PLANTING VALUES ISLAMIC RELIGIOUS EDUCATION IN PREVENT BULLYING BEHAVIOR

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ABSTRACT

The thing behind this research is the rise of bullying behavior today both in the real world and in cyberspace is no exception in the school environment is not spared from bullying behavior between students. This does look trivial or just a joke but on the other hand it can be very fatal if the people who are bullied are people who are not mentally strong which if bullied continuously can lead to lack of confidence, reluctant to perform, reluctant to socialize and in some cases in outside countries can lead to suicide. This is due to a lack of religious understanding of making fun of fellow human beings is a sin as in the word of Allah SWT. (Q.S Al-Hujurat : 11) which means "And do not call each other with a (bad) title". Therefore, this study aims to find out what are the causes and impacts resulting from bullying behavior and what prefenative actions can be taken to minimize bullying behavior. Research uses quantitative methods that focus on the quality of the results of the theories presented. From these theories, researchers expect to find various opinions that can be used to analyze and answer the subject matter in this research design. The results obtained from this study show that a lack of understanding of religious and moral values is one of the factors that trigger bullying behavior. Children, especially teenagers, lightly bully both verbally and physically because they do not care about the consequences of sin. Religious and moral education are just accents to complement the set of sciences that are in the curriculum. Meanwhile, religious and moral values themselves have not been able to be absorbed completely so that seriousness is needed in overcoming this social problem. In conclusion, this study needs to be an effort in Planting the Values of Islamic Religious Education in Preventing Bullying Behavior.

Keywords: Planting Islamic Religious, Values, Preventing. Bullying Behavior

1. INTRODUCTION

Bullying is a familiar term in the ears of the Indonesian community. Bullying is one of the social problems that are rife today very worrying. Bull behavior is often occurring among adolescents and children although it does not rule out the possibility that it can also occur in adults, but bull behavioris more Susceptible occurs in adolescence.

Bullying is a term that is often the talk of many people on social media today. This term refers to a bullying that a person commits against others. This term was discussed after many people began to care about mental health.

Bullying is often associated with a person's mental health, whether the person who did it or the victim. Because, now many realize that bullying is a very detrimental behavior and can affect a person's attitude.

Bullying is a behavior that everyone should avoid. Bullying not only affects the attitude of the victim of bullying at the time of the incident, but can also affect his attitude in the future. With such a huge effect or effect on a person's development, it is fitting that everyone understands what bullying is.

Recently, the Women and Children Protection Unit (PPA) of the Tasikmalaya Police Department, West Java, began an investigation to uncover a case of bullying videos of Elementary School students (SD) in santri city, Tasikmalaya regency some time ago.

According to his party since the circulation of videos of alleged bullying carried out by elementary school students in Tasikmalaya, his institution immediately took to the field to collect a number of evidence. Accompanied by a number of parents, the students who were allegedly involved in the bullying video, began to conduct examinations. But unfortunately, female students who were victims in the alleged bullying case, still experience pain and trauma. The victim had time to carry out an examination to ensure health after the incident.

In addition, another case that has recently occurred and is still hotly discussed and the case is still rolling until now is a case of bullying ABG that was pulled cigarettes by fellow friends. Kasat Reskrim Polres south Tanggerang AKP Aldo Primananda Putra said the suspected bullying there were 8 children. Police are currently appealing for information on four suspected perpetrators. Aldo said it had received reports from the victim's parents regarding this bullying. The victims and the reported friends and neighbors are minors. Aldo said. From the two cases above we can conclude that bullying is a social problem, it must be cured immediately because it is already one of the mental sick that you can hurt yourself or others.

Growing into teenagers, humans as individuals began to get to know the wider environment than the family. The socialization experienced by individuals began to become more wide spread. Individuals begin to interact with their peers. This makes the social skills of individuals increase. If the values instilled by both parents are well absorbed, then the social skills possessed by the individual can be better. It is because man grows and develops from phase to phase without leaving what he has learned from the previous phase. Conversely, if the socialization of values instilled by the family is less absorbed by the child, then it could be that the development of behavior and psychosocial is hampered. As a result, adolescents begin to show pathological symptoms such as delinquency and other risky behaviors, one of which is bullying.

Bullying is the act of using power to hurt a person or group of people both verbally, physically, and psychologically so that the victim feels depressed, traumatized, and helpless (Soul, 2008).

Occurs bullying can be caused by tireyak factor, some of those factors include social inequality, strata, economic factors, differencesgaya life, and so on.ya is no exception with the pattern of the child's education in forming akhlak and personality. One of the causes that can make a child a bully or victim of bullying today is the situation where a child is too focused on cyberspace / social media, some Research shows the tendency of a child who is too focused with his smartphone to surf in cyberspace takes up most of his time and attention to his smartphone so that it can erode his concern for the surrounding

conditions. They become insensitive to social problems that occur, apathy grows into their new personality so that attitudes of egoism and individualism. what they have is an arrogance that easily mocks and trivializes others who are below their standards both in the virtual world itself and carried away in the world. real. Conversely, children who feel insecure and do not believe in themselves will besoft months to become victims of bullying.

Teenagers who are victims of bullying are more at risk of various health problems, both physically and mentally. As for the problems that are more likely to be suffered by children who are victims of bullying, among others, the emergence of various mental problems such as depression, anxiety and sleep problems that may carry over into adulthood, physical health complaints, such as headaches, abdominal pain and muscle tension, insecurity while in the school environment, and decreased learning spirit and academic achievement.

An example of this case occurred in an elementary school student in Ohio who hanged himself using a tie because he was bullied by his schoolmate. This 8-year-old boy was the victim of physical bullying. He was often beaten by his friends at school. Another example comes from Texas. A teenage girl desperately fired a gun into her own chest to death because she felt severely blasphemed online. In fairly rare cases, children victims of bullying may exhibit violent traits. As experienced by a 15-year-old teenager in Denpasar, Bali, who had the heart to kill his own friend because of his revenge to the victim. The perpetrator admitted that he was often the target of victim bullying since the first grade of junior high school. As a result of his actions, the underage perpetrator is charged with Article 80 paragraph 3 of Law No. 35 of 2014 concerning Child Protection, as well as Criminal Code Articles 340, 338, and 351.

Following these events, policy makers and researchers have been taking a closer look at bullying and its effects. Though Americans are relatively new to this study, researchers in Europe have been investigating bullies and their victims since the 1980s, when Olweus (see Olweus, 1992; Olweus, Limber, & Mihalic, 2000) first started studying this phenomenon. He began with a definition of bullying that has since gained wide acceptance (see, e.g., Ericson, 2001; National Institute of Child Health and Human Development, 2001; Pellegrini, 1998; Sourander et al., 2007). According to Olweus, bullying is characterized by aggressive behavior or intentional harm doing that is carried out repeatedly and over time and that occurs within an interpersonal relationship characterized by a power imbalance. By its nature, bullying more likely occurs where adult supervision is low or absent. Additionally, studies conducted in various countries find it one of the most underreported of all abuses (Sampson, 2002).

Possibly, individuals do not report bullying because of the shame that attaches to this victimization. Alternately, it may be that victims have found it inconsequential to report. In an earlier study, Olweus et al. (2000) note that typically, little was done about this aggression even when children reported it to their teachers. It is therefore not surprising that until recently, bullying in America was underre ported by victims and witnesses and infrequently addressed by policy makers and researchers. But events are changing our perspective on bullying. Recently, the United States, as part of a larger World Health Organization 25-country study on health behavior in school-aged children, implemented a cross-sectional and repre sentative sample of almost 16,000 American students in Grades 6 through 10 to assess, in part, the extent of bullying in private and public schools nationwide. Fully 29% of youth reported being involved in bullying as a bully, a victim, or both Editorial (Nansel et al.,

2003). The survey also indicated that boys were involved in differing amounts and types of bullying girls were. In line with other studies (Olweus et al., 2000; Pellegrini, 1998; Sampson, 2002), Nansel and colleagues (2003) found that boys were engaged in a greater amount of bullying and that this bullying was more physical in comparison to that of girls, who were more likely to use verbal and psy chological forms of aggression (National Institute of Child Health and Human Development, 2001).

Bullying has also been found to be widespread in schools across the country (National Institute of Child Health and Human Development, 2001). But bullying does not exist in isolation. Like stealing, truancy, fighting, drug use, and alcohol abuse, bullying can be viewed as being indicative of a pattern of extreme rule breaking typically associated with antisocial behavior. In fact, Nansel and colleagues (2003) found that youth who self-reported involvement in bullying were significantly more likely to be involved in other violence-related behaviors. A number of others have noted similar findings in studies conducted around the world (Kim, Leventhal, Koh, Hubbard, & Boyce, 2006; Olweus et al., 2000; Spivak & Prothrow-Stith, 2001).

Bullying is not just correlated with other bad behaviors, there is research surfacing that it may also be predictive of a negative life trajectory. In a seminal study conducted in Switzerland, Sourander and colleagues (2007) used a birth cohort from age 8 and followed it for 12 years to investigate the relationship between childhood bullying and adolescent outcomes. Their longitudinal study found that bullying was predictive of a number of behaviors that have been viewed as being indicative of an antisocial ten dency. Specifically, this team of researchers found that 8-year-olds who were frequent bullies showed a significantly greater likelihood of involvement in violent, property, and traffic crimes as well as drunk driving in their adolescence, when compared to nonbullying children (Sourander et al., 2007).

Bullying behavior that even takes lives grows the seeds of psychiatric disorders to children, both victims and perpetrators. It is difficult to stop bullying because the victim has usually been involved or become a bully against others. According to a survey conducted by Latitude News in 40 countries, the facts about Bullying are found. While students or students are more gossiping than committing acts of violence with physical. In general, boys use bullying more physically and girls use relational or emotional bullying a lot, but both use verbal bullying. This difference has more to do with the pattern of socialization that occurs between boys and girls. From the survey there are also countries with the highest cases of bullying in the world. Here are the countries with the highest cases of bullying in the world: 1) Japan. 2) Indonesia. 3) Canada and the United States. 4) Finland.

Various systematic and sustainable actions to prepare adolescents to grow and develop optimally need to be done. Educational activities, exercises, and providing skills for adolescents, especially students in schools, are things that need to be pursued, especially in the realm of religion and spirituality and the formation of morals and strong character. This is where the role and function of religious education is very decisive for the future sustainability of students where religious education is able to shape, direct and stimulate the character of students in a good direction and practice karimah.

Islamic education is considered as the only alternative that is preventive and curative because Islamic education builds a new generation of better nations. As a preventive alternative, Islamic education is expected to develop the quality of students in various perspectives with good morals and behavior so as to minimize and reduce the causes of various problems of the

nation's character. While the curative nature is Islamic education is considered to be able to fix character problems that have occurred in teenagers. It is recognized that the results of education will be seen in a time that is not immediately, but has a strong endurance and impact on society in the future. The fundamental thing to instill in children and become the core of religious education is religious values. Among the very basic values are the value of the creed, the value of shari'ah and the value of morals.

Religious education whose orientation is on improving the quality of faith and laughter towards God Almighty needs to be used as a core (core) in school education, especially in terms of anticipating everything that is not desirable, such as moral crises or morals, one of them is bulling.

From the explanation of bullying is what makes the author interested in researching and studying in depth about the values of Islamic education and its relationship with the prevention of bullying behavior.

2. UNDERSTANDING THE TERM

2.1 Understanding of Planting Values

The meaning of Value Cultivation is defined as a processof bringing value into a person. Planting is also defined as the incorporation or unification of attitudes, standards of behavior, opinions, andcontinuity in personality. Meanwhile, according to Reber, the cultivation of values is the integration of values in a person, or adjustment of beliefs, values, attitudes, practices andstandard rules in a person. This understanding suggests that the value obtained must be practicable and have implications for attitudes. While the value itself is everything that is considered meaningful to a person's life that is considered based on the quality of completely wrong, good-bad, beautiful not beautiful, whose orientation is anthropocentric.

According to Bertens value is something that interests us, something we are looking for, something fun, something to like and something to be desired. In short, value is a good thing. The object of value in the form of actions, objects, things, facts and events, including norms and all of them are oriented to the meaning of values according to human considerations (human values) and human considerations preceded by knowledge and awareness of the value of Godhead (Divine value). Planting the values of Islamic religious education according to Alim is a process of incorporating full religious values into the heart so that the spirit and soul move based on religious teachings. The cultivation of religious values occurs through the understanding of religious teachings as a whole and is continued with an awareness of the importance of religious teachings and the discovery of posibility to realize in real life.

Value is a term that cannot be separated from education. In the idea of value education put forward by Kniker, values in addition to being placed as the core of the learning process and purpose, each letter contained in the word value is rationalized as educational actions. Therefore, in the development of a number of value learning strategies are always displayed five stages of value awareness in accordance with the number of letters in the word value, namely: (1) value identification, (2) activity, (3) learning aids, (4) unit interaction, (5) assessment segments.

2.2 Declaration of Islamic Religious Education

Education in Arabic is called tarbiyah, taken from the basic words Rabba Sha'i, Yarbu or Rabba'an which means to increase and grow1. Allah Subhaanahu wa Ta'ala mentions the word tarbiyah which means

increased in the word of His Surah Ar-Ruum verse, which reads:

> "And a usury which you have given that it may increase in the wealth of men, so it does not increase in the sight of Allah..."

Allah Subhaanahu wa Ta'ala also said when describing the nature of the earth in Surat Fushshilat verse 39, which reads:

> "And among His signs (is) that you see the earth dry and arid, so when we put water on it, it will undoubtedly move and fertile..."

Explained by some other scholars that the meaning of tarbiyah is enlarged and condensed. The understanding of education according to the Great Dictionary of Indonesian is the process of changing the attitudes and manners of a person or group of people in an effort to mature humans through teaching and training efforts. While in English, education (education) comes from the word educate (educate) means to give improvement (to elicit, to give rise to), and develop (to evolve, to develop).

In a narrow sense, education or education means the deed or process of action to acquire knowledge. Education according to the term (terminology) is education (tarbiyah) is more spirit h, namely respecting man himself, his words, deeds, and then directing with direction as loved and spoken by Allah Subhaanahu wa Ta'ala accompanied by direct or indirect supervision. While Abdul Mujib and Jusuf Mudzakkir give the meaning of tarbiyah as follows: Tarbiyah can also be interpreted by "the process of transforming science from educators (rabbani) to students, so that he has a high attitude and spirit in understanding and realizing his life, so that piety, ethics and noble personality are formed." The term rabbani (which is as thick as tarbiyah) is often translated with priests, monks, or religious experts. But in this context rabbani is more appropriately interpreted as people who have a high spirit in divinity, who have personal attitudes that earnestly try to understand God and obey Him. While in the National Education System Law No. 20 of 2003 article 1 states: "Education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state".

Education is the effort to help man become a human being, or the guidance given to a person so that he develops to the maximum; Because man needs to be helped so that he succeeds in becoming a human being. A person can be said to have become a human being when he has the value (nature) of humanity. Although it looks simple and simplistic, this definition of education has explained the nature and purpose of education, namely the process of human conception, both by others and themselves and even by the environment.

Islamic education perspective Imam al-Ghazali explained that authoritatively Islamic education must be owned by students as a provision for their lives. Spiritual values that are transformed to students as a platform in understanding Islam well and relying on ethical values (Hermawati, 2021). According to Aidil (2014) in his research revealed that Islamic religious education as an effort to educate the Islamic religion or islamic teachings and its values, in order to become a way of life (views and attitudes of life) students. Islamic religious education is also a conscious effort to obey the provisions of Allah as a guideline and basis for students to be knowledgeable religiously and reliable in carrying out the provisions of Allah as a whole.

Islamic Religious Education is an effort in the form of guidance and upbringing for

students so that later after the completion of their education can understand, know, live, sweeten and practice the teachings of Islam and be used as a view of life, which is sourced from the Qur'an and al-Hadith.

Regulations related to Religious and Religious Education are listed in Law No. 20 of 2003 concerning the National Education System in Chapter VPasal 12 paragraph (1) which reads: Every student in each education unit has the right to obtain Religious Education in accordance with the religion they embrace and is taught by religious scholars. Specifically, religious education is listed in Chapter VI chapter 30:

a. Religious education is organized by the government and/or community groups of religious believers, in accordance with the laws and regulations.
b. Religious education serves to prepare students to become members of the community who understand and practice the values of their religious teachings and / or become experts in religious science.
c. Religious education can be organized on formal, non-formal and informal paths.
d. Religious education in the form of diniyah education, pesantren, pasraman, pabbajja samanera and other similar forms.
e. Provisions regarding religious education as intended in paragraphs 1, 2, 3 and 4 are further regulated by government regulations. (Education Law Number 20 of 2003).

Further regulation related to religious and religious education is regulated in the Government Regulation (PP) No. 55 of 2007, porigin 1 paragraph 1 which confirms that religious education is education that provides knowledge and forms the attitudes, personalities, and skills of students in practicing their religious teachings, which are carried out at least through subjects / lectures on all paths, levels, and the type of education. (PP No. 55 of 2007, concerning Education and Religious Education, Porigin 1 paragraph 1). This PP mandate, PAI is given at all levels, types and even all lines of education. Nevertheless, the Ministry of Religious Affairs is very serious about planning, implementing and even evaluating learning processes and outcomes on the formal education path, in the types of general and vocational education.

2.3 Understanding Bullying

The term violence among students, since 1970 is better known as bullying. A student is said to be a victim of bullying when he is known to be repeatedly exposed to negative actions by one or more other students. Such negative actions include injuring, or attempting to injure or make the victim feel uncomfortable and can be physically performed (beatings, kicks, pushing, suffocating, etc.) or verbally (calling by bad name, threatening, making fun of, ignoring, spreading bad issues, etc.), as well as other actions such as putting up a face and performing harassing (sexually) body movements or continuously alienating the victim from his group.

However, bullying of fellow students has different characteristics than violence committed by adults. Violence committed by adults against children is usually carried out by a single perpetrator while bullying by fellow students usually takes place in groups. Even according to cross-country research conducted by Craig et al. "Children who are victims of bullying tend to engage in bullying other children. This means an endless circle when the victim turns into the perpetrator. That way, the practice of violence becomes a culture among children."

It seems, every student has experienced all the above forms of violence. Some are perpetrators, victims or at least as witnesses. It can happen in school or outside school, in public schools, or in pesantren. In fact,

according to education experts, boarding schools are more prone in terms of violence. The case of violence in STPDN (now IPDN) some time ago, proved the hypothesis. The definition of bullying according to PeKA (Caring for Child Character) is "The use of aggression with the aim of hurting others both physically and mentally. Bullying can be physical, verbal, emotional and sexual.

According to psychologist Andrew Mellor, bullying is "An experience that occurs when a person feels persecuted by the actions of others and he is afraid that the bad behavior will happen again while the victim feels powerless to prevent it. Bullying cannot be separated from the power or strength gap between the victim and the perpetrator and followed by a pattern of repetition (repetition of behavior)". According to Smith and Thompson bullying is defined as "A set of behaviors that are done intentionally and cause physical and psychological injuries that receive it. The intended behavior includes acts of a mocking nature, social exclusion, and spanking." Meanwhile, Tattum and Tattum define bullying as "The desire to hurt, or put someone in a stressful situation."

There are many definitions of bullying, especially those that occur in other contexts (workplace, community, virtual community). But here I will limit the context in school bullying or bullying among students.

Riauskina, Djuwita, and Soesetio define school bullying as "aggressive behavior repeatedly by one or a group of students who have power, towards other weaker learners, with the aim of hurting the person."

Then they grouped the bullying behavior into 5 categories, namely:

a. Direct physical contact (hitting, pushing, biting, grabbing, kicking, locking someone indoors, pinching, clawing, also includes squeezing and damaging other people's belongings).
b. Direct verbal contact (threatening, humiliating, condescending, harassing, name-calling), sarcasm, put-downs, denouncing/taunting, intimidating, cursing, spreading gossip).
c. Direct non-verbal behavior (looking cynically, sticking out the tongue, displaying a condescending, mocking, or threatening facial expression; usually accompanied by physical or verbal bullying).
d. Indirect non-verbal behavior (silence a person, manipulate friendships so that they become fractured, deliberately ostracize or ignore, send canned letters).
e. Sexual harassment (sometimes categorized as physical or verbal aggression behavior).

Then, it can be concluded that bullying comes from the word bully, which is a word that refers to the understanding of the "threat" that a person poses to others "low' from the perpetrator), which causes psychic disorders for the victim in the form of stress (which appears in the form of physical or psychic disorders, or both; for example difficulty eating, physical pain, fear, low self-esteem, depression, anxiety, anxiety, and others). Moreover, bully usually lasts for a long time (annually) so it is very likely to affect the victim psychically. While bullying among students is treatment that makes uncomfortable in the school environment by using the power and power possessed to hurt other students in verbal and physical form.

Bullying is carried out by seniors to juniors that occur in the school environment. This is because they feel themselves in power, want to be respected and want to be respected by their juniors. In general, they do it in the form of acts of violence such as slapping, grabbing, spitting, threatening, beating, and molesting the victim until the

victim is helpless. Bullying can result in the culprit being entangled in the law and can be expelled from school. Rigby outlined the elements contained in the sense of bullying in the student environment, namely the desire to hurt, negative actions, power imbalances, repetition or repetition, not just the use of force, pleasure felt by the perpetrator and feelings of distress on the part of the victim.

Bullying in addition to affecting students also affects the community. Bullying in students is often characterized by:

a. Students who feel unsafe in school,
b. a sense of lack of belonging and lack of connection with the school community,
c. distrust among the students,
d. formal and informal gang formation as a tool to incite bullying or protect groups from bullying,
e. legal action taken against the school conducted by the student and the parents of the student,
f. the decline of the reputation of the school in the community,
g. low fighting spirit of staff and increased stress of work, and
h. poor educational climate."

In Indonesia, from the results of research conducted by RahmaNuraini found some characteristics of bullying perpetrators, namely:

a. Likes to dominate others.
b. Like to use others to get what they want.
c. It is difficult to see the situation from the point of view of others.
d. Only care about their own needs and pleasures.
e. Tends to hurt other children when there are no adults around them.
f. Looking at weaker colleagues as prey.
g. Using misjudgments and false accusations to project their incompetence onto their targets.
h. Not willing to take responsibility for his actions.
i. Not having a view of the future, i.e. not being able to think about the consequences of their actions.
j. Thirst for attention.

Bullying is a complex behavior. Children are not born to be bullies. Bullying is also not taught directly to children. There are various factors that influence a child to develop into a bully. The factors that cause bullying among students are as follows:

1. Family Relations
   Because of the factor of parents at home who type like to curse, compare or commit physical violence. The child also considers the language of violence correct, so he learns that bullying is an acceptable behavior in fostering a relationship or in achieving what he wants.
2. Peers
   With regard to peer factors and the social environment, there are several causes of bullying to commit bullying acts are:
   a. Anxiety and inferior feelings of an abuser.
   b. Unsustainable competition.
   c. Feelings of resentment that arise because of hostility or also because the bully has been a victim of bullying before.
   d. Inability to handle emotions positively.

3. Media Influence

A survey conducted by Kompas showed that 56.9% of children imitate the scenes of the film they watch, generally they imitate their movements (64%) and words (43%).

Bullying can happen anywhere, especially places that are not supervised by teachers or other adults. The perpetrator will use a quiet place to show his "power" over other children, so that his goal is achieved. Around school toilets, school yards, waiting

places for public transportation, parking lots, even pick-up cars can be the place of bullying.

The impact of bullying, as according to the Victorian Department of Education and Early Chilhood Development can occur in:

1. Perpetrators, bullying that occurs at the elementary level can be the cause of violent behavior at the next level of education; perpetrators tend to behave aggressively and engage in gangs and other delinquent activities; Perpetrators are vulnerable to involvement in criminal cases when they are in their teens.
2. Victims, have long-term emotional, academic, and behavioral problems, tend to have low self-esteem, feel more depressed, aloof, anxious, and insecure, bullying causes various school-related problems such as dislike of school, skipping, and dropping out.
3. Witnesses, experiencing unpleasant feelings and experiencing severe psychological distress, feeling threatened and fear of becoming the next victim, can experience low achievement in the classroom because attention is still focused on how to avoid being targeted by bullying rather than academic tasks.

Therefore, the trauma of victims of bullying, can result in a student being depressed and not wanting to study at school anymore. This is very detrimental to the future of the child, parents who care about the future of the child should immediately take actions that help the child's healing victims of bullying because the child will feel comfortable when he does not go to school. For this reason, involving adults in countermeasures and prevention and educating students to be able to be a person who can face situations that lead to bullying or violence is very important.

By looking at the description mentioned above, the prevention of student bullying in schools must start from now both by the government, schools, parents and also the students themselves. Prevention in the school environment can be an act of improving individual interpersonal relationships in the school by involving the participation of teachers, parents, students, and other adults in the school.

3. METHODE

Based on the research that has been done, it has been determined that the population is students and adolescents. This is based on the fact that students and adolescents are more prone to engage in bullying behavior, then there are many accesses that can be reached in this study to make the population as a whole as a research subject, so in this study the researcher determined that the sample in this study were students and adolescents.

To provide an overview related to the use of variables through a questionnaire by adjusting the method used in this study, namely qualitative research methods. In this study, the researcher also gave several questions to the socialization participants.

The questionnaires distributed at the time of this study were those which were conducted referring to several aspects that lead to bullying behavior itself. In the questionnaire given, the researcher gave the choice of agreeing or disagreeing to be filled out by the research subject. In addition to using questionnaires, researchers also provide direct questions to answer about bullying behavior to get support to produce an overview of bullying behavior.

4. RESULT AND DISCUSSION

From the results obtained from this study, almost in all lines of life there is bullying behavior, whether it is just joking or being offensive to others. Socialization activities carried out to prevent bullying

against students and adolescents were carried out in the form of counseling through infocus media. The target of this socialization is students and youth. The sample participants were 20 people whose ages ranged from 15 to 19 years.

This activity socializes the prevention of bullying against students and youth with the aim of educating students and youth about bullying prevention by inculcating Islamic religious values which then ends with the children filling out the questionnaires that have been distributed. During the socialization process, participants were given material about the definition of bullying, the causes of bullying, the types of bullying, and the impact of bullying and its prevention through the cultivation of Islamic religious values.

All participants who took part in this socialization participated with great enthusiasm. The result achieved from this socialization is that the participants of the socialization can understand the material that has been conveyed by the resource persons. After the material was finished, the speaker gave a questionnaire to the socialization participants in which the questionnaire contained ten questions.

Distribution of Questionnaires to Participants in the Socialization The first question do you know what bullying is? Of the twenty socialization participants, nineteen knew what bullying was and one person did not know what bullying was. The second question, is bullying an action that should be avoided? All socialization participants agreed that bullying is an action that must be avoided. The third question is, did you know that religion does not condone bullying behavior? Seventeen out of twenty children have experienced bullying at school. Fourth question, have you ever seen your friend being bullied? Of all the socialization participants, two children had never seen it and eighteen of them had seen their friend being bullied. Fifth question, have you ever been bullied at school? Five out of twenty socialization participants had been bullied at school. The sixth question do you agree with people who do bullying? Nineteen out of twenty socialization participants disagreed that we should be bullying. The question is, do you agree if bullies are punished? The eighth question is, do you think bullying can cause insecurity? All socialization participants agreed that bullying can make victims of bullying feel inferior (not confident). The ninth question, in your opinion, does bullying have the potential to cause physical violence and even lead to death? All socialization participants agreed that bullying can result in death. The tenth question, do you think that preventing bullying through inculcating Islamic religious values in Indonesia can be a good solution? All socialization participants assessed that bullying prevention through inculcating Islamic religious values in Indonesia could be a good solution.

Bullying is categorized as one of the actions that can make the victim feel traumatized and psychologically disturbed because bullying usually directly hurts the body and heart of the victim of bullying. Meanwhile, bullies can get sanctions that make them regret bullying

5. CULTIVATION OF ISLAMIC EDUCATIONAL VALUES AND ITS RELATIONSHIP WITH THE PREVENTION OF BULLYING BEHAVIOR.

Planting Islamic Education Values is an effort thatis poured in various activities and habituation to foster good morals for students, especially teenagers.. With good morals , the child will be reluctant to commit acts of violence, or evenbully his friend. Because they will realize that whatthey are doing is wrong, and it is better to respect each other's friends. According to Jalaluddin, there are three moral functions, namely:

a. Realizing Community Welfare. Morals is a tool used to optimize potential resources to achieve the well-being of human life both in the world and in the afterlife.
b. Express problems objectively. Objectivity is more trusted by society than the subjective element, this makes the model for Akhlaq al-karimah accepted as a concept that is able to provide human guarantees to be safe in the world and the afterlife.
c. Increase the motivation to explore knowledge. The belief in truth akhlaqalkarmah based on scientific proof will eliminate the problem of doubt that cannot be used as the basis of common truth.

Moral values according to Norma Tarazi in her book The Child in Islam: A Muslim Parent‟s Handbook, if the child is raised with noble moral guidance from parents and a conducive environment then he will have many figures to look at and help in the formation of an Islamic person in the child.

Love God with love that dominates all human feelings (peak of love) so that there is nothing to love (mahbub) and desired (murad) other than Allah Subhanahuwa Ta‟ala. This love will lead a servant to have an orientation to one goal, concentrating all his life activities to that one goal, which is to achieve God's pleasure. Subhanahuwa Ta‟ala. This orientation will make a person abandon egoism, lust and other low desires.

So, when a person has a high orientation and ideals that are the pleasure of Allah, then by itself he will underestimate anything that is contrary to these ideals, namely the whole Actions or traits hated by God. Thus, he will always adorn himself with al-akhlaq al-karimah (noble morals). The foundation is because God loves and understands these noble morals. And he will leave al-akhlaq al-madzmumah (despicable morals) because Allah hates al-akhlaq al-madzmumah. Thus, he did something because of God and left something because of God.

This will not be hard for him because his heart has been dominated by a perfect love for God. The consequence of such love is to love whatever God loves and hate what God hates including insulting, belittling and even hurting others.

Then if they are born into a family that does not understand religion or evenreligion isnot too much of a priority in educating and shaping the character of their children with the norms of the religion, then this is where the role of religious teachers in particular and the government and societyyarakat in general to always providei quality of education y ang good y ang yang reflect Religiosity for teenagers. Considering that the age of adolescence is after the search for identity, they must indeed be embraced and directed with a qualified religious education. Arrogant, selfish, arrogant attitude and underestimating others is a trait that will appear in a teenager naturally, if it is considered a good thing. Reasonable and not balanced withthe cultivation of religious values so this is where the forerunner will occurya bullying or bullying. They assume what they are doing is true even if it hurts the feelings or even physicality of others.

There must be more serious handling in the prevention of bull behavior so that no more cases of bully that can good mental be damage perpetrator Neither the victim. This can be done from things that start from home, school, the surroundingenvironment, as well as the nation and country more broadly, then each of us. Must be aware of the responsibility in taking on the role of prevention. Some of the things that can be done are as follows:

a. Provide education and training on how tips educate children from an early age, children and even

adolescents by planting religious values in forming morals, attitudes and morals to young couples who will or have had children or parents who have had teenage children. This can be facilitated by local or municipal governments in each region by holding this kind of training once a month, three months or six months.

b. improving the quality of religious education in schools both through curriculum and improving human resources in this case religious teachers, by conducting education and training in the formation of akhlakulkarimah character for students and adolescents.
c. conducting counseling on anti-violence and bullying for adolescents, and the governmentencourages religious activities and provides means of expression for children and adolescents who focus on positive activities that must be followed by interacting directly to build social sensitivity considering that currently the child's focus has been centered a lot on gadgets and the virtual world that is individualis. And there are many more things that can be pursued in jointly doing the prevention of bullying behavior.

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