

Bullying Phenomenon and The Perspective of Islamic Sharia in Society: Literature Review of The Last Ten Years from Various Countries with the Assisted of NVivo

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Article History

accepted 10/11/2023

approved 25/11/2023

published 17/12/2023

Abstract

This research aimed to examine various studies that raised the theme of bullying in numerous countries over the last ten years, and explains how Islamic law provides its perception in preventing and avoiding bullying in social life. The research method applies literature review by reviewing various studies in journal articles. Article searches were carried out using the search engine on the Scopus website with the keyword "bullying phenomenon". The results show that bullying can occur in various locations, starting from educational establishments, workplaces, and even in everyday life. Based on the grouping of bullying locations in schools, it was found that the junior secondary education level was the focus of most research. The study results on the factors that cause someone to experience or become a perpetrator of bullying include family conflict, school playground, school economic index, digital media, and cultural diversity. The impacts of bullying include Exit from the organization, gender stereotypes, characteristics, and academic achievement. The final part is the solution or prevention of bullying, including victims' services, psychosocial well-being, sports participation, family environment, and awareness of the bullying phenomenon. Reflections is becoming increasingly important, and Islam is its source.

Keywords: Bullying Phenomenon; Islamic Sharia; Prisma; NVivo;

Abstrak

Penelitian ini bertujuan untuk mengkaji berbagai penelitian yang mengangkat tema bullying di berbagai negara selama sepuluh tahun terakhir, dan menjelaskan bagaimana hukum Islam memberikan persepsinya dalam mencegah dan menghindari bullying dalam kehidupan bermasyarakat. Metode penelitiannya menerapkan tinjauan literatur dengan cara meninjau berbagai penelitian dalam artikel jurnal. Pencarian artikel dilakukan dengan menggunakan website Scopus dengan kata kunci "fenomena bullying. Hasilnya menunjukkan bahwa bullying dapat terjadi di berbagai lokasi, mulai dari lembaga pendidikan, tempat kerja, bahkan dalam kehidupan sehari-hari. Berdasarkan pengelompokan lokasi bullying di sekolah, ditemukan bahwa jenjang pendidikan menengah pertama menjadi fokus sebagian besar penelitian. Hasil penelitian mengenai faktor-faktor penyebab seseorang mengalami atau menjadi pelaku bullying antara lain konflik keluarga, taman bermain sekolah, indeks ekonomi sekolah, media digital, dan keberagaman budaya. Dampak dari bullying antara lain keluar dari organisasi, stereotip gender, karakteristik, dan prestasi akademik. Bagian terakhir adalah solusi atau pencegahan bullying, meliputi pelayanan korban, kesejahteraan psikososial, partisipasi olahraga, lingkungan keluarga, dan kesadaran terhadap fenomena bullying. Refleksi menunjukkan bahwa kebebasan individu menjadi semakin penting, dan Islam adalah sumbernya.

Kata Kunci: Fenomena Perundungan; Syariah Islam; Prisma; NVivo;



INTRODUCTION

Bullying has become an issue in various developing and developed countries (Hudson-Davis et al., 2015; Mastour et al., 2023; Song et al., 2020). Bullying is a serious concern for all parties, including academics, psychologists, and society. For decades, bullying in the form of intimidation and peer harassment has been a problem, especially in school areas, so it has become a concern for many parties (Romera et al., 2015). The issue of bullying in schools has become a severe problem and is a worrying phenomenon for students, parents, teachers, and school management. Bullying is a type of violence that threatens students' comfort in the school environment (Costantino et al., 2019). Bullying has become a social disease that must be treated comprehensively, both for the perpetrators and for the victims of bullying.

Bullying has attracted a lot of attention because it has long-term impacts on the victim. Bullying can cause depression, anxiety, school avoidance, and low self-esteem for the victim, especially if the victim is a student who is a victim of bullying (Gómez-Galán et al., 2021). Bullying is not an experience that every child in the world has to experience. Children must grow up in a safe environment at school and in the neighborhood. The community should also help children develop healthily and achieve emotional health (Romera et al., 2015). Therefore, schools and society, including parents, need to play a role and have the courage to face the problem of bullying before it is too late. Cross-sectoral planning involving parents and the education sector to prevent bullying can reduce the negative impact on students' health (Azid et al., 2022).

Perpetrators of bullying who are not prevented from being children can become perpetrators of bullying into adulthood. Likewise, for victims of bullying, if they do not receive assistance or prevention of bullying against them, bullying victims will have the potential to become perpetrators in the future (Sheikh et al., 2023). Bullying also occurs a lot in the workplace. Workplace bullying can happen in the form of subtle oppression, both verbal and physical. Workplace bullying can have severe consequences for employees and the organization. Some jobs consider bullying part of the job, such as overwork given to new employees by older employees, even in the same position. This incident requires organizational intervention to be more concerned with social relations between workers (Arenas et al., 2015).

The occurrence of bullying in the world of education and the world of work shows social habits that are not based on mutual respect. A person who plays the role of a bully does not understand how to appreciate the differences or shortcomings in the victim, such as lack of self-confidence, cowardice, and other traits that the bully considers weak (Glambek et al., 2020). This attitude contradicts Islamic teachings, which always maintain friendly relations (spreading mutual affection) between human beings (van Es, 2019). A hadith states that "those who do not respect their neighbors will not enter heaven." The emphasis of the hadith is respecting other people. In general, the perpetrators of bullying are the people closest to the victim, such as classmates, school friends, or work colleagues (Pool, 2022). An attitude of respect is Islamic teaching as a provision in society or, more broadly, in national and state life.

If understood and implemented correctly, spiritual (Islamic) global citizenship can strengthen "goodness" in humanitarian relations, including respecting and respecting differences. In the end, understanding Islamic teachings in society can form good qualities or mutual respect for the entire community (Nur et al., 2023). Some scholars recommend emphasizing Islam's peaceful and tolerant messages because these messages are represented in the primary sources of Islam, namely the Qur'an and Sunnah. For example, the Koran appreciates the concept of society by saying, "*Yaa ayyuhan-naasu innaa khalaqnaakum min zakariw wa unsaa wa ja'alnaakum syu'ubaw wa qabaa`ila lita'aarafu, inna akramakum 'indallaahi atqaakum, innallaaha 'aliimun khabiir*" (Al Hujurat: 13).

Bullying, which is increasingly becoming a global problem, can be minimized if everyone understands how to socialize or socialize with mutual respect and respect. One understanding that can be instilled in students is Islamic teachings, which strongly support peace for the common good so that there will be mutual respect and not looking down on other people who are considered weaker or different from various backgrounds. Based on multiple presentations, in this research, researchers tried to examine various studies that raised the theme of bullying in numerous countries over the last ten years. Further research discusses and explains how Islamic law provides its perception in preventing and avoiding bullying in social life.

METODE

The research method applies literature review by reviewing various studies in journal articles. Article searches were carried out using the search engine on the Scopus website with the keyword "bullying phenomenon". Search for articles between 2014 and 2023 or the last ten years. Search results based on the title and abstract on the Scopus website with the above criteria obtained 34 pieces of data, as shown in the screen display in Figure 1.



Figure 1. Literature search process on the Scopus website

After the researcher obtained data from the Scopus website, the selection was made by applying the Prisma method, including Screening, eligibility, and Inclusion (Figure 2). The Prisma Method is a selection process applied to research studies through literature reviews. The next stage of the Prisma method in this research is Screening, namely checking the metadata according to the criteria for the objectives of this research (Gómez et al., 2023). At the Eligibility stage, a check is carried out on the credibility of the publishing journal (discontinuous journals are eliminated). The final stage of the Prisma method is Inclusion, namely, final data from the literature ready to be included in further analysis.



Figure 2. Data reduction process with Prisma method

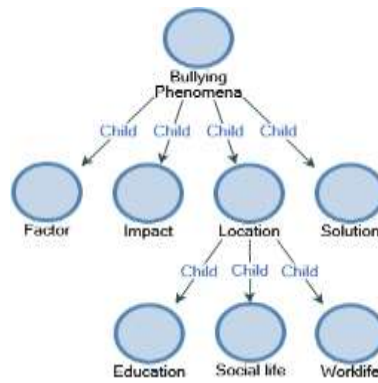


Figure 3. Mapping by NVivo on the bullying phenomenon over the last ten years

After the selection process, 20 articles that were ready for analysis were obtained. Analysis of 20 articles to find out the phenomenon of bullying in various countries. In NVivo mapping, the main labels are Parent nodes, namely Bullying Phenomenon, and Child nodes labels, namely groupings based on researcher analysis (Kağansoy Kocaismail & Sorakin, 2023). Analysis of the bullying phenomenon includes Location, Factor, Impact, and Solution (as Child nodes based on NVivo mapping) (Figure 3). NVivo assists in grouping articles as literature to facilitate the presentation of research results based on the grouping and criteria for each article connected to the group label. In the location group, researchers divided them into Education, Social life, and work life. On the label of each article, researchers provide a code including the year the article was published and the country where the research was located.

RESULT AND DISCUSSION

1. The location where the bullying occurred

The study results show that bullying can occur in various locations, starting from educational establishments, workplaces, and even in everyday life. In this research, where bullying happens is the place of learning, starting from early childhood education, elementary school, to university level. Based on the grouping of bullying locations in schools, it was found that the junior secondary education level was the focus of most research (Figure 4). The studies that have also become the focus of much research on bullying in schools are at the elementary and college or university levels, with four studies in each. The following location where bullying often occurs is in the workplace. In this research, three studies were found that discussed the phenomenon of bullying in the workplace.

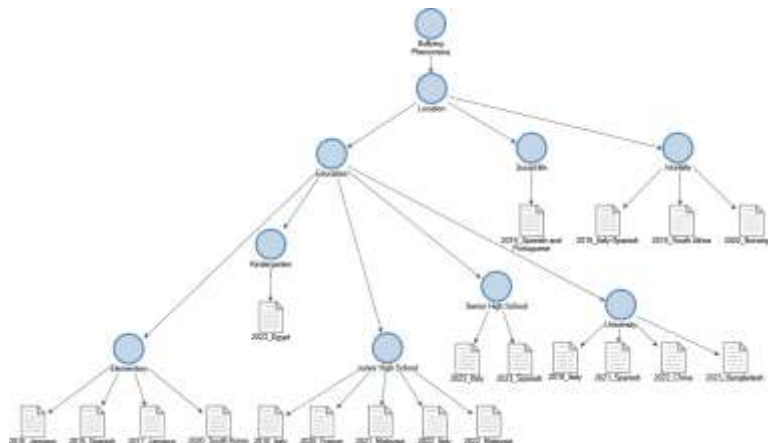


Figure 4. Mapping by NVivo on the bullying phenomenon by location

The phenomenon of bullying in the present period is a situation that causes fear and anxiety among students and young teenagers and is a phenomenon that occurs frequently (Escuadra et al., 2023). Furthermore, bullying has spread to the digital world in the form of cyberbullying. Bullying in the educational area harms victims of bullying, families, schools, and society. The most dominant act of bullying is intimidation, causing psychological and physical problems for victims of bullying (Hudson-Davis et al., 2015). Bullying is not just an ordinary problem. Moreover, this phenomenon often occurs in school environments. Schools are places that are most vulnerable to bullying and bullying behavior, which is caused by personal, psychological, and environmental factors. Prevention of bullying and oppression is by strengthening and internalizing the values of Islamic law based on the Al-Qur'an and Sunnah (Musa & Muhammad, 2022).

One of the values of Islamic teachings is the principle of getting to know each other, each other's strengths and weaknesses, and different primordial backgrounds such as ethnicity, race, religion, language, culture, and so on (Müller, 2022). The principle of getting to know each other correlates with one of the Pancasila student profiles, namely global diversity, which aims to prepare students to become tolerant individuals with peaceful souls who can work together to spread benefits to others and establish a quiet, harmonious life amidst differences. Differences are a necessity that Allah SWT has outlined, so it requires freedom bound up in social life, including the freedom to embrace and practice the teachings of the religion one believes in (Jamil et al., 2023). This freedom is bound and limited by respect for other people and the norms that exist in society. This kind of freedom is more closely related to the Aristotelian approach to ethics and welfare, namely the freedom to live virtuously and strive for human progress.

Awareness of getting to know each other, respecting and appreciating each other, and sharing mutual love is fading and starting to erode as the root of the problem of bullying and intimidation (Mokgolo & Barnard, 2019). Bullying and intimidation are serious social problems that harm both perpetrators' and victims' mental and physical health. Suppose perpetrators of bullying and intimidation in small areas, for example, in the school environment, are not given psychological therapy and counseling (Yiyi et al., 2022). In that case, they can later become perpetrators of crimes on a broader scale and are at risk of falling into juvenile delinquency, alcoholics, and drug addicts (Gómez-Galán et al., 2021). On the other hand, victims of bullying and intimidation can also have the potential to become perpetrators of bullying and intimidation of other parties who are considered weaker as emotional outbursts or usually become individuals who are not enthusiastic about learning, are easily anxious, depressed and experience personality problems so that many decide to end their lives by committing suicide (Smith & Kilpatrick, 2022).

2. Factors, impacts, and solutions to the phenomenon of bullying

The following research findings are related to the bullying phenomenon, including factors, impacts, and solutions or prevention of bullying. These results were mapped with the help of NVivo (Figure 5). The study results on the factors that cause someone to experience or become a perpetrator of bullying include family conflict, school playground, school economic index, digital media, and cultural diversity. The impacts of bullying include Exit from the organization, gender stereotypes, characteristics, and academic achievement. The final part is the solution or prevention of bullying, including victims' services, psychosocial well-being, sports participation, family environment, and awareness of the bullying phenomenon.

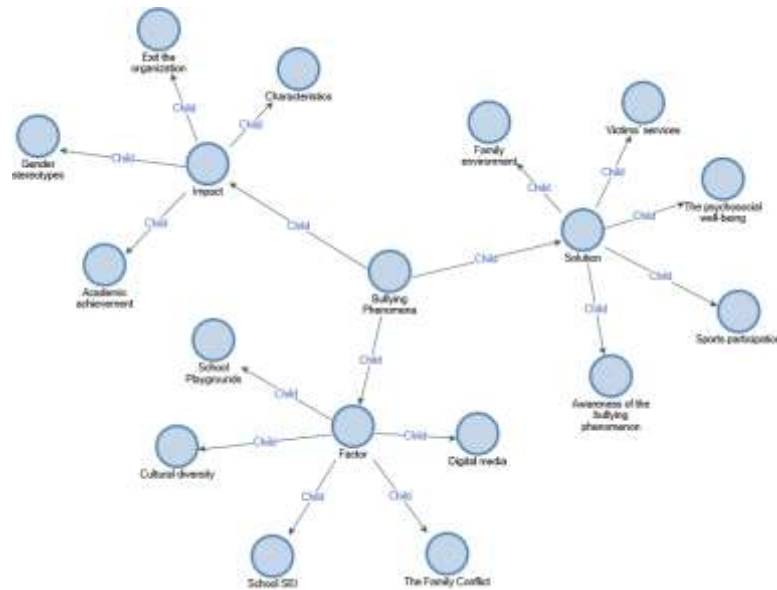


Figure 5. Mapping by NVivo on the bullying phenomenon by factor, impact, and solution

Bullying and intimidation in the school environment are caused by many factors, including personal, family, school, and community. One way to prevent and minimize bullying at school is through students' active involvement in various sports (Yiyi et al., 2022). Sports activities involve physical exercise so that most of the energy is channeled and instills an attitude of fairness and mutual respect as positive emotional education for students. Besides affecting physical health, exercise also causes a more open body posture, which changes a person's feelings quickly. Research shows that sports can improve emotional regulation and self-control abilities and reduce the potential for rebelliousness in teenagers (Mastour et al., 2023). Sports activities have a positive influence on emotional intelligence and self-esteem. Emotional intelligence and self-esteem that are formed from continuous sports activities are factors inhibiting the practice of bullying and intimidation at school. Apart from sports activities that help develop emotional intelligence and self-esteem, other efforts are also required to develop students' emotional intelligence and eliminate various forms of bullying and intimidation at school.

Various literature has revealed multiple factors that cause bullying and intimidation practices. However, there has yet to be a consensus on a theoretical framework for organizing these factors. The strain caused by these three factors gives rise to negative emotions such as anger, frustration, depression, and so on, which ultimately manifest in various deviant behaviors. The following describes several of these strains, which can be categorized into the domains of family, peers, school/academic, economic, media, and culture (Juyoung Song, 2020). Bullying and intimidation often occur among teenagers aged 13 to 16 years in the school environment: verbal and intimidation, physical intimidation and violence, anti-social bullying by being excluded and marginalized, and cyberbullying (Costantino et al., 2022; Sheikh et al., 2023). Bullying and physical violence are the highest types of bullying because they show the highest loading values compared to the other three constructs. The various facts that occurred inspired and encouraged us to present the message of Islam, which is peaceful and moral. Islam's friendly and honest message encourages teachers and students to carry out Islamic religious traditions, which are harmonious and in line with respect for universal human rights.

CONCLUSSION

The results show that bullying can occur in various locations, starting from educational establishments, workplaces, and even in everyday life. Based on the grouping of bullying locations in schools, it was found that the junior secondary education level was the focus of most research. The study results on the factors that cause someone to experience or become a perpetrator of bullying include family conflict, school playground, school economic index, digital media, and cultural diversity. The impacts of bullying include Exit from the organization, gender stereotypes, characteristics, and academic achievement. The final part is the solution or prevention of bullying, including victims' services, psychosocial well-being, sports participation, family environment, and awareness of the bullying phenomenon. Reflections on respect and freedom have shown that individual freedom is becoming increasingly important, and Islam is its source.

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