K. (2011). Specifying type and location of peer victimisation in a national sample of children and youth. *Journal of Youth and Adolescence*, 40(8), 1052–1067. <https://doi.org/10.1007/s10964-011-9639-5>
17. Volkmar, F., Siegel, M., Woodbury-Smith, M., King, B., McCracken, J., & State, M. (2014). Practice parameters for the assessment and treatment of children and adolescents with autism spectrum disorder.

Journal of the American Academy of Child and Adolescent Psychiatry, 53(2), 237–257.
<https://doi.org/10.1016/j.jaac.2013.10.013>

18. Waylen, A., & Stewart-Brown, S. (2010). Factors influencing parenting in early childhood: A prospective longitudinal study focusing on change. *Child: Care, Health and Development*, 36(2), 198–207. <https://doi.org/10.1111/j.1365-2214.2009.01037.x>
19. Wolke, D., & Lereya, S. T. (2015). Long-term effects of bullying. *Archives of disease in childhood*, 100(9), 879–885. <https://doi.org/10.1136/archdischild-2014-306667>