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# **“EDUCATION TRANSFORMATION TOWARD EXCELLENT QUALIT BASED ON ASEAN COMMUNITY CHARACTERISTICS”**

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**Islamic State University Sunan Kalijaga  
Faculty of Tarbiya and Teacher Training**

STATE ISLAMIC UNIVERSITY  
**SUNAN KALIJAGA**  
YOGYAKARTA

**LENTERA**  
KREASINDO



Fakultas Ilmu Tarbiyah  
dan Keguruan  
UIN Sunan Kalijaga

**“EDUCATION TRANSFORMATION TOWARD  
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CHARACTERISTICS”**

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viii + 274 hlm; 16 x 24 cm

Cetakan I, November 2014

ISBN: 978-602-9010-...

Penulis: Prof. Dr. H. Hamruni, M. Si. dkk

Lay Out: Lentera Kreasindo

Desain Sampul: Lentera Kreasindo

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## PREFACE

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**T**he main theme of the international seminar conducted by *Faculty of Tarbiyah and Teaching State Islamic University Sunan Kalijaga* Yogyakarta, Indonesia, is '*Education Transformation Toward Excellent Quality Based on ASEAN Community Characteristics*'. The background of the seminar is the lags of education quality in almost ASEAN countries in comparison with the universities in developed countries. The discussion will be focused on the way how to transform the education model in ASEAN toward excellent quality based on local wisdom. To elaborate the main theme, the organiser of seminar created three sub-themes: 1) globalizing education values based on ASEAN community Characteristics, 2) transforming education toward new paradigm, and 3) building religious next generation. The first theme is to offer the participants to write how to promote the quality of education to global level based on local culture. The second theme is to ask education experts to elaborate the new paradigm in the context of transforming education practise. The third is to give the opportunity to everyone of educator to present his research or experiences in promoting the education model.

Proudly, the organizer of the seminar presents the outstanding speakers from various universities of ASEAN, namely: Faculty of Education University of Malaya (UM), University of Dato Hussen Onn Malaya (UTHM), Faculty of Education University of Brunei Darussalam, Faculty of Education Thaksin University Thailand, and last but not least from UIN Sunan Kalijaga Yogyakarta, Indonesia.

Rosmawijah Jawawi, from the Sultan Hassanal Bolkiah Institut of Education (SHBIE) at University of Brunei Darussalam wrote the transformation of teacher education in University of Brunei Darussalam. The title is '*Teacher Education in Brunei Darussalam: Transforming tomorrow's Generation through Teacher Education today*'. She mentioned in her paper that since 2009, the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at Universiti Brunei Darussalam has transformed into a graduate school of education. The Institute of Education which previously offered undergraduate programmes, has undergone a complete overhaul over the past couple of years to focus more on graduate programmes in research and evidence-based practices. SHBIE as a graduate school offers innovative graduate programmes which include Master of Teaching (MTeach), Master of Education (Med) and Doctorate of Philosophy (PhD). Part of the rationale behind this transformation, as in other countries, was a desire to enhance the professional status of teachers in the nation by (i) having a policy that all teachers should in the long-term be qualified to masters level and (ii) ensuring that the education teachers receive provides them not only with basic teaching strategies, but also with the skills to engage in on-going, evidence-based improvements in their teaching throughout their career. This paper will discuss the transformation of SHBIE in the pursuit of better teacher quality that aims to upgrade the teaching profession in Brunei Darussalam.

The challenge for Brunei is that with a small population, Brunei is heavily dependent on a non-renewable resource for growth and stability. Education, therefore plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda and enhanced well-being of people. The needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development in support of the nation's drives to achieve Brunei Vision 2035 (Wawasan Brunei 2035). In realising

this, SHBI transformed itself into a graduate school of education in 2009 with to produce educators as high quality professionals with integrity and core values.

In relation to Rosmawijah Jawawi's paper, Sittichai Wichaidit from Thaksin University wrote the specific transformation in the classroom under the title '*Science Teaching for the 21<sup>st</sup> Century: Transforming Classrooms for The Next Generation Learners*'. His conclusion is that educational policy concerns regarding to how science teachers can support students to develop skills needed to be effective citizens in the 21<sup>st</sup> century. Several skills are considered as the learning objectives of science teaching including critical thinking and problem solving, creativity, collaboration, and communication. People living in this century are expected to master those skills for success in today's world. Yet, it is not clear how to change classrooms from passive learning to be more active and how to provide the context for students to develop those essential skills. The instructional strategy for developing the 21<sup>st</sup> century skills is proposed in this article. It is developed from the current understandings of how students learn and how scientific inquiry can be organized in science lessons. The strategy was implemented in the learning activities which were parts of the science camp for Thai high school students to develop 21<sup>st</sup> century skills. After participating in the activities, most students agreed that the activities provided opportunity for them to practice critical thinking and problem solving, creativity, collaboration, and communication. The example of learning activities is presented and there is also the implications of this strategy for science teachers.

The paper elaborated the transformation of education in more specific than before is what was written by Hafsyah Siti Zahara, et all, Departement of Chemistry Education, Faculty of Science and Technology, Islamic State University (UIN) Sunan Kalijaga Yogyakarta '*The effectiveness of Jikustik Learning Model in Student's activity and learning achievement*' According to the witters, that based on the data analysis, it can be concluded:

1. There is a difference in students' activity between the experimental class and control class, then it can be said that *Jikustik* learning model affects the students' activity.
2. There is no difference in student achievement between the experimental class and control class, so that *Jikustik* learning model has no effect on student achievement.

Based on the results, it can be expected to put forward some suggestions that can be applied in the development of science and education policy. Researchers advise as follows:

1. In order to enhance the activity and student achievement, especially chemistry, teachers as educators need to implement active learning model that can stimulate students to be able to increase its activity during learning, so understanding and knowledge gained can retain for longer time.
2. The mixed-model sometimes needs to be done in order to complement each other. By using the mixed-model, students competencies can be emerge.

Hopefully, this seminar would play the role in attaining the goal of transforming education toward excellent quality in ASEAN through the university. The university can support or add on to the state education development program, enhancing the quality of education, building linkages in education system, ensuring access to education, building bridge with development program as well.

Yogyakarta, November 2014

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# **BULLYING IN THE STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) III YOGYAKARTA**

**By: Prof. Dr. H. Hamruni, M. Si.**

## **Abstract**

This research is grounded by the high frequency of news about bullying in the school environment that are reported by various media, and one of those problems is bullying. Bullying is often considered as the subordination or abuse which involves imbalance of power and authority, so that the victims are not able to protect themselves actively for the negative treatment which is achieved. This research takes place in the State Islamic Senior High School III Yogyakarta. The subjects of this research are teachers and students in the school for the learning period of 2013-2014. This research uses the survey approach for getting the data. The other methods are the interview, documentation, and observation. The collected data are analyzed through statistic descriptive technique which is commonly used in survey study. The result of the research shows that bullying which often happens in the State Islamic Senior High School III Yogyakarta is verbal bullying like ridiculing, mocking, disrespecting, abusing, and intimidating. Verbal bullying happens to students in the same class, between different class, and even between senior and junior. Verbal bullying is also conducted by student toward teachers through shouting at teachers when the teachers are about to give explanation. Ignoring what teachers explain and

talking to each other when the teacher explains deliberately are also one form of abuse. That acts happen because the students want to push the teacher and make them feel that their existence in class is unnecessary. The handling of this bullying case can be done in preventive efforts and curative efforts. The preventive effort is like giving effective communicational material. Besides, the identification for the student's problems and needs are important to be conducted.

**Keywords:** *Bullying*, Survey, descriptive statistic.

## Introduction

**E**ducational institution ideally should provide safe and comfortable environments which are free from pressure so that the learning process is able to run well. Educational institutions, especially the teachers, bear the responsibility for finding the best methods in giving positive influence in the intellectual matters or morals of students. Suryabrata states that education is a process where teacher deliberately and full responsibly give their influence to the students for the sake of student's happiness. The process needs conducive facilities and environments, clear purpose and material, and the skill of teachers in associating and conveying the learning materials to the students.<sup>1</sup>

The case of bullying becomes a challenge in creating a conducive environment which is free from physical and psychological pressures. Why? Because, in fact, this bullying phenomenon often happens in the educational institutions which is started from the lowest educational institutions to the highest one. The research from the Pratista Indonesia Institution toward the student of elementary school, junior high school, and senior high school in two sub-districts in Bogor which is elaborated by Netty Lesmanaawati as quoted from the Kompas<sup>2</sup> shows that the

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<sup>1</sup> Suryabrata, *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada, 2002, p.50

<sup>2</sup> Kompas, 17 February 2009, p. 11

higher stage of educational institution, the higher percentages of bullied students appear and it is done by their friend from the school environment. The deed reaches its peak in the ninth grade till the beginning of senior high school but although it happens that way, Chappell et al find the existence of continuous bullying which is started from junior high school, senior high school, till college.<sup>3</sup>

The problems in the educational environment is believed to be able to be solved by those who have the competency in its field, including in the context of handling bullying. Ironically, the qualified and abundant human resources in a district actually have not been able to ensure a school in that district to have a low level of bullying. Yogyakarta which so long has been considered as the city of education is proved to have high enough cases of bullying which is not far different from Jakarta and Surabaya.

According to the background above, the researcher is attracted to observe the bullying case in the State Islamic Senior High School (MAN) III Yogyakarta which will focus on the handling effort toward the mentioned bullying case. The problem that will be discussed is how the forms of bullying which happen in the MAN III Yogyakarta are, how the concept for restraining it is, how far the institution has done the restraint, and how the student's opinion about the policy for restraining the bullying in the school is.

## Review of Literature

The research that is ever conducted about bullying is still in the circumstance of the forms of bullying in school and the differences lie in the variation of the school stage. The research that will be done focuses on the handling attempt which is done by the school toward the bullying act and tries to dig the student's opinion about the forms

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<sup>3</sup> Mark S. Chapell, M.S., et al. 2006. *Bullying in Elementary School, High School and College. Adolescence*, Vol. 41, No. 164, Pg. 633.

of handling that have been conducted as one of the base of advanced refinement for the case of bullying.

The research which lifts the bullying theme in school has not been abundantly in the Indonesia or research commonly gets difficulty for the access. Researchers in the Australia, America, and Europe have proved empirically the bullying phenomena in the psychological perspective, mental health and sociology, like Mark S. Chappell et al research which uncover four important facts, which are first, the existence of continuous bullying act in the junior high school, senior high school, and college. Second, bullying does not recognize the gender differentiation and the male student in most case and greatly tent to do verbal and physical bullying when the female students tend to do social bullying. Third, it has been found about the relation between bullying act with the habit in bringing weapon. Fourth, bully tend to have greater potential for suffering the mental disturbance, including anxiety, depression, and suicide.<sup>4</sup>

The Chappell's fourth fat is explored deeper by Ersilia Menesini et al<sup>5</sup> that the bully specifically has the serious psychic problem which lead to external symptoms which includes the act of breaking and violating the rule and aggressive acts. Whereas the victim of bullying tends to have internal problem, it is like the hobby for being alone and keeping silent, somatic complaint, anxiety and depression. For the victim along with the doer, both of them have internal and external problems which are significant compared to those who are not involved.

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<sup>4</sup> Mark S. Chapell, M.S., et al. 2006. *Bullying in Elementary School, High School, and College. Adolescence*, Vol. 41, No. 164, Pg. 733.

<sup>5</sup> Ersilia Menesini, et al. (2009), *Bullying and Victimization in Adolescence: Concurrent and Stable Roles and Psychological Health Symptom*. *The Journal of Genetic Psychology*, 170 (2): Pg. 115-133.

The research conducted by Melissa Fleschler Peskin et al<sup>6</sup> and Espelage and Holt<sup>7</sup> complete the fact that bullying commonly happens in the urban society, weak social and economy, black skin and latin in junior high school and senior high school. Most of the doers and victim of bullying are male students, and bullying which is commonly found are mocking, abusing, physic, and become other's mockery. The highest case is mockery and calling. Espelage and Holt elaborate more specific that there is sexual abuse in bullying.

Siti Hafsa Budi Argiati<sup>8</sup> does a case study of bullying in two Senior High School in Yogyakarta, and the result of the research gives the information about the forms of bullying, the causes of getting bullied, the reaction which is done after getting bullied, the appeared consequences from the bullying, the frequency of bullying and the bully. All of the researches conducted above use the quantitative methods along with sampling procedure, survey, and statistic analysis. This research lifts the theme of bullying, just like the cited research above, has difference in the descriptive survey which is made as the approach in this research and the survey is designed with the cooperative concept for arranging the structure of refinement, not only for exploring a problem.

The research subjects have in common with previous studies, namely school students, the difference lies in the variation of school-level. This study focuses on the study of high school students which is started from extracting data from school administrators, while three

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<sup>6</sup> Melissa Fleschler Peskin, et al (2006) Frisen, A., Jonsson, AK., Persson, C. 2007. *Adolescents' Perception of Bullying: Who is the Victim? Who is the Bully? What can be done to Stop Bullying?* *Adolescence*, Vol. 42, No. 168, Pg. 749.

<sup>7</sup> Espelage, D.L. and Holt, K.M., *Dating Violence & Sexual Harassment Across the Bully-Victim Continuum among Middle and High School Students*. *J Youth Adolescence*, 36, 2006Pg. 799-811.

<sup>8</sup> Argiati, S.H.B. 2008. *Hasil Penelitian: Studi Kasus Perilaku Bullying pada Remaja di Yogyakarta* Yogyakarta: Fakultas Psikologi Universitas Sarjana Wiyata Taman Siswa.

of the five references of research are extracted more comprehensively by taking the sample ranging from junior high through college level.

Facts of bullying research at school in its point are the identification of the perpetrator or the victim, the types and effects. This study examines the issues that are really new, or at least researchers have never found a study that explores the result of research about the steps of school administrators in dealing with bullying act in schools and digging the foundation for improvement from opinions of the students.

### **Theoretical Structures**

O'Moore & Minton said that a student becomes the victim of bullying when he was selected to receive unpleasant deed by another student or group of students. Students who are victims of bullying will experience unpleasant actions repeatedly, and it is difficult for them to protect themselves.

Bullying is a situation where the abuse of power or authority both physically and mentally are committed by a person or group to victims who are not able to defend or maintain themselves as they are weak physically and mentally so that victims feel depressed and traumatized.

Oleus in Krahe argues that a person is considered a victim of bullying "when he was confronted with the negative actions of other person or more, which is done repeatedly and occurs from time to time". In addition, bullying involves the imbalanced power and authority, so that the victim is in a state incapable of defending themselves effectively to negative actions received.

Krahe has different editorial, for him, the term bullying has two forms, which may take the form of direct or indirect action. Direct bullying includes physical abuse against the victim, while the indirect bullying consists of a variety of strategies that makes target feel socially isolated and excluded.

Bullying has a variety of forms which can be grouped into three categories: physical bullying, bullying non-physical, and mental or psychological bullying.<sup>9</sup> Coloroso categorizes mental and psychological bullying as relational bullying.<sup>10</sup> Krahe have different editorial, according to the term bullying has two forms, which may take the form of action, directly or indirectly. Direct bullying includes physical abuse against the victim, while the indirect bullying consists of a variety of strategies that lead to target socially isolated and excluded.<sup>11</sup>

Bullying will always involve the following three elements: (1) an imbalance of power; (2) the intention to injure; (3) the threat of further aggression, and when the escalation of bullying increases unceasingly, the fourth element appears, namely terror. Bullying is understood as a situation which is created when there are three different characters meet namely the perpetrators, victims, and witnesses. Bullying can happen by recognizing these three characters. Bullies feel satisfied if he has authority among peers; friend's laughter from his group when he makes fun of the victim gave him the praise because he felt that he has a sense of humor, cool, and popular.

Bullying occurs in a school environment in the time when students had expect that there will be no examination, especially in places that are free from supervision of teachers and parents, such as classrooms, school hall, canteen, yards, fields, restrooms. Bullying occurs also in the wider region, for example on the way to school or otherwise, and in all places through short messages on a cell phone or e-mail.

### Research Methodology

This study has a quantitative and quantitative data. Quantitative approach which is used by researcher is descriptive survey approach,

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<sup>9</sup> *Ibid*, p. 85

<sup>10</sup> Coloroso, *Stop Bullying! Memutus Rantai Kekerasan Anak dari Prasekolah hingga SMU*. Jakarta: PT. Serambi Ilmu Semesta, 2007, p. 109

<sup>11</sup> Krahe, *Perilaku Agresif*. Yogyakarta: Pustaka Pelajar, 2005, p. 113

which according to Creswell, it can be used to explore the attitude of the population, community needs, and can be a program of evaluation. Surveys in quantitative research are conducted by giving a questionnaire to describe the attitudes, opinions, behaviors, or characteristics of the respondents. The survey is used as a claim about the tendencies in the population.

The survey approach is used to explore the handling of bullying in schools and to explore the basics of anti-bullying programs. Researchers tried to describe the concepts used in dealing with school bullying; response toward the handling of bullying conducted by school, and getting an overview of remedial measures, and all of them are dug from the perspective of teachers and students.

Quantitative approach using a survey questionnaire is equipped with a theory that is relevant to the observed issues. The theory becomes researcher's principal amount before heading to the field. This research is generally based on the theory of educational psychology and social tenting. Researcher specifically chooses theories relating to bullying at school. The theories that have been prepared are used as material to understand the efforts of educational institutions in controlling bullying. Questionnaire survey is chosen to obtain data as expected, along with additional data that is qualitative in the form of documents, direct interviews and observation in the field

Researcher completes the questionnaire survey method accompanied by interviews, documentation and observation. Interview is completed with a tape recorder and recording devices. The question posed is done with the general guidelines and informally conventionally. Results of interviews that have been written are submitted and shown to the subject to be corrected and amended to conform to the expectation. Data sourced from the documents which are obtained are not prepared due to the request of researcher; the documents have already existed before the researchers asked. Documents are obtained from the activities of educational institutions relating to the control of bullying. The third

source of data is the observation, in order to reveal the complexity and pattern of social relation. Observation requires researchers to blend and directly follow school activities both in educational activities in controlling bullying or other activities, and by involving himself, it is expected that the dynamics of social relations in the observed school are captured.

The collected data are analyzed with descriptive statistical technique which is commonly used in the study survey. Survey studies by Van Dalen, in Arikunto, is said to be part of a descriptive study. The descriptive study has characteristics in its statistical analysis, and according Sugiyono, descriptive statistics are statistics used to analyze the data by describing or depicting data that has been collected as it is without intending to make general conclusions or generalizations.

Descriptive statistical method is not the only technique of analysis for this research. This research also conducts a qualitative analysis. Researchers have carried out a preliminary analysis before entering the field; this initial analysis is only temporary and will thrive when in the real field. This study initially only focused on the concept and control programs bullying. The research proceed to the field after the initial analysis is completed, and so far as in the field, the analysis will proceed based on the questionnaires, interviews and dynamics of social relations with a focus on the application of anti-bullying programs and the implications for students.

The results of the questionnaire were analyzed with descriptive statistic, while interviews and observations are analyzed by qualitative pattern: data reduction, coding and categorization, display data, and making conclusions.

## **The Result of Research and Discussion**

Forms of bullying are more dominant in Mayoga is a form of verbal bullying which include teasing, ridicule, humiliation, harassment, intimidation. Verbal bullying happens to other students in the same

class or between students in different classes or even seniors to junior. Although predominantly verbal bullying, bullying physical nature such as hitting and kicking each there will be but very little percentage.

Verbal bullying of students to teachers is also done, for example by cheering when the teacher just starts give an explanantion. They also harass deliberately by not listening to what the teacher and the student deliberately talk to each other or even making their own crowded. This is deliberately done by the student so that teachers feel pressed and feel that its presence is not required.

Other bullying in MAN III Yogyakarta can be in the shape of threat, glare. Glaring eyes can signify a threat to not submit to the teacher for the actions that have been done that are in the form of violation. Cultural factor also affects for the understanding whether the actions fall into the category of bullying or not. Then, these acts have psychic impact whether it is big or small, for example, in Jogja, loud voice alone is a bullying (intimidation). This bullying actions impact psychologically and physically. Greater psychological impact on the physical form of bullying that is done in Islamic school will lead to the Islamic school policy where the offender will be expelled from the school.

Handling of cases of bullying includes preventive and curative efforts. Preventive efforts in MAN III Yogyakarta toward verbal bullying among one of those are providing effective communication materials. The effective communication material is given classically. The effective communication material includes how to talk nicely, how to respect people, if we listen to anyone that we talk too, we have to give eye contact. With the provision of communicative material, students are expected to be able to communicate well. This is important because in the Islamic school, students will not only communicate with classmates but also with juniors or seniors, servants or employees, teachers, headmaster, and the school committee.

Other preventive efforts are also done that by identifying the student's needs and problems. In this case, the teacher carried out is counseling by making an analysis of student's needs and problem. Students are required to fill IKMS instrument or instruments of identification for the student's needs and problems. Then the results of the data captured through this questionnaire by the counseling guidance are followed up by analyzing the student's problems and needs as what is obtained through the questionnaire. In analyzing the problems of students will be ranked in accordance with the priorities including issues related to actions that can later be potential bullying. Once the problem is mapped and order of priority is made to be resolved and also grouping relatively common problems in one, then teacher will further conduct the group counseling. Group counseling is done gradually and if most of students have improved, the remaining one in the group will be guided in individual counseling.

Curative also can be done; if physical fighting then boxing gloves are prepared for the fight along with audience. If group fight, then offender is required to register themselves have a duel and then school will prepare when the time they will fight. In this case, the student ever fight in the outside of school because they have been bullied and then they plot for having group fight outside the school as what is narrated by BK teachers, school will be able to know because there will surely citizen who will report to school. The decision for the expulsion of student at the Islamic school usually lies in the hands of principals. Students that are not actually removed will behave in more sportive attitudes toward the school policy that has been agreed since the first time they enter the Islamic school. Student's discipline or rule in the form of a pocket book is a form of agreement between the student and the parent with the Islamic school.

Other efforts to overcome bullying are also performed with a discussion among teachers. Teachers share the accidents and what thing that appears in the classroom, and inappropriate behavior will

be shared with BK teacher. Preventive and curative efforts for bullying are actually done systemically with the principal as the decision maker, which think about what is good for the bully for example when student makes violation of such rights like fighting then the principal will make the policy, students are allowed to come out from Islamic school. The homeroom teacher, student counseling teacher and student department will do the confirmation and mediation efforts. Furthermore, the teacher will testify that usually children who behave cockily, are those children who in some cases are less able to explore their potential and it often happens in MAN III Yogyakarta.

The student's views or attitudes towards efforts of Islamic School to deal with bullying behavior as what is achieved from questionnaire data show that 30% of students stated well, 56% moderate and 14% less. So it can be said that in general, handling of bullying that is sought by the Islamic School are in moderate or sufficient condition. The existence of handling of bullying cases is considered sufficient by the students of Islamic school and consequently, the Islamic school can further improve the handling efforts so that it will achieve the maximum result. It is important to remember that conditions of school that is free from bullying will help to expedite the learning process that takes place at the Islamic school.

### **Closing**

Cases of bullying in MAN III Yogyakarta are varied enough. Variations can be either physical or non-physical bullying. Physical bullying is only rarely found, unlike the case with verbal bullying. Verbal bullying is varied in MAN III Yogyakarta, for example can be a mockery, the use of derogatory words against classmates as well as those that are done by senior to junior. Other forms also appear in the form of threats and terror either which is sent via short message or online media.

Preventive efforts in MAN III Yogyakarta verbal bullying include:

1. Teachers provide effective communication materials. The effective communication material is given classically. The effective communication materials which include; how to talk nicely, how to respect people, having conversation should be accompanied with eyes contact.
2. Identifying the student's needs and problems. The teacher carried out this section is the counseling guidance teacher by making the analysis of student's needs and problems. Students are required to fill IKMS instrument or instruments for identifying the student's needs and problems. Then the results of the data captured through the questionnaire, by the counseling, are followed up by analyzing the student's problems and needs as what is obtained through the questionnaire. In analyzing the problems of students will be ranked in accordance with the priorities including issues related to actions that can later be potential bullying. Once the problem is mapped and order of priority is made to be resolved and also grouping relatively common problems in one, then teacher will further conduct the group counseling. Group counseling is done gradually and if most of students have improved, the remaining one in the group will be guided in individual counseling.
3. Handling curatively:
  - a. If there is a fight which happens in the classroom then the fighter will be immediately taken out, if the school uses curative effort, the fighters are called and this action is a responsive action. When there are students who fight, the students directly get expelled. Before expelled from madrasas, in advance, this incident was confirmed by the homeroom teacher and counseling guidance teacher. The confirmation is the proof that there is a fight indeed among students. Confirmation is done BK teacher, student, and homeroom teacher and then the offender is asked about what triggers them fight and then proceed with peace efforts. BK then perform the function of mediation for conflicting parties but two of them is not

faced each other but asked individually and they will later be reunited, time for mediation is relative because it relies on the cooperation of many people, especially students as an actor.

- b. If a physical fight, then boxing arena is prepared (using boxing gloves), with a prepared audience.
  - c. If group fight, the offenders are required to register themselves for the duel and school will prepare the time for the fight.
4. Discussion among teachers. Teachers share the accidents and what thing that appears in the classroom, and inappropriate behavior will be shared with BK teacher. Preventive and curative efforts for bullying are actually done systemically with the principal as the decision maker, which think about what is good for the bully for example when student makes violation of such rights like fighting then the principal will make the policy, students are allowed to come out from Islamic school. The homeroom teacher, student counseling teacher and student department will do the confirmation and mediation efforts. Furthermore, the teacher will testify that usually children who behave cockily, are those children who in some cases are less able to explore their potential and it often happens in MAN III Yogyakarta.

The student's views or attitudes towards efforts of Islamic School to deal with bullying behavior as what is achieved from questionnaire data show that 30% of students stated well, 56% moderate and 14% less. So it can be said that in general, handling of bullying that is sought by the Islamic School are in moderate or sufficient condition.

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