Islamic Tarbiyah System for Bullying Prevention

Amran Abdul Halim[1], Norazmi Anas[2], Mohamad Qamarulzaman Mohamad Zani[1], Walid Mohd Said[1], Amiruddin Mohd Sobali[1], Abdulloh Salaeh[1] & Nidzamuddin Zakaria[1]

[1]Faculty of Quranic and Sunnah Studies (FPQS), Universiti Sains Islam Malaysia, 71800 Nilai, Negeri Sembilan, Malaysia, [2]Academy of Contemporary Islamic Studies (ACIS), Universiti Teknologi MARA, Perak Branch, Tapah Campus, 35400 Tapah Road, Perak, Malaysia

Abstract
Bullying has a negative impact on bullies, victims and the environment, especially in the education sector. Preventive measures through psychological methods are considered to be less effective, so bullying prevention based on Islamic Tarbiyah system is recommended. This study aims to elaborate the perceptions of bullying in society, and the Islamic *Tarbiyah* system for bullying prevention. A case study was conducted on 71 respondents among school students, university students and teachers aged 13 to 40. Using IBM SPSS version 26, the data of the questionnaire were analyzed descriptively. The results found that bullying occurred in educational institutions, especially boarding schools and day schools, due to factors such as friends, family, environment and personality. It can affect victims' physical injuries, emotional disorders and lack of self-confidence. As a result, the Islamic *tarbiyah* system has been proposed as a bullying prevention measure, and it believes that the role of teachers/mentors/murobbi is crucial for the success of the system in schools. It is hoped that this method will curb the recurrence of bullying symptoms in schools and improve students' safety and security from time to time.
Keywords: Islamic, Tarbiyah System, Bullying Symptoms, Prevention

Introduction
There have been many debates about bullying among students over the years. Although bullying sounds very familiar to us nowadays, did you know that an immoral discipline system by a senior on other students can also be called bullying since only one-party benefits from it? Affected individuals are left with uncomfortable bits afterward. Given the fact that the subject has been studied over the years, the topics may seem too common considering that many have found their own different conclusions in this particular area. Since it was often mentioned, the peoples may have assumed that the subject was widely accepted as one of life's circulations. In spite of this, if we continue to believe that this topic is unimportant to discuss, we might never be able to understand or even eradicate the problem. Without addressing and deflecting this particular issue, we fear the bullying or unfair discipline system

will persist between the society without genuine rational objections. Everyone can be affected by bullying, be it those who are bullied, those who bully, or those who witness bullying. A number of negative outcomes are associated with bullying, including negative effects on mental health, substance abuse, and suicide.

Table 1
Impacts of Bullying

Category	Impacts
Bully	The bully will feel stronger and more powerful and feel satisfied when he sees the victim of bullying fear and acquiesce to the strength and power that the bully has. The bully will also be satisfied to see the victim in an uncomfortable and calm state. In some cases, the bully will be satisfied if the victim becomes seriously injured and it is likely that the victim will die. According to U. S. Department of Health and Human Services, stated that kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to engaged in alcohol abuse and other drugs in adolescence and as adults, engage in brawls, vandalise property, and drop out of school, as a grownup, you've had criminal records and traffic violations, adults who are abusive to their love partners, wives, or children and are more prone to engage in sexual intercourse at a young age (U. S. Department of Health and Human Services, 2021).
Bully's Victims	Victims of bullying will feel depressed, scared, anxious and restless all the time. There were also victims becoming injured and disabled. This effect will leave an impact for the life of the victim. Some cases of bullying can result in death. Children who are bullied frequently face significant personal challenges, such as fear of abandonment and humiliation. Insecurity, fear, and low self-esteem are all common symptoms. Despite this, many children who are bullied do not report the incident to anyone. The purposes for remaining silent vary from individual to individual, but bullying is often frightening and perplexing. Most children are uncertain how to handle the situation as a result of this fact. Many people will keep bullying incidents to themselves while they consider how to go about it (Halliday et al., 2021).
Frequency of Bullying	Bullying occurs on a regular basis. The bully will bully the victim multiple times. The level of bullying is related to the frequency with which this behaviour is repeated. Naturally, every subsequent bullying behaviour has an element of increase from the standpoint of the seriousness of the behaviour. The 2019 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that,

nationwide, 19.5% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey (Kann et al., 2018).

As a result of its long-standing roots, replacing the current bullying system is not an easy task. The problem can therefore be solved by using a system that has deep spiritual influence, like Tarbiyah (Halim et al., 2023). Basically, Tarbiyah entails bringing forth mature produce by nurturing, feeding, nurturing, and fostering growth (Sanusi, 2016). As part of human education, Islamic Tarbiyah represents a progressive step. In addition to excellent faith and morals, the previous generation also grew up in a good worldly and ukhrawi life (Salim et al., 2018). Historically, this has been the result of the Islamic Tarbiyah process, which was embodied by its founder, Prophet Muhammad SAW. Islamic Tarbiyah focuses on the theory, concept, and knowledge of Islamic-based education (Sahin, 2018).

Humans today have the ability to make decisions based on the concept of Islamic nurturing that Allah SWT provided through Prophet Muhammad SAW to enhance their quality of life and plan for a brighter future through this knowledge. This is why the debate over Islamic Tarbiyah has always drew attention and remains relevant to modern life. This is the source for the rabbani. Islamic Tarbiyah refers specifically to the process of providing an individual with supplies that touch all facets of his life, including: spiritual, physical, and aqli (mind). In addition to being integral, it is also comprehensive. Moreover, Islamic Tarbiyah is also about achieving a balance in one's potential, goals, speech and actions as a whole. The concept of equilibrium here refers to the fact that one emerging potential does not lead to another disappearing.

- This study aims to elaborate the perceptions of bullying in society, and the Islamic *Tarbiyah* system for bullying prevention.

Methodology

A case study of 71 respondents, including school students, university students and school teachers, was conducted using the questionnaire tool, as shown in Table 1 below. Descriptive analysis was performed using IBM SPSS software version 26 to achieve the above-mentioned research objectives.

Table 1
Demographic of Respondents

	13-18 years	**19-24 years**	**25-29 years**	**30-40 years**
Age	15 (21.1%)	43 (60.6%)	10 (14.1%)	3 (4.2%)
Boarding School Background	**Yes**		**No**	
	58 (81.7%)		13 (18.3%)	

Source: Questionnaire of the study

Results and Discussion
Bullying in Society
According to Table 2, it was found that 69 people (97.2%) of the respondents knew the meaning of bullying to item S1, while item S2 showed that 33 people (46.5%) of the

respondents had seen bullying happen and 23 people (32.4%) of the respondents had been victims of bullying (item S3). All respondents agreed that bullying is a serious problem (item S4), while 34 (47.9%) agreed that bullying affects future goals (item S5), followed by 53 (74.6%) respondents agreed that bullying can be contained (item S6). As for item 7, 41 respondents (57.7%) were not sure where bullying occurred, while the rest of the respondents indicated that bullying occurred in boarding schools (23-32.4%) and day schools (7-9.9%). According to the respondents, the main factors of bullying are friends, followed by family, environment and finally personality, such as item S8, which is consistent with the research results of Zaib et al (2022); Nachiappan et al (2018), in turn, the main impacts on victims are physical injury (39.4%), emotional disorder (38.0%) and lack of self-confidence (22.6%).

Table 2
Perception of Bullying in Society

Items		Feedback			
		Yes	**No**		
S1	You know what bullying means	69 (97.2%)	2 (2.8%)		
S2	Have you ever seen bullying	33 (46.5%)	38 (53.5%)		
S3	You were a victim of bullying	23 (32.4%)	48 (67.6%)		
S4	Bullying is a serious problem	71 (100%)	-		
S5	Bullying affects future goals	34 (47.9%)	37 (52.1%)		
S6	Bullying can be curbed	53 (74.6%)	18 (25.4%)		
S7	The place where bullying occurs	**Boarding School**	**Ordinary School**		**Not Sure**
		23 (32.4%)	7 (9.9%)		41 (57.7%)
S8	Factors of bullying	**Personality**	**Family**	**Friends**	**Environement**
		5 (7.0%)	24 (33.8%)	26 (36.6%)	16 (22.6%)
S9	The main impact of bullying on victims	**Emotional Disturbance**	**Physical Injury**		**Less Confidence**
		27 (38.0%)	28 (39.4%)		16 (22.6%)

Source: Questionnaire of the study, S=Statement

Islamic *Tarbiyah* System for Bullying Prevention
Table 3 below shows that 59 people (83.7%) of the respondents know the meaning of tarbiyah system (S10), which can be used as a bullying prevention measure in S11. For item S12, a total of 44 people (62.0%) knew the type of tarbiyah, which was different from the school's rule method (item S13). Most respondents (66-93%) agreed that the tarbiyah system is more

effective than the school supervision method (Project S14), and that teachers/tutors/murobbi play an important role in the success of the tarbiyah system (Project S15). Secondly, 70 respondents (98.6%) agreed with S16, that is, tarbiyah system is suitable for implementation in institutions at all levels, and it is recommended to implement it in educational institutions (S17). Therefore, this Islamic tarbiyah system can produce excellent children according to the requirements of Islam, so as to produce a generation of moral citizens (Apriyanto & Hidayati, 2022; Ahmed and others, 2021).

Table 3

Perception of Islamic Tarbiyah System for Bullying Prevention

Items		Feedback	
		Yes	No
S10	You know what *the tarbiyah* system means	59 (83.7%)	12 (16.3%)
S11	*Tarbiyah* system can be used as bullying prevention	66 (93.0%)	5 (7.0%)
S12	You know the type of *tarbiyah*	27 (38.0%)	44 (62.0%)
S13	*Tarbiyah* system is different from school rules and regulation method	59 (83.7%)	12 (16.3%)
S14	*Tarbiyah* system is more effective than school rules and regulation method	66 (93.0%)	5 (7.0%)
S15	Teachers/mentors/murobbi play an important role in the success of *tarbiyah* system	63 (88.7%)	8 (11.3%)
S16	*Tarbiyah* system is suitable for implementation at all levels of institutions	70 (98.6%)	1 (1.4%)
S17	It is recommended to implement *tarbiyah* system in educational institutions	71 (100%)	-

Source: Questionnaire of the study, S=Statement

Conclusion
Based on the above discussion, bullying occurs in educational institutions, especially boarding and ordinary schools, and is influenced by major factors which include among others; friends, family, environment and personality. In addition, bullying can affect victims, such as physical injury, emotional disorder and lack of self-confidence. With this is mind, it is suggested that the Islamic *tarbiyah* system is the most effective mechanism for implementation in educational institutions such as schools as a bullying prevention measure. The system's approach differs from the school's existing rule system, with teachers/mentors/murobi playing an important role in the success of the Islamic tarbiyah system.

Therefore, for future reform agenda, it is suggested that further research should be conducted to evaluate the Islamic tarbiyah system as a solution based on Islamic religion to curb bullying symptoms from continuing to occur in schools and keep the teaching and learning environment in a safe, peaceful and stable state.

Corresponding Author
Norazmi Anas, Academy of Contemporary Islamic Studies (ACIS), Universiti Teknologi MARA, Perak Branch, Tapah Campus, 35400, Tapah Road, Perak, Malaysia.
norazmianas@uitm.edu.my.

References
Ahmad, M. S., Kamarudin, K., Rani, M. Z. A., Hajimaming@Toklubok, P., & Roslan, S. (2021). Families as A Guideline for Children According to Tarbiyahtul Aulad Fil Islam. *International Journal of Academic Research in Business and Social Sciences*, *11*(19), 98–105.

Apriyanto, N., & Hidayati, D. (2022). Student Integrative Islamic Boarding School Education Management Model. *International Journal of Educational Management and Innovation*, *3*(2), 210-224.

Halim, A. A., Anas, N., Zani, M. Q. M., Mohamed, A. K., Noor, M. S. M., Said, W. M., & Aris, H. (2023). A Review of the Islamic Tarbiyah System for Bullying Symptoms. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 281–289.

Halliday, S., Gregory, T., Taylor, A., Digenis, C., & Turnbull, D. (2021). The impact of bullying victimization in early adolescence on subsequent psychosocial and academic outcomes across the adolescent period: A systematic review. *Journal of school violence*, *20*(3), 351-373.

Kann, L., McManus, T., Harris, W. A., Shanklin, S. L., Flint, K. H., Queen, B., ... & Ethier, K. A. (2018). Youth risk behavior surveillance—United States, 2017. *MMWR Surveillance Summaries*, *67*(8), 1.

Nachiappan, S., Teck, W. K., Zabit, M. N. M., Sehgar, S. C., Suffian, S., & Sukri, N. A. (2018). Causes and Ways to Overcome Bully among Students from National Primary Schools, National Type Chinese Primary Schools and National Type Tamil Primary Schools. *International Journal of Academic Research in Business and Social Sciences*, *8*(8), 1–11.

Sahin, A. (2018). Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education. *Religions*, *9*(11), 335.

Salim, S. S. S., Taff, M. A. M., & Hazriyanto. (2018). Emotional Intelligence (EI) among of College Student of Sultan Idris Education University (UPSI): One Construction and Personal Development through Tarbiyah Process. *International Journal of Academic Research in Business and Social Sciences*, *8*(9), 1256–1266.

Sanusi, I. (2016). Al-Atas's Philosophy of Islamic Education. *ARICIS Proceedings*, (1), 341-350.

Sewang, A., & Halik, A. (2020). Learning Management Model of Islamic Education based on Problem: A Case Study of the Tarbiyah and Adab Department of IAIN Parepare. *Talent Development & Excellence*, *12*(1), 2731-2747.

U. S. Department of Health and Human Services (2021). Effects of bullying. Retrived from https://www.stopbullying.gov/bullying/effects

Zaib, M. F. M., Akhir, N. M., Kamaluddin, M. R., & Yahaya, M. (2022). Bullying Behaviour Factors among School Students: Qualitative Evidence from Malaysia. *International*

Journal of Academic Research in Progressive Education and Development, *11*(1), 571–584.