

## The Effectiveness of Content Mastery Services with a Muhasabah Approach in Reducing Bullying Behavior in Students

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**Abstract:** This study aims to examine the effectiveness of content mastery services using a *muhasabah* approach in reducing bullying behavior of students at SMPN 33 Kerinci. This research is a research with a quantitative-experimental approach with a one group pretest-posttest design. The number of samples in this study were 36 students from Class VIII. The results showed that the level of students bullying behavior before the implementation of content mastery services using the *muhasabah* approach was mostly in the high category with an average of 131.81. After implementing content mastery services with a *muhasabah* approach, most were in the low category with an average of 83.72 with a decrease score of 48.08. Based on the results of data analysis using the *Wilcoxon test*, it shows that there is a decrease in student bullying behavior with sig. (2-tailed) of 0.001 <0.05 this indicates that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be *concluded* that content mastery services with a *muhasabah* approach are effective in reducing student bullying behavior.

**Keywords:** Bullying Behavior, Content Mastery, Muhasabah

### A. Introduction

Bullying is a negative action committed by another person to someone continuously and repeatedly for a long period of time. Olweus (1993) said that bullying is an action taken by someone who has a desire to rule in their environment. These negative actions can be in the form of violence, both direct violence and indirect violence, verbal and non-verbal violence, and physical and non-physical violence. According to the Big Indonesian Dictionary (KBBI) Bullying means disturbing, disturbing constantly. Robinson & Maines (2008) say bullying is a social behavior that involves several children, this behavior occurs repeatedly with the aim of meeting the social needs of a person or group that is in control of their environment, and can be dangerous for children who do not have the power to stop it.

Acts of violence in the form of verbal, nonverbal, physical and psychological can occur at home, in the community, and even at school, but it is very unfortunate that in today's life there is a lot of bullying (violence) in the school environment, because school should be a place where demands are made. knowledge and shape character

for students. KPAI released data showing that 87.6% of children claimed to have experienced violence in the school environment, 42.1% of which were violence perpetrated by classmates and 28% by other classmates. Recently in Kerinci district, there was another case of *bullying* or violence between students, where some students committed violence against one of their friends who did not dare to fight or retaliate for their actions. The effects of the violence traumatized the victims and made them no longer dare to come to school. Bullying is defined as an act of using power or force to hurt a person or group of people so that the victim feels pressured and helpless (Samnani, 2013).

Bullying behavior can be understood from "social learning theory" namely the reciprocal interaction between personality-environment-behavior, Bandura (1997) says this theory explains from an internal perspective, bullying behavior arises as a result of a *child's* belief that he or she is able to control their own functions and events. environment and the ability to explore, manipulate and influence the environment for the desired results. In short, it can be understood that social learning theory says that individuals learn from their environment so that it is produced in personal dynamics and behavior. This theory holds that there is a balance between internal and external elements. Internal elements in the form of personality and behavior are seen as dynamic reaction factors in the formation of bullying behavior. In addition, environmental factors in the form of the existence of significant others that he observes and sees are indirectly digested and reproduced his behavior as dynamic modeling in the process of learning behavior.

Ribakova & Valeeva (2016) stated that one of the factors that can cause bullying behavior in individuals is social support (family, peers, and social environment). In line with the statement from Goodwin (2010) that peer social support has a negative influence on bullying behavior. Karina said (2013) Bullying behavior is influenced by social interaction or support with peers. This is in line with Feist & Feist's (2006) statement that individual personality and behavior along with environmental factors interact and influence each other in responding to the situation at hand.

Based on the results of the author's observations at State Junior High School 33 Kerinci that there are students who often convey demeaning words to their theme in the form of ridicule, a group of students runs away (isolating) from one of the other students, elsewhere there is a student who seems brave and sharp eyes, then raised his hand while clenching it faced a student who looked scared.

One solution to reduce bullying behavior in students is to provide services content mastery which is an assistance service provided to individuals or groups of individuals to master a particular ability or competency through learning activities. The learned ability or competency is a unit of content which contains facts and data,

concepts, processes, laws and rules, values, perceptions, affections, attitudes and actions related to it. By providing content mastery services, individuals are expected to be able to have something useful to meet their needs and overcome the problems they experience (Prayitno, 2012).

As with the previous explanation, one of the internal factors that can cause bullying behavior is high beliefs about one's ability to explore, manipulate and influence others for the desired results which in this case can be detrimental or have a negative impact on other people both physically, socially, verbal, and psychological. Therefore, the author wants to try to reduce student bullying behavior through content mastery services with the Muhasabah approach. Rahman (2014) Muhasabah is simply interpreted as a person's ability to be introspective and evaluate all words, attitudes, and behavior in worshipping his God and muamalah with fellow creatures. In line with that, Rajab & Sballi (2010) Stated that "muhasabah al nafs is an effort to calculate oneself or in other words, a muslim recognizes himself what effort he has made and how he is able to recognizes his god and apply his faith through his deeds practice and worship".

Mohamad et al. (2017) states that muhasabah is a person's mind taking a moment to think whether his actions are liked by his God or not, and he always think to protect himself from the evil of his desires. In addition, what is mean by muhasabah according to Zaharudin & Amalliyah (2014) is the activity of self-evaluating or self-absorbed and not following the desires of lust. According to Ahmad (2018), muhasabah means describing past actions and future actions. Muhasabah is an attitude of introspection or introspection which, when associated with bullying behavior, is an attitude of self-introspection in the form of remembering or reflecting on actions that can harm others physically, verbally and psychologically. Hitting, pushing, kicking, blackmailing, threatening, humiliating, humiliating, looking cynical, mocking and others. Based on the background that has been described, the authors are interested in conducting research with the title "Effectiveness of Content Mastery Services with a Muhasabah Approach in Reducing Student Bullying Behavior.

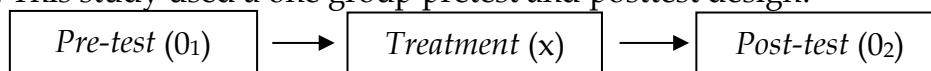
This study aims to test the effectiveness of content mastery services with a muhasabah approach in reducing student bullying behavior. In this case the hypothesis of this study is:

Ha : Content mastery services with a *muhasabah approach* are effective in reducing student *bullying* behavior.

Ho : Content mastery services with a *muhasabah approach* are not effective in reducing student *bullying* behavior.

## B. Methods

In this study the writer uses a type of quantitative research with an experimental approach. This study used a one group pretest and posttest design.



**Figure 1.** Pretest and Posttest patterns

Information:

- $O_1$  : The first measurement (Pre-test) to measure students' bullying behavior before being given content mastery services with a muhasabah approach.
- X : Provision of content mastery services with a muhasabah (treatment) approach.
- $O_2$  : The second measurement (Post-test) to measure students' bullying behavior after being given content mastery services with a muhasabah approach

In this study, the target population was Grade VIII students at SMPN 33 Kerinci, totaling 55 people. The sampling technique in this study was using a purposive sampling technique which is a sampling technique with certain considerations so that the sample in this study totaled 36 people. The independent variable in this study is content mastery services with a muhasabah approach. The dependent variable in this study is bullying behavior in students. The data collection technique in this study used a research instrument, namely the bullying behavior scale, which was guided by a modified Likert scale (Suryabrata, 2005), developed based on the theory of Olweus (19983) with aspects of bullying behavior, namely Verbal, Indirect, and Physical, four alternative answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). with standard score evaluation as following: (category high  $\geq 127$ ), (category moderate 91 - 26), (category low  $\leq 90$ ), The validity of the instrument was tested using the formula Product Moment Correlation. The reliability of the instrument was tested with the Alpha Cronbach formula. The data analysis technique used in this research is the Wilcoxon test SPSS 22.

## C. Results and Discussion

Describing the Level of Student Bullying Behavior Before Implementing Content Mastery Services with the Muhasabah Approach. student bullying behavior before being given content mastery services with a muhasabah approach can be seen in the following table:

**Table 1. The Results of the Pretest Level of Student Bullying Behavior at SMPN 33 Kerinci**

No	Initials	Score	Criteria
1	A PP	143	Tall
2	ER	141	Tall
3	KH	143	Tall
4	T KE	137	Tall
5	FTP	136	Tall
6	FA	139	Tall
7	A A	140	Tall
8	AR	137	Tall
9	K A	133	Tall
10	DC U	136	Tall
11	K	130	Tall
12	MH	134	Tall
13	VR	130	Tall
14	ME	128	Tall
15	TS	136	Tall
16	K S	135	Tall
17	T M	133	Tall
18	J S	132	Tall
19	HR	134	Tall
20	PK	132	Tall
21	RH	137	Tall
22	P M	139	Tall
23	VP	140	Tall
24	J N	133	Tall
25	M J	135	Tall
26	KS	138	Tall
27	HAP _	137	Tall
28	J KS	120	Currently
29	GT M	121	Currently
30	KM D	123	Currently
31	S P	120	Currently
32	H J	118	Currently
33	KR F	119	Currently
34	th	117	Currently
35	MH	119	Currently
36	J P	120	Currently

Based on the table, it can be concluded that the level of bullying behavior of students at SMPN 33 Kerinci before the implementation of the content mastery service with the muhasabah approach was mostly in the high category, with a total of 27 people, then in the medium category, 9 people.

## **Describing the Level of Student Bullying Behavior After the Implementation of Content Mastery Services Using the Muhasabah Approach**

Student bullying behavior after being given content mastery services with a muhasabah approach can be seen in the following table:

**Table 2. Posttest Results of The Level of Student Bullying Behavior at SMPN 33 Kerinci**

No	Initials	Score	Criteria
1	APP	91	Currently
2	ER	94	Currently
3	KH	97	Currently
4	TKE	95	Currently
5	FTP	92	Currently
6	FA	93	Currently
7	AA	97	Currently
8	AR	98	Currently
9	KA	90	Currently
10	DCU	94	Currently
11	K	91	Currently
12	MH	93	Currently
13	VR	92	Currently
14	ME	99	Currently
15	TS	70	Low
16	KS	71	Low
17	TM	75	Low
18	JS	71	Low
19	HR	70	Low
20	PK	84	Low
21	RH	75	Low
22	PM	70	Low
23	VP	71	Low
24	JN	75	Low
25	MJ	80	Low
26	KS	73	Low
27	HAP	71	Low
28	JKS	70	Low
29	GTM	84	Low
30	KMD	88	Low
31	SP	87	Low
31	SP	87	Low
32	HJ	86	Low
33	KRF	84	Low
34	TH	82	Low
35	MH	80	Low
36	JP	81	Low

Based on the table it can be concluded that the level of bullying behavior of students at SMPN 33 Kerinci after the implementation of content mastery services with a muhasabah approach was mostly in the low category with a total of 22 people, then in the medium category with a total of 14 people.

### Testing Differences in the Levels of Student Bullying Behavior Before Implementing Content Mastery Services with a *Muhasabah* Approach

Muhasabah approach to reducing the level of bullying behavior of students at SMPN 33 Kerinci can be seen from a comparison of the level of bullying behavior before the implementation of the content mastery service using the muhasabah approach and after the content mastery service using the muhasabah approach is carried out can be seen in the following table:

**Table 3. Pretest and posttest results level of bullying behavior of students at SMPN 33 Kerinci**

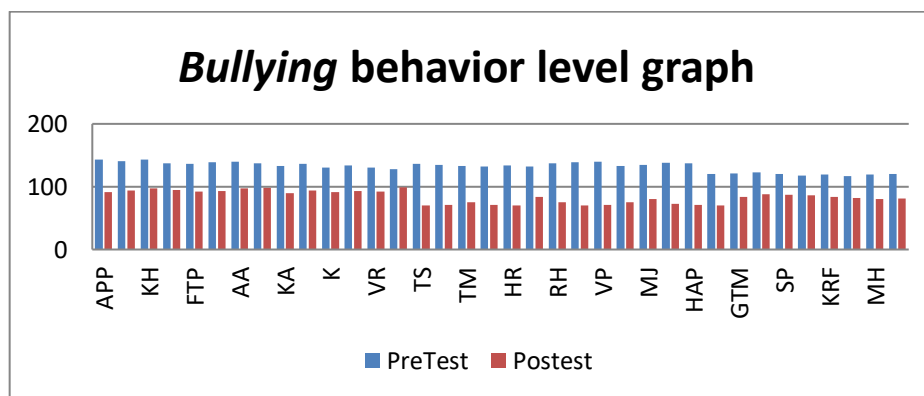
No	Initials	Pre test	Posttest	Score Decline
1	APP	143	91	52
2	ER	141	94	47
3	KH	143	97	46
4	TKE	137	95	42
5	FTP	136	92	44
6	FA	139	93	46
7	A A	140	97	43
8	AR	137	98	39
9	KA	133	90	43
10	DCU	136	94	42
11	K	130	91	39
12	MH	134	93	41
13	VR	130	92	38
14	ME	128	99	29
15	TS	136	70	66
16	KS	135	71	64
17	TM	133	75	58
18	JS	132	71	61
19	HR	134	70	64
20	PK	132	84	48
21	RH	137	75	62
22	PM	139	70	69
23	VP	140	71	69
24	JN	133	75	58
25	MJ	135	80	55
26	KS	138	73	65
27	HAP	137	71	66
28	JKS	120	70	50
29	GTM	121	84	37
30	KMD	123	88	35
31	SP	120	87	33
32	HJ	118	86	32
33	KRF	119	84	35
34	TH	117	82	35
35	MH	119	80	39
36	JP	120	81	39
N =	36	4745	3014	1731
Average		131.81	83,72	48.08

**Table 4. Descriptive Test Results Using SPSS.22 Pre-Test and Post-Test Level of Bullying Behavior of Students at SMPN 33 Kerinci**

	Descriptive Statistics				
	N	Minimum	Maximum	Means	std. Deviation
Pre test	36	117	143	131.81	7,888
Posttest	36	70	99	83.72	9,855
Valid N (list wise)	36				

The pretest calculations for the 36 samples, the average level of bullying behavior was obtained with a value of 4745:  $36 = 131.81$ . After being given content mastery services using a muhasabah approach to reduce bullying behavior, students tended to decrease with the number 3014:  $36 = 83.72$ , with a decrease score of 48.08. So, it can be concluded that content mastery services with a muhasabah approach are effective in reducing student bullying behavior, seen from the changes that occur before and after being given treatment.

Based on the graphic image of the calculation of the results of the pretest and posttest, it can be seen that the changes in each student. In addition, there are also on each indicator. To be clearer, the decrease in bullying behavior based on the results of the pretest and posttest can be seen in the following figure:



**Figure 2. Graphs of pretest and posttest content mastery services with a muhasabah approach in reducing the level of bullying behavior of students at SMPN 33 Kerinci**

Based on the graphic images of the pretest and posttest calculations, you can see changes in each student.

#### D. Conclusion

Based on the results of the study after conducting statistical analysis, the following conclusions can be drawn:

1. Bullying behavior of SMPN 33 Kerinci students before the implementation of content mastery services with a muhasabah approach was in the high category there were 27 people, and in the medium category there were 9 people.
2. Bullying behavior of SMPN 33 Kerinci students after the implementation of content mastery services with a muhasabah approach was in the medium category there were 14 people, then in the low category there were 22 people.
3. Bullying behavior before being given treatment was with an average value of 131.81, then after being given treatment the level of student bullying behavior decreased with an average value of 83.72 with a decrease score of 48.08. based on the output of "Test Statistics" it is known that the value of Asym Sig. (2-tailed) of 0.001 <0.05. This shows that Ho is rejected and Ha is accepted. Thus, it can be said that there are differences in the level of student bullying behavior before and after being given content mastery services with a muhasabah approach. So, it can be concluded that content mastery services with a muhasabah approach are effective in reducing bullying behavior of SMPN 33 Kerinci students.

## E. Acknowledgments

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