

Instilling the Value of Tolerance in Overcoming Bullying Behavior in Class IV Students at SDN 1 Gumantar

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Abstract

This research was conducted with the aim of finding out the instillation of tolerance values in overcoming bullying behavior in class IV students at SD Negeri 1 Gumantar. The type of research used is qualitative. The subjects of this research are school principals, class teachers and students. The data collection process includes observation, interviews, and documentation. The data analysis techniques used in this research consist of data collection, data reduction, data presentation, and drawing conclusions. The results of the research show that the teacher's efforts to instill the value of tolerance as an effort to overcome bullying behavior among students at SD Negeri 1 Gumantar are carried out using a habituation pattern, namely, in instilling the value of tolerance, children are always accustomed to saying help when they need help from the teacher and Get used to saying sorry when you make a mistake. Seating arrangements, namely, can help students interact more closely regardless of background. teaches mutual respect, that is, develops children emotionally to respect others. encouraging discussion, namely, through group discussions students can work together without paying attention to background aspects.

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1. INTRODUCTION

Bullying cases in Indonesia are very disturbing, especially in the world of education. Recent incidents have seen a lot of bullying behavior carried out by individual students and even by groups of students against other students at school. Violence in schools has now become a serious problem. Teachers often only focus on student and school achievements, resulting in a lack of attention to student behavior and are only shocked and aware when there is news about violence at school against fellow students. Immediately, the public will definitely immediately ask how teachers and school officials are supervised in general, how teachers educate students at the school so that these students can carry out bullying at school. (Victorynie. 2017).

In recent years, the number of bullying cases has been increasing, whether carried out by students at elementary, middle school and high school levels. In Indonesia, cases of bullying also occur in various places. This is proven by the increasing number of reports about these acts of violence in print media and on television screens. Bullying is negative behavior that results in someone being in a state of discomfort or hurt and usually occurs repeatedly (Wiyani, 2012:12).

Research conducted by Firsta Faizah with the title Bullying and Mental Health in High School Adolescents in Banda Aceh, showed that the involvement of adolescents as perpetrators of bullying was related to mental health problems, where in the results of this research it was found that there was a significant negative relationship between bullying and health. mental health in high school teenagers in Banda Aceh (Faizah, 2017).

Furthermore, research conducted by Laili Nur Hidayati with the title (Psychological Impacts on Adolescent Victims of Bullying, Phenomenology Study), "Psychological Impact on Adolescent Victims of Bullying, Phenomenology Study)", gave results that all

respondents were victims of bullying. This research shows that there are various psychological impacts that appear on adolescent victims of bullying, such as social isolation, low self-esteem, and also victims feeling depressed. (Hidayati, 2019).

Perpetrators of bullying are related to the characteristics or negative aspects of themselves, including anxiety, depression, tend to have an antisocial personality, and also have a high risk of dropping out of school, and in adulthood the perpetrators of bullying have more problems with their work and also find it difficult to maintain long-term romantic relationship with their partner. Perpetrators of bullying are not only related to psychological distress, but are also related to psychological well-being as a positive affect within the individual. This is in accordance with research results which state that perpetrators of bullying feel less happy than other students who are not involved in bullying. (Faizah, 2017).

Therefore, action must be taken to build character values. Tolerance is one of the characteristics that can be used in Indonesia. Tolerance is a basic element needed to create an attitude of mutual understanding, respect for existing differences and become an entry point for creating conditions for harmony and dialogue between religious communities in community life. In order to avoid conflicts between religious communities, tolerance must become a common awareness among all groups of society, from the level of children, teenagers, adults, to parents, including students, employees, bureaucrats, and even students who are still studying at elementary school. (Wahyudi, 2017).

SD Negeri 1 Gumantar Gumantar Village. Kayangan District. North Lombok Regency is a school where the majority of students are Muslim. However, it accepts students with different religious backgrounds. According to one of the teachers at SD Negeri 1 Gumantar, the number of Muslim students dominates the school, with a percentage of around 70%, followed by Hindu students at 30%. Seeing the diversity that occurs at SD Negeri 1 Gumantar, it is very important to implement the values of tolerance between religious communities in the school so that students have an attitude of mutual respect and respect for other students who have different beliefs.

Based on initial observations, researchers found that there were acts of bullying behavior at SDN 1 Gumantar. These findings include students who are ostracized by their peers, friends who adhere to other religions who are ridiculed and looked down upon, and students who make fun of each other's names as their parents constantly fight over a problem. This is confirmed by the results of interviews conducted by researchers with teachers and students at SD Negeri 1 Gumantar, that at SDN 1 Gumantar, bullying behavior among students does exist. This triggers fights and commotion between students, because there is still a lack of tolerance in students. Furthermore, based on a presentation from one of the teachers at SD Negeri 1 Gumantar, he explained that there was still an attitude of intolerance among students. This is proven by the fact that there are still students who make fun of their friends. For example, in class there are students who are ostracized by their friends because they have black skin, and are made fun of because they don't have parents. From the description of the problem, this research focuses on how the teacher's efforts to instill the value of tolerance in dealing with bullying behavior in class IV students at SDN 1 Gumantar.

2. RESEARCH METHOD

This research approach uses a descriptive qualitative approach. Sugiyono, (2018:45) defines a qualitative research approach as research to study natural conditions which makes instruments the key to research. Moelog further defined qualitative research as research that seeks to understand phenomena related to events experienced by the subject.

The informants in this research focused on the fourth grade teacher at SDN 1 Gumantar as the key informant or main informant, while the supporting informants or additional informants were the principal and other class teachers, who had knowledge of the research problem and were able to provide information in accordance with the requirements. needs in this research.

The research instruments used were interview observation guidelines and documentation. At the observation stage, researchers reviewed the teacher's efforts to instill the value of tolerance in overcoming bullying behavior in class IV students at SDN 1 Gumantar. Then continued with the interview stage, at this stage, the researcher explored more deeply about the teacher's efforts to instill the value of tolerance in overcoming bullying behavior in class IV students at SDN 1 Gumantar. After that, the researcher followed up with documentation activities. At this stage, the researcher transcribed the data presented from primary data sources.

Technical analysis uses data analysis techniques developed by Miles and Huberman, namely data reduction, data presentation, and verifying conclusions using descriptions in the form of words (Musafir, 2023). Meanwhile, the data validity technique uses triangulation (technique, source, and time), member check, and peer discussion. The data generated from the analysis techniques and the validity of the data were then followed by interpreting it with the theory and phenomenon of teachers' efforts to instill the value of tolerance in overcoming student bullying behavior.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the results of observations and interviews, researchers found information on several strategies used to instill the value of tolerance as an effort to overcome bullying behavior in class IV students at SDN 1 Gumantar.

a. Habituation pattern

Teacher strategies in learning are very necessary, because they are the key to the ongoing learning process in the classroom. Apart from that, teachers are also conduits of knowledge and experience, providing examples, but are also expected to be able to inspire their students so that they can develop their potential and have good morals. The success or failure of the learning process depends on the efforts and role of the teacher who must adapt to the various characteristics of students, as well as the material being taught. The teacher's efforts and role in learning have a very big influence on determining the direction of learning and learning goals. Interviews and observations conducted by researchers at SD Negeri 1 Gumantar, based on the statement of Mr. I Made Urip, S.Pd as the principal who was interviewed by researchers, provided a general description of teachers' efforts to instill the value of tolerance to overcome bullying behavior, namely:

"Usually we give an appeal to all teachers to carry out their own strategies to instill the value of tolerance that can be carried out in the classroom, one of which is the habituation pattern for students, because indirectly the habituation pattern will form certain attitudes in the students. during their days at school." (I Made Urip, S.Pd. 16 April 2024).

Through the opinion of the school principal, information was obtained that specifically, the principal provided education or appeals to all elements of the teaching staff to remind them of strategies for instilling the value of tolerance in students so that they can help each other when they need help.

Furthermore, the explanation given by Mrs. Suryani S.Pd:

"Of course, as a homeroom teacher, I have to be an example to the students and be able to create a good atmosphere in the class, to overcome things that we don't want for our students here, usually we always instill the values of tolerance in them, Yes, it's like a habitual pattern, so that our students don't ignore each other when they need help." (Suryani S.Pd. 16 April 2024).

As a teacher, he revealed that the value of tolerance between individuals is very important to avoid undesirable actions. So as a teacher you must have effective and efficient ways to deal with undesirable things.

b. Seating arrangement

Teacher efforts are the methods used by teachers to overcome bullying behavior at school. Teacher strategies are used as a measure of teacher success in overcoming bullying at SD Negeri 1 Gumantar. Researchers made observations regarding teachers' strategies for dealing with bullying behavior, one of which is that teachers make seating arrangements. Seating arrangements will make it easier for students to interact more closely with their classmates. In this way teachers can instill the value of tolerance. For example, there is no distinction between seats based on background or physical condition.

The researcher's interview is supported by a statement from Mrs. Irma Suryani, S, Pd, saying:

"I myself, as the homeroom teacher, of course watch more of the students' activities in the classroom, especially in the strategy class that I usually do as a form of instilling the value of tolerance in the classroom, namely by giving advice in between the learning process, I try to give advice, for example with the sentence we are all brothers, no one can discriminate against each other, judge each other, everyone must be good friends like brothers and must care for each other and help each other, then to support this I also carry out a seating arrangement strategy so that students can take turns to understand the character of each friend and appreciate the differences they have." (Suryani, S.Pd. 16 April 2024).

Then the researcher conducted an interview with one of the students. When in class, do students who sit next to friends from different religious backgrounds feel uncomfortable or not:

"No sis, because the teacher here always teaches how to respect each other and help each other." (Student, April 16, 2024).

c. Teaching Mutual Respect

The role of teachers plays a significant role in developing children's emotional and social abilities, especially the ability to respect others, through social interactions around children, including in the classroom.

As stated by the principal when conducting the following interview, "An example of a form of tolerance that I usually carry out is directing all elements to always accept differences of opinion between groups, because we believe that we are all the same in the eyes of God, then respecting other people. For example, when outside the classroom you meet with Mr. and Mrs. the teacher is not allowed to call "With identity titles such as Mr. Asmar or Mrs. Seruni, you can only call Mr. and Mrs. Teacher as a form of generalization and to sound more polite, well of course to develop students' emotions from an early age to respect and respect each other." (I Made Urip, S.Pd. 16 April 2024)

d. Encourage Group Discussions

In learning in class, Mrs. Irma Suryani, S.Pd always tries to build a class atmosphere by discussing in groups and presenting to the class to convey the results of the discussion. I think this makes me more confident when appearing in public. Mrs. Irma also often provides motivation and inspirational stories, sometimes stories about her past, sometimes also stories of role models so that we feel motivated to improve ourselves to become better. Through group discussions, students can collaborate with each other without paying attention to differences in family background or ability background of each student.

At the end of the lesson, Mrs. Irma Suryani gave a stimulus to students to be open, she also tried to build self-confidence in students so they could be responsive when they saw or became victims of bullying at SD Negeri 1 Gumantar:

“So, I try to make my students open up to me by collaborating with their peers. Because students are usually more open to friends of the same age than their teachers. So if I feel that a child has a problem, I work with his friend to get him to open up, then call him for advice. provide encouragement, and explain that differences still exist. Apart from that, if you feel in class there are children who are different from their friends and need more attention. So I will approach you personally, so I can find out the problem you are facing. At other times, I also advise you not to force other people to be like us, because in the same way other people want us to be more than they want us to be. So we must have high tolerance for other people.” (Irma Suryani, S.Pd. 16 April 2024).

So based on the data presented, the teacher's efforts to instill the value of tolerance to overcome bullying behavior in class IV students at SDN 1 Gumantar are by implementing habituation patterns, seating arrangements, teaching mutual respect, and encouraging group discussions.

Apart from the teacher strategies above, in dealing with bullying behavior at SD Negeri 1 Gumantar, teachers also strive for teacher roles in dealing with bullying behavior at school by being an example for students at SD Negeri 1 Gumantar:

a. Teacher as educator

Teachers are educators, who become figures, role models and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline.

As a teacher or educator, you must be able to maintain your own authority as an educator by showing a good example to students.

b. Teacher as Advisor

Teachers are advisors for students, even parents, even though they do not have special training as advisors. Students are always faced with the need to make decisions, and in the process will run to their teachers.

c. Teachers as models and role models

As a role model, of course the teacher's personality and what he does will get the attention of students and people around him who consider him a teacher.

As a teacher, commendable morals are necessary because what we do will be imitated by students. Therefore, we as educators try to show good morals towards students. Such as arriving on time at school, dressing neatly, and speaking politely.

d. Teacher as guide

This role must be given more importance, because the presence of teachers in schools is to guide students to become competent, moral adults. Without guidance, students will experience difficulties in dealing with their own development.

3.2. Discussion

Based on the data obtained regarding the teacher's efforts to instill the value of tolerance to overcome the occurrence of bullying behavior that occurs in the school environment and in class IV SDN 1 Gumantar, namely, the teacher provides in-depth information about bullying behavior, by providing understanding and appeals to avoid bullying behavior, it is hoped that the intensity of the behavior bullying will decrease. Appeals and advice are usually made during classroom learning, inserted between lessons to inform them of the impact of carrying out bullying actions.

Another effort made by teachers at SD Negeri 1 Gumantar is to continue to supervise both the perpetrators of bullying and other students. By carrying out supervision, students who bully will not carry out bullying again, while for other students it is a disciplinary rule to prevent them from carrying out such behavior. In learning activities, always be open in the learning process and outside of learning, deliver material using various methods (adapted to the theme) so that students do not get bored easily, give special roles to students who are felt to be different from the others (perhaps hyperactive, likes to be mean, likes to talk loudly in class, etc.), always provides advice, motivation and inspiration in every meeting so that students always behave well and continue to improve their morals.

In this study, the researcher explored the teacher's efforts to instill the value of tolerance to overcome bullying behavior in grade IV students at SD Negeri 1 Gumantar, namely by implementing the strategies analyzed including habituation patterns, seating arrangements, teaching the value of mutual respect, and encouraging discussion. By referring to relevant theories and support from selected sources, as follows:

a) Habituation pattern

Through the habituation process, children indirectly form certain attitudes during their school days. For example, in instilling the value of tolerance, children are always accustomed to saying help when they need help from teachers or classmates, accustomed to always saying sorry when they make mistakes against other people, accustomed to always saying thank you after getting help from teachers or classmates and other activities. Other habits that can lead to the formation of attitudes of tolerance include praying according to one's beliefs before starting learning and before closing learning.

Habituation patterns have an important role in shaping student behavior. Social Learning Theory by Albert Bandura supports this concept. Bandura emphasized that behavior can be learned through observation, imitation, and reinforcement. In this context, teachers can consistently provide examples of tolerant behavior, give praise for positive actions, and provide sanctions for intolerant behavior. This is in line with research by Smith, Anagnostopoulos, and Vagenas (2016) which shows that positive habituation patterns can reduce bullying behavior at school.

b) Seating arrangement

Thoughtful seating arrangements can influence interactions between students. Contact Theory states that interactions between different groups can reduce stereotypes and increase mutual understanding. Allport (1954) explains in his research on intergroup contact that by placing students with diverse backgrounds

next to each other, teachers create opportunities for students to learn to appreciate differences and build positive relationships.

In the learning process in class, seating arrangements can help students interact more closely with their classmates. Through arrangement seating, teachers can instill the value of tolerance. For example, there is no distinction between seats based on family background and physical condition.

c) Teaches how to respect each other

Teaching the value of mutual respect can be done through a curriculum integrated. Values Education Theory supports this approach. Halstead and Taylor (2000). states that values education is a process that helps students understand and internalize moral values. By introducing material about cultural diversity and providing space for students to share personal experiences, teachers help students understand the importance of respecting differences.

The role of teachers plays a significant role in developing children's emotional and social abilities, especially the ability to respect others, through social interactions around children, including in the classroom.

d) Encourage discussion

Open discussions about issues related to bullying behavior and the value of tolerance can deepen students' understanding. Constructivist Learning Theory (Constructivist Learning Theory) emphasizes the importance of knowledge construction through social interaction and reflection. Vygotsky (1978) state that learning occurs through social interaction and collaboration. By encouraging discussion, teachers give students opportunities to express their views, listen to the perspectives of others, and deepen their understanding of the value of tolerance.

With the discussion method, students' courage and creativity in expressing ideas becomes stimulated, students get used to exchanging ideas with friends, respecting and accepting other people's opinions, and more importantly through discussion they will learn to be responsible for the results of shared thinking (Rufaidah, 2010: 2-3).

With group discussions, students are also able to communicate positively with their colleagues, respect differences of opinion, and can deliberate well, thus creating a warm situation when interacting. This is done to reduce awkwardness between individuals. The teacher also gives the task of presenting the results of the discussion in front of the class to train self-confidence and courage in public.

At this point, the teacher at SD Negeri 1 Gumantar has been able to make efforts to instill the value of tolerance in overcoming bullying behavior as a form of creating a figure who can be a role model for his students, namely by habituation patterns, seating arrangements, teaching mutual respect, and encouraging discussion. .

4. CONCLUSION

From the results and discussion it can be concluded that the teacher's efforts to instill the value of tolerance as an effort to overcome the occurrence of bullying behavior in students at SD Negeri 1 Gumantar are carried out by means of a habituation pattern, namely, in instilling the value of tolerance, children are always accustomed to saying help when they need help. from the teacher and get used to saying sorry when you make a mistake. Seating arrangements, namely, can help students interact more closely regardless of background. teaches mutual respect, that is, develops children emotionally to respect others. encouraging discussion, namely, through group discussions students can work together without paying attention to background aspects.

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