



## **THE ROLE OF SUPPORT TEACHERS IN REALIZING A BOARDING SCHOOL FREE FROM BULLYING**

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### **Abstract**

Bullying is a serious prophysics that can affect the physical, mental, and social development of students, especially in boarding school environments that have more intense interactions. In this context, accompanying teachers play a very important role in creating a safe and supportive environment for students. This article aims to explore the role of assistant teachers in minimizing bullying in boarding schools. Through an approach based on psychological understanding, effective communication, and consistent supervision, tutors can identify and address potential bullying early. In addition, the accompanying teacher also functions as a facilitator in building harmonious relationships between students and providing the necessary guidance to strengthen awareness of the importance of mutual respect among others. With a holistic and participatory approach, accompanying teachers can play an active role in realizing a boarding school that is free from bullying, creating an atmosphere conducive to learning and development. This research is expected to provide a deeper insight into the strategies and roles that can be played by assistant teachers in maintaining the safety and welfare of students in boarding schools.

**Keywords:** *Role of Accompanying Teachers, Bullying, Boarding Schools, Bullying Prevention, Safe Environment*

### **A. Introduction**

The phenomenon of bullying in schools is not new. However, until now, this problem has not fully received serious attention and proper handling. In fact, bullying is an early form of violence. The term bullying refers to an act of violence or oppression committed by a stronger party, either in terms of age, strength, or power, against a weaker party. The forms of bullying behavior are also very diverse, ranging from physical,

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verbal, to mental/psychological bullying. The impact caused is very detrimental to the victim, such as bruises, wounds, fear, and various other physical effects. In addition, the long-term effects of bullying can disrupt the psychological condition of the victim as well as worsen their ability to adapt socially.

Bullying can have a significant impact, both in the short and long term, on the victim. Short-term impacts of bullying include feelings of pressure due to bullying, decreased motivation to complete school assignments given by teachers, and reduced interest in participating in school activities. Meanwhile, the long-term effects of this bullying include difficulty in establishing good relationships with the opposite sex, persistent anxiety about possible mistreatment from their peers, and can even increase the risk of suicidal behavior. (K, 2023)<sup>†</sup>

One of the reasons why students are still involved in bullying practices is their lack of understanding of what bullying itself means. Often, students don't realize that behavior they perceive as a joke could fall into the category of bullying. Based on the author's initial observations, bullying that occurred in one of the boarding schools started from the dormitory environment, where the students lived. Because they are placed in one dormitory with very intense interaction, the potential for bullying is very high. This was also revealed in an initial interview with one of the students at the Islamic boarding school who revealed that the practice of bullying often occurs without the perpetrator, victim, or the school realizing it. So far, the interaction between students tends to be very fluid and familiar, often shown through making fun of each other as a form of familiarity. However, seeing the trend of news about bullying, one of which is triggered by ridicule, this raises concerns among the school. On the other hand, some students expressed discomfort with their friends' jokes, but they were reluctant to convey them openly, especially to the management, because they felt hesitant.

Bullying behavior often occurs due to a lack of character formation in individuals, such as a low understanding of moral and ethical values, as well as indifference to the feelings of others. A person who does not receive adequate character education is often prone to acts that harm others, such as physical or verbal violence, spreading rumors, and exerting psychological pressure. In this regard, Islamic character education plays an important role in reducing bullying behavior in boarding schools by instilling moral and ethical values in students, as well as forming polite behavior and respecting differences. Thus, Islamic character education not only plays a role in reducing and preventing

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<sup>†</sup> Chistofora K, *Recognizing Types of Bullying and How to Prevent It*, (Yogyakarta: CV Andi Offset, 2023), page 3.

bullying behavior, but also contributes to the creation of a safe, comfortable, and respectful school environment among students. (Rabia Siddiqui, 2021)<sup>‡</sup>

## B. Research Method

This research is entitled "The Role of Accompanying Teachers in Realizing Boarding Schools Free from Bullying". This study uses a literature study approach with data collection techniques derived from various documents related to Islamic character education and bullying behavior in boarding schools. The sources used in this study include books, journals, articles, and other relevant documents to provide an in-depth understanding of the topic being researched (Arikunto, 2013)<sup>§</sup>. In this approach, the data will be compiled and analyzed in a systematic and structured manner to obtain a clearer understanding of the topic being researched. Furthermore, the results of the analysis will be used to formulate conclusions and provide relevant recommendations in an effort to realize boarding schools that are free from bullying.

The validity of the data in this study is by carefully selecting the right and credible data sources, as well as analyzing the data carefully and objectively. By applying the right and systematic research methodology, this research is expected to make a significant contribution to the development of an effective Islamic character education program in overcoming the problem of bullying in boarding schools. In addition, this research will also pay attention to aspects of research ethics, such as ensuring the validity and trust of the data sources used, as well as respecting the copyright and honor of the author in every step of the research process.

## C. Results and Discussion

### 1. Definition of Bullying

The term *bullying* comes from the English word "bull" which means bull. Etymologically, the word "bully" refers to a person's act of bullying or behavior that harasses or oppresses a weaker party. In Indonesian, this bullying is often called "blocking", which means to harass, harass, or hinder others. (K, 2023)\*\*

Bullying is a desire to hurt, where the desire is manifested in the form of actions that cause suffering to the victim. These actions are carried out directly by more powerful, irresponsible, and usually repetitive individuals or groups. The act of bullying is

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<sup>‡</sup> Rabia Siddiqui and Zehra Habib, 'Moral Education at Primary Level in Selected Private Schools of Karachi: Role of Teachers and Parents', *Pakistan Journal of Humanities and Social Sciences*, 9.2 (2021), 59–73

<sup>§</sup> Suharsimi Arikunto, *Research Procedure: A Practical Approach* (Jakarta: Rineka Cipta, 2013).

\*\* Christofora K, *Recognizing the Types of Bullying and How to Prevent It*, (Yogyakarta: CV Andi Offset, 2023), page 1.

carried out with a feeling of pleasure or satisfaction by the perpetrator, without paying attention to the impact caused on the victim. (Astuti, 2008)<sup>††</sup> Bullying is an act or behavior that is carried out by hurting physically, verbally, or emotionally/psychologically by an individual or group who feels stronger to the victim who is physically or mentally weaker, and is carried out repeatedly without any resistance to cause suffering to the victim. Whether you realize it or not, bullying can have a very fatal impact on the psychological and physical impact of the victim. Verbal and psychological/emotional attacks can cause deep trauma, which at the extreme point can lead to acute depression and even lead to death. Therefore, mitigation steps through instilling humanistic values in behavior are more important to do than just treatment. Schools need to conduct intensive and massive socialization about the dangers of bullying to students, while formulating alternative prevention options. This is also part of early detection, so that schools can respond more quickly in preventing bullying practices that often occur unintentionally or unconsciously by students, due to a lack of literacy about critical bullying. Responding to the reality of bullying behavior that often occurs in the school or Islamic boarding school environment, it is very important to understand what bullying is and the negative impact it causes. Bullying is not only limited to physical violence, such as hitting or pushing, but also includes various other types of behaviors that are often not realized as bullying. Some other forms of bullying include verbal bullying (such as threatening, cursing, degrading, or the like), direct non-verbal bullying (such as cynical stares, derogatory expressions, and so on), indirect non-verbal bullying (such as ostracizing, ignoring, or the like), bullying on social media (hurting through cyberspace), and sexual bullying (including physical contact or verbal abuse). (Amirudin, 2022).

Bullying not only has a negative impact on the victim, but can also affect the surrounding environment, such as increasing violence and conflict. Therefore, it is important to take effective steps to prevent and reduce bullying behavior in the school environment and society as a whole.

Bullying behavior can occur in various types of schools, including boarding schools. However, due to the relatively closed nature of boarding school environments, bullying behavior is often more difficult to detect or report. Some factors that can affect the occurrence of bullying in boarding schools include lack of supervision, environmental isolation, and high social pressure. In boarding schools, students often live far away from their families and away from the social environment they are used to, which can lead to anxiety or discomfort. This feeling can encourage bullying behavior as a form of coercion or domination.

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<sup>††</sup> Ponny Retno Astuti, *Reducing Bullying*, (Jakarta: PT. Grasindo, 2008), p. 3.

In addition, an isolated environment and minimal supervision can cause bullying to continue without adequate prevention efforts. In a relatively closed boarding school environment, victims of bullying may find it difficult to report or seek help for fear of stigma or retaliation from the perpetrator.

Therefore, it is very important to understand and pay attention to the factors that affect the occurrence of bullying in boarding schools. Appropriate preventive measures must be taken to prevent bullying behavior and protect students from such adverse experiences.

## 2. Types of Bullying

### a. Overt Bullying (Intimidasi Terbuka)

Overt bullying includes acts of bullying that are carried out physically or verbally, such as hitting, pushing violently and getting hurt, giving derogatory nicknames or nicknames, threatening, and mocking with the aim of hurting the victim.

### b. Indirect Bullying (Intimidasi Tidak Langsung)

Indirect bullying involves relational aggression, where the bullying perpetrator damages the social relationships owned by the victim. These include attempts at exclusion, spreading bad gossip, and manipulating victims into performing certain actions in exchange for friendship or recognition.

### c. Cyber Bullying (Intimidasi Melalui Dunia Maya)

Cyberbullying is increasingly popular among teenagers as technology develops. This form of bullying occurs through social media and other information technology. In cyber bullying, perpetrators use digital platforms to repeatedly attack or hurt a person or group of people, either through messages, images, or videos that harm the victim. (Nugroh T. & Mifta, 2024)<sup>\*\*</sup> The types of Cyberbullying are as follows:

#### 1) Harassment (Verbal Harassment and Threats)

Includes the act of sending messages or comments that contain harassment or threats to scare the victim.

#### 2) Denigration (Damaging Reputation with Slander or Gossip)

The act of spreading false or harmful information, such as defaming or spreading gossip, with the aim of damaging the victim's reputation.

#### 3) Impersonation (Peniruan Identitas)

Creating a fake account or impersonating someone's identity to disseminate information or commit harmful acts.

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<sup>\*\*</sup> Teguh Nugroho, Mifta Hadi, *Handling Bullying in Schools*, (Bandung: Kaizen Media Publishing, 2024), pp. 7-8.

- 4) Outing (Distributing Information or Images to Embarrassing)  
Spreading personal information or images/videos that can embarrass someone online.
  - 5) Trickery (Scam to Reveal Secrets)  
Finding the victim's personal information by deception and then spreading it online.
  - 6) Exclusion (Pengucilan dari Grup)  
Removing or excluding someone from a group or community online to make them feel isolated.
  - 7) Cyberstalking (Mengintai Akun untuk Mencuri Informasi)  
Spying on someone's account online with the aim of collecting personal information or misusing it.
3. Factors Causing Bullying
- a. Individual Factors  
Bullying perpetrators often have more physical strength than the victim. However, not all individuals with great physical strength become bullies; Individuals with aggressive tendencies are more likely to bully. Digital technology also makes it easier for individuals to access information that can worsen bullying behavior
  - b. Family Factors  
Permissive or harsh parenting styles, lack of parental involvement, and experiences of violence in the family can be factors that encourage a person to become a bully. The family plays an important role in the development of children's emotions that can shape their behavior.
  - c. Mass Media  
The media can influence children's behavior by showing violence as an acceptable way of resolving conflicts. Children often unconsciously model aggressive behavior from media impressions.
  - d. Peer Factor  
Teens tend to seek out their own identities and form their own groups, and peer pressure can influence their behavior, including bullying. Rejection or exclusion from peers can lead to feelings of loneliness and lower the mental health of adolescents.
  - e. School Environment  
A school environment that does not support good supervision can increase the incidence of bullying. A positive attitude between students and staff can also influence student behavior and reduce bullying.

#### 4. How to Deal with Bullying

##### a. Personal Efforts

Students can avoid bullying by not carrying valuables, not being alone in vulnerable situations, and recognizing and approaching the bully to show resilience. Students should also learn not to get involved in bullying and avoid disturbing others.

##### b. Efforts in the Boarding School Environment

Students must remain confident when caught in a bullying situation. If they see a friend who is a victim, the first step is to report the incident to the teacher, parents, or authorities. Students can also resist by shouting, running for help, and recording details of the place, the people involved, and the type of bullying that occurred. Education about the dangers of bullying on a regular basis can strengthen students' self-control in avoiding and fighting bullying behavior.

#### 5. The Role of Teachers in Overcoming Bullying

Teachers play a very important role in overcoming bullying in schools. Apart from being teachers, teachers also function as guides, advisers, and guides for students. The role of teachers is not only limited to teaching academic materials, but also includes fostering students' character so that they can avoid and overcome bullying cases that may occur at school. Some of the roles of teachers in overcoming bullying include:

a. Building Student Awareness about the Dangers of Bullying Teachers need to integrate materials about bullying in learning. This can be done by inserting a discussion about the negative impact of bullying on victims and the school environment. By delivering this material, teachers are expected to help students understand that bullying behavior is not acceptable in social interactions. It also aims to foster a sense of empathy and reduce aggressive behavior among students.

##### b. Fostering Positive Values in Learning

In every opportunity, teachers can insert positive values such as respecting each other, maintaining a good attitude towards friends, and avoiding actions that hurt others. This can be done by teaching the importance of mutual respect and understanding of other people's feelings. Teachers also need to give examples of good behavior inside and outside the classroom, so that students can emulate it in their daily lives.

##### c. Creating a Safe and Supportive Environment

Teachers need to create a classroom atmosphere that is safe for all students, free from bullying and bullying. By creating a conducive climate, students will feel comfortable learning and developing. Teachers must also be able to be good

listeners for students who feel they are victims of bullying and provide moral support for them.

d. Using a Preventive Approach

Teachers need to engage students in learning that teaches ways to deal with problems without violence, such as good communication and peaceful conflict resolution. This can be done through discussion activities, role-playing, or other activities that support the development of students' social skills. This preventive approach is expected to prevent bullying from occurring early.

e. Providing Appropriate Punishment for Bullying Perpetrators When bullying occurs, teachers have the responsibility to provide appropriate consequences to the perpetrators. The punishment given should not only be to punish, but also to provide learning. For example, students who engage in bullying may be given the task of creating a scientific paper on the impact of bullying, or they may be required to apologize and mend relationships with the victim. This can help the perpetrator realize his mistakes and improve his behavior in the future.

f. Becoming a Mediator between Students Involved in Bullying Teachers also act as mediators between students involved in bullying, both perpetrators and victims. By listening to both sides and providing equitable solutions, teachers can help resolve conflicts in a positive and educational way.

g. Maintaining Cooperation with Parents and Other Parties

Teachers need to cooperate with parents, school counselors, and other authorities in handling bullying cases. Good communication between schools and parents will help ensure that the problem of bullying can be addressed comprehensively, both in the school environment and at home.

Overall, the role of teachers in overcoming bullying is as educators, facilitators, and mentors who guide students to develop mutual respect, empathy, and good social skills. As influential adults, teachers should be good examples and lead by providing the right learning to prevent and overcome bullying in schools.

## D. Conclusion

The role of accompanying teachers in boarding schools or boarding schools is very important in minimizing the occurrence of bullying. Accompanying teachers not only serve as teachers, but also as guides, guides, and protectors for students and students. In the context of dormitories, where the environment tends to be more enclosed and the intensity of interaction between students is higher, the accompanying teacher has a dual role in creating a safe, inclusive, and supportive climate. Some of the main roles of accompanying teachers in minimizing bullying in the dormitory include:

1. Building Student Awareness about the Dangers of Bullying



2. Fostering Positive Values in Learning
3. Using a Preventive Approach
4. Providing Appropriate Punishment for Bullying Perpetrators
5. Becoming a Mediator between Students Involved in Bullying
6. Maintaining Cooperation with Parents and Other Parties

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