

Bullying Education in Adolescents Based on Reflections on James 4:11

Marthen Mau¹, Fedirman Dakhi², Suarman Zai³, Suardin Zai⁴

¹Sekolah Tinggi Teologi Injili Arastamar (SETIA) Ngabang

^{2,3,4}Sekolah Tinggi Teologi Ekumene (STTE) Jakarta

Email: marthenluthermatau@gmail.com¹, fedirman@sttekumene.ac.id², suardin@sttekumene.ac.id⁴

Author correspondence: marthenluthermatau@gmail.com

Abstract. *The phenomenon of bullying in teenagers is a problem that disrupts growth both cognitively, mentally and psychologically. This must be taken seriously considering the impact and risks for teenagers which are very detrimental to both teenagers as victims and as perpetrators and their influence on the civilization of social life. So we need action that can prevent this bullying. Therefore, this research study provides bullying education for teenagers based on the reflection of James 4:11. The method for writing this study uses a descriptive qualitative approach with a literature review method, and collects data through books, journal articles and internet websites as a basis for writing and drawing conclusions. The results of this study are that parents, teachers and other community members can take steps through collaboration that can create a safe and supportive environment for all young people, especially teenagers who need assistance in undergoing their development phase. Appropriate actions in supporting teenagers so that they can recognize God, in imitating God's attitude and character, and His direction, and grow in the good and right way in God's hands so that inappropriate and good behavior, attitudes and character are carried out Adolescence can be reduced by forming an awareness of viewing others as social creatures whose existence is respected and valued.*

Keywords: *bullying education; teenager; and reflection on James 4:11*

INTRODUCTION

Adolescence is a new growth period or transition phase of development from children to teenagers in a person's life which is marked by many new changes both cognitively and psychologically. According to Mursidah, adolescents will experience a transition from childhood to adulthood which is seen as experiencing bodily, intellectual and psychological changes. Apart from that, there are also changes in personality traits as well as changes in the width of the shoulders, hips, changes in the distribution of muscles, fat, and the development of the reproductive system (Mursidah, 2022). Hurlock (Waruwu and Hura, 2022) added that this adolescent period can be characterized by children who display unstable behavior such as emotions, and do not want to be regulated by parents (Waruwu & Hura, 2022). From the explanation above, it can be concluded that adolescence is a period where every individual experiences a maturation phase and a period where they cannot control their emotions and behavior.

In connection with the unstable personality of adolescence, there are many behaviors or actions carried out by teenagers that are disgraceful and detrimental to themselves and other people around them, either by themselves or by other people or their peers. Quoted from Kompas.com, Puspapertiwi reported that a teenage boy, a grade 7 student at SMP Negeri 2 Pringsurat, Temanggung Regency, Central Java set fire to his school. It is known that the reason

the child burned down the school was because he was often bullied by his friends, and felt hurt because he continued to be a victim of bullying at school (Puspapertiwi, 2023). There is also a child with the initials SSR in Karanganyar Regency, Central Java whose parents reported to the police that he had a mental disorder because he was intimidated by his friends with the actions taken against the teenager in the form of insults, insults and ridicule (Sulistyowati, 2023).

In Rachman et al's research, it shows that bullying among teenagers has increased according to the WHO report which said there were 72.5% of cases in Japan, and 71.2% of cases also occurred in America. In Indonesia itself, especially among students aged 12 to 17 years, there are 84% of bullying cases (Rachman et al., 2023). Agisyaputri et al and Antu et al (Zai and Merampa, 2023) stated that from international institutions namely the Center for Research on Women (ICRW) in various Asian regions, including: Vietnam as much as 79%, Pakistan as much as 49%, Cambodia as much as 73%, Nepal is at 79%, and Indonesia is at 84%, with acts of bullying in the form of physical and mental acts, according to data from KPAI and SIMFONI-PPA in 2020 the number reached 62%, grouped as verbal abuse and verbal abuse. Around 8.7 million were grouped as physical abuse involving hitting, pushing and shouting. It is said that in 2021, the number of cases will be 7,906. In 2022 there will be 3,912 cases including 1,422 cases of erotic abuse, 1,046 cases of psychological abuse, 1,028 cases of physical abuse (Zai & Marampa, 2023). The explanation above shows that bullying cases continue to increase with the number of victims increasing and the behavior varying. Therefore, efforts are needed to reduce and prevent bullying so that there are no more victims.

According to research by Suzanna et al, to overcome and prevent bullying behavior, an action called psychoeducation is needed to improve the quality of teenagers in managing emotions in order to prevent bullying behavior (Suzanna et al., 2023). According to Junalia and Malkis' research, they also stated that there must be efforts in the form of outreach such as making explanatory material regarding bullying which includes the impact and risks of bullying, making short videos about bullying, and opening a question and answer session to find out how far teenagers understand the case. This is an effort to prevent bullying behavior (Junalia & Malkis, 2022). Meanwhile, this research study explains how bullying education for teenagers is based on the reflection of James 4:11. So the aim of this research is to contribute ideas in the form of implications of James 4:11 as a solution in providing education to teenagers.

RESEARCH METHODS

In obtaining data the author used a descriptive qualitative approach with a literature review method. Zaluchu stated that writing research studies using a qualitative approach is research that refers to studying visible and certain truths, interpretation, and making meaning by analyzing theories in drawing conclusions (Zaluchu, 2020). Descriptive research is a research report that contains data quotations to provide an overview of the presentation of the report (Ofirianus, Henni Somantik 2020). The literature review method is an activity that is closely related to data collection through data or information analysis to obtain credible research results (Amid et al. 2022). The literature review method aims to obtain the data the author needs from various secondary and primary sources (Muriana, Saenom, Felipus 2024). The author collected data through book studies, journal articles, and websites as references. Next, the author listens to and describes the data that has been collected then makes a conclusion as a new study for readers, academics and practitioners.

RESEARCH RESULT

Bullying

Bullying behavior is abuse that is planned to hurt someone who is physically or non-physically weak. According to Fitria and Lestari, bullying is an act of intentionally bullying and intimidating a victim who is seen as weak, usually carried out by 2 or 3 people continuously without considering the impact on the victim (Fitria & Lestari, 2023). Adoe and Atty added that trafficking is a negative step to encourage emotions which aims to humiliate other people who do not have the same physical and mental strength as the perpetrator, and in the current situation many teenagers are trapped because they often carry out bullying. still cannot control their emotions to commit physical or psychological evil acts against other people (Adoe & Atty, 2023).

Diannita et al suggested several factors that often trigger bullying behavior in teenagers consisting of: (1) factors from families who still lack guidance, parenting and attention, (2) viewing factors from social media, (3) peer factors who are free in social interactions, (4) a school environment that consists of understanding and monitoring bullying that is less than ideal (Diannita et al., 2023). Added by Abdullah and Ilham, they explained that the things that give rise to bullying in individuals include: (a) internal factors which originate from the individual's own personality which underlies a body condition that is not the same as other people, (b) external factors including family background incomplete, schools that lack

education and less than optimal understanding, and promiscuity with friends of the same level (Abdullah & Ilham, 2023).

Apart from that, Febriana and Hariyadi said that the psychological effects of bullying are very fatal, such as being lazy to study, stressed, not confident, choosing to remain silent, closing oneself more from the environment, and arising within oneself to take revenge on the person who has hurt them. , and lazy about activities (Febriana & Hariyadi, 2023). And added by Oktaviany and Ramadan, they explained that bullying behavior can cause worry about the environment, and it is difficult to make friends again because of trauma, avoidance of eye contact, and anger if they often receive continuous bad behavior (Oktaviany & Ramadan, 2023). So it is understandable that bullying is very fatal and life-threatening, especially for those who are victims and there will be more victims if it is not addressed or prevented.

Bullying education in adolescents

Bullying education for teenagers tells about learning for teenagers to understand bad behavior and prevent the many negative thoughts that will arise when teenagers go through a further age phase in forming their personality and behavior patterns in their future lives. With the formation of bullying education in teenagers, it will be easier for them to expand their feelings and change their paradigm due to the formation of awareness, perception and useful insights as they undergo developmental phases. Maysarah and Bengkel bullying in teenagers is a psychosocial problem that acts to hurt others by mocking and lowering someone's self-esteem, spitting at, shouting at those who are physically weak, mentally weak and who cannot fight back if they are bullied by their friends continuously which has a negative impact on perpetrators and victims of bullying where the perpetrator has more power and physical strength than the victim (Maysarah & Bengkel, 2023).

Bullying education for teenagers refers to providing understanding regarding explanations regarding negotiations and the impact if carried out. So teenagers must understand bullying education so that teenagers do not continue to negotiate by hurting each other. Frontina et al stated that the importance of bullying education in adolescents is to look at the factors that trigger the influence as well as ways that can be implemented to ward off bullying cases from the perspective of education in general and Christian religious education in particular which can provide understanding to people who commit acts of bullying (Frontina et al., 2023). And added by Azizah et al, they stated that the aim of bullying behavior education is to provide awareness related to acts of bullying and how teachers apply the values of Pancasila and citizenship education which relate to everyday life in dealing with acts of bullying among students (Azizah et al ., 2023).

In research, Agustina et al stated that applying bullying education to children is something that really needs to be realized so that participants get very special information related to bullying, descriptions and perpetrators, victims and consequences of bullying behavior, and rules for overcoming bullying actions or activities. . It was found that teenagers who had admitted to having committed acts of bullying, finally had the determination not to carry out bullying behavior after participating in the socialization (Agustina et al., 2022). It was stated by Adiyono et al that educators or teachers have an important role in preventing bullying behavior in students and in order to shape students' character, namely: a) as an educator, you are required to provide direction, guidance and advice to students so that they can overcome problems or cases that occur regarding bullying, b) take an approach so that students can discourage bullying behavior that occurs at school or in the surrounding environment, c) Educators also have the responsibility to shape students' character and form positive relationships with students (Adiyono et al., 2022).

Siregar et al said that parents also take part in educating children and preventing bullying behavior which consists of several parts, namely: (1) parents must control their own children, because the first time children receive education is from their parents. (2) parents leave good references or examples for children, (3) parents provide guidance by directing them on the right path and, (4) care through adaptation and atmosphere (Siregar et al., 2023). And emphasized by Tabroni et al that this is the primary key in reducing acts of bullying against teenagers and developing the potential for awareness of the importance of honoring and respecting fellow humans and the people around them by taking an approach in dedicating and directing as well as providing the distribution of knowledge regarding the essentials in limiting bullying behavior and getting used to an attitude of respect for each other (Tabroni et al., 2023). Looking at the description above, it is very clear that bullying education for teenagers in the form of an introduction to the impacts and risks must be integrated into learning that can be held at school and the involvement of parents in parenting.

Implementation of James 4:11

To implement this mandate from Allah in supporting teenagers so that they can recognize Allah, in imitating Allah's attitude and character, and His direction, and grow in the good and right way in God's hands so that inappropriate and beautiful behavior, attitudes and character What teenagers do can be reduced by forming an awareness of viewing each other as social creatures whose existence is respected and valued. So it is necessary to teach the contents of James 4:11 which is divided into 3 parts with explanations as below:

1. My brothers, do not slander each other

Slander is an act that defames someone in the form of a false statement with the aim of damaging someone's reputation. In Exodus 20:16, God clearly forbids humans from bearing false testimony against others, because it will affect a person's life in carrying out his life. Therefore, digest it first, then observe and think about whether the statement is true or just intended to defame someone. Every individual needs to guard their tongue and mind, because acts of bullying in the form of insults, name-calling and bad-mouthing are considered slander. Therefore, you must build good words (Ephesians 4:21), love one another (John 13:34), not slander those you love (1 Corinthians 13:4-7), people who love their neighbors will not expect the worst to happen (Matthew 7:13), and love does not do evil (Romans 13:10). So if your gaze is directed towards God, you will certainly not give yourself the temptation to slander others but instead love them.

2. Whoever slanders his brother or judges him, he denounces the law and judges him

In the Bible it is clear that slandering another person is murder (Matthew 5:21-22). God hates people who cause conflict with their brothers (Proverbs 6:9). Therefore, do not be a stumbling block, but instead be a blessing (Proverbs 10:20-21). Actions and judgments that defame another person can seriously damage his or her reputation and social relationships. When we criticize other people in this way, we are actually acting out of pride, because we feel that we are better. Claiming to be the creator of the law, even though the only one who has power is God. All deceptive words are sin (Psalm 101:5, Proverbs 6:16-19), people who curse and whose words cause controversy are fools (Proverbs 10:18, Proverbs 20:19). Hence the importance of justice, mercy and respect for others.

3. If you judge the law, then you are not a follower of the law, but its judge

In the beginning it was the Lord God who gave laws for the Israelites to obey, so every Israelite would be punished according to the offenses they had committed (Exodus 20:1-17). God is the judge and administers judgment to humans (Psalm 7:11; 9:4, 7-8). Individuals should be obedient and implementers to follow the laws that have been commanded by God. So when you judge and feel most righteous, you have sinned before God. The Bible clearly says that the first and foremost commandment is to love the Lord Your God (Matthew 12:3). Those who love me are those who do my commandments (Isaiah 14:21). The law is a guide for every individual (psalm 119:14). For all the laws are contained in the Torah (Galatians 5:14). Everyone will be accountable for their actions (Romans 14:10-13). So it is understandable that James 4:11 implies that a person must treat others wisely and always prioritize compassion and justice. Especially for teenagers who carry out their daily lives within the scope of society.

CONCLUSION

This study can conclude that education regarding bullying must continue to be carried out by involving the entire community, including parents, teachers and other community members. By working together, we will be able to create a safe and supportive environment for all young people, especially teenagers who need assistance in undergoing their development phase. So the role of the teacher in this case is: a) as an educator, he is required to provide direction, guidance and advice to students so that they can overcome problems or cases that occur regarding bullying, b) take an approach so that students can minimize bullying behavior that occurs at school or in the environment. around, c) Educators also have a responsibility to shape student character and form positive relationships with students. Apart from that, the functions of parents are: (1) parents must control their own children, because the first time children receive education is from their parents. (2) parents leave a good reference or example for children, (3) parents provide guidance by directing them on the right path and, (4) nurture through adaptation and atmosphere. So the step that can be taken is to teach teenagers biblical truths according to the implications of James 4:11 in supporting teenagers so they can recognize God, in imitating God's attitude and character, and His direction, and grow in the good and right way in God's hands so that their behavior Inappropriate and beautiful behavior, attitudes and character traits carried out by teenagers can be reduced by forming an awareness of viewing others as social creatures whose existence is respected and appreciated.

REFERENCES

- Abdullah, G., & Ilham, A. (2023). Prevention of bullying behavior in elementary school age children through parental involvement. *Dikmas: Journal of Community Education and Service*, 3(1), Article 1. <https://doi.org/10.37905/dikmas.v3i1.175-182.2023>
- Adiyono, A., Irvan, I., & Rusanti, R. (2022). The role of teachers in overcoming bullying behavior. *Al-Madrasah: Journal of Madrasah Ibtidaiyah Education*, 6(3), Article 3. <https://doi.org/10.35931/am.v6i3.1050>
- Adoe, O., & Atty, S. D. (2023). Overcoming the problem of bullying among teenagers through Christian counseling. *Journal of Evangelical Theology*, 3(1), Article 1. <https://doi.org/10.55626/jti.v3i1.49>
- Agustina, N. W., Murtana, A., & Handayani, S. (2022). Student assistance in efforts to prevent bullying at school. *Journal of Community Care*, 4(4), Article 4. <https://doi.org/10.37287/jpm.v4i4.1334>
- Amid, M., Mau, M., Somantik, H., & Putralin, E. (2022). Benefits of health protocol and COVID-19 vaccination for Indonesian people. Vol. 2.

- Azizah, S., Adha, M. M., & Putri, D. S. (2023). The role of Pancasila and citizenship education teachers in preventing bullying behavior in students. *De Cive: Journal of Pancasila and Citizenship Education Research*, 3(3), Article 3. <https://doi.org/10.56393/decive.v3i3.1572>
- Diannita, A., Salsabela, F., Wijati, L., & Putri, A. M. S. (2023). The effect of bullying on students at the junior high school level. *Journal of Education Research*, 4(1), Article 1. <https://doi.org/10.37985/jer.v4i1.117>
- Febriana, A., & Hariyadi, S. (2023). The impact of bullying on the development of students' social skills at SMP Negeri 2 Selomerto. *Guidance: Journal of Guidance and Counseling*, 20(1), Article 1. <https://doi.org/10.34005/guidance.v20i1.2431>
- Fitria, S., & Lestari, T. D. (2023). Bullying and its influence on social anxiety in adolescents in Aceh. *Syifaul Qulub: Journal of Islamic Guidance and Counseling*, 4(1), Article 1. <https://doi.org/10.32505/syifaulqulub.v4i1.5934>
- Frontina, T., Budiarti, R. R., & Adrian, D. P. A. (2023). The problem of bullying in the scope of education: Case study of students with disabilities. *PASCA: Journal of Theology and Christian Religious Education*, 19(1), Article 1. <https://doi.org/10.46494/psc.v19i1.248>
- Junalia, E., & Malkis, Y. (2022). Education on efforts to prevent bullying among adolescents at Tirtayasa Junior High School, Jakarta. *Journal of Community Services of Health Science*, 1(1), Article 1.
- Maysarah, M., & Bengkel, B. (2023). The importance of anti-bullying education for children from an early age at the Ar-Rahman Orphanage. *ABDISOSHUM: Journal of Community Service in the Social and Humanities Sector*, 2(1), Article 1. <https://doi.org/10.55123/abdisoshum.v2i1.1391>
- Muriana, Saenom, & Mau, M. (2024). The importance of parental assistance in increasing motivation to study from home during the COVID-19 pandemic for children aged 10-12 years in Sentagi Hamlet. *Coram Mundo Journal: Theology & Christian Religious Education*, 6(1). <https://doi.org/10.55606/corammundo.v6i1.287>
- Mursidah, I. S. (2022). The relationship between emotional eating and nutritional status in adolescents at SMAS Muhammadiyah 02 Medan [Thesis]. <http://repository.umsu.ac.id/handle/123456789/20488>
- Ofirianus, Henni Somantik, & Nubatonis, P. (2020). Christian family as an informal educational institution for children at GKSI Jemaat 'Moria' Empaong. *Coram Mundo Journal: Theology & Christian Religious Education*, 2(1).
- Oktaviany, D., & Ramadan, Z. H. (2023). Analysis of the impact of bullying on the psychology of elementary school students. *UNMA FKIP Educatio Journal*, 9(3), Article 3. <https://doi.org/10.31949/educatio.v9i3.5400>
- Puspapertiwi, E. R. (2023, June 30). Middle school students in Temanggung burned down their school because they were often bullied, why can children become perpetrators of bullying? *KOMPAS.com*. <https://www.kompas.com/tren/read/2023/06/30/193000065/siswa-smp-di-temanggung-bakar-school-because-often-di-bully-mengapa-anak>

- Rachman, W. O. N. N., Indriani, C., Nurdin, & Sya'ban, A. R. (2023). The influence of emotion management skills on early adolescent resilience to prevent bullying behavior in Kendari City. *Indonesian Health Promotion Publication Media (MPPKI)*, 6(5), Article 5. <https://doi.org/10.56338/mppki.v6i5.3521>
- Siregar, A. S., Harahap, E. W., & Ekowati, E. (2023). The relationship between parenting styles and bullying behavior at An-Namiroh Middle School, Pekanbaru. *ANWARUL*, 3(4), Article 4. <https://doi.org/10.58578/anwarul.v3i4.1723>
- Sulistyowati, F. I. (2023, February 1). Suspected of bullying, 8 female students in Karanganyar were reported to the police by their parents. *KOMPAS.com*. <https://regional.kompas.com/read/2023/02/01/215007178/diduga-kerja-bullying-8-siswi-di-karanganyar-dilaporkan-polisi-oleh>
- Suzanna, E., Junita, N., & Syahrial, S. (2023). Emotion management in adolescents in preventing bullying behavior at the Al-Muslimun Lhoksukon Islamic Boarding School. *Gotong Royong: Journal of Community Service, Empowerment and Education*, 2(2), Article 2. <https://doi.org/10.51849/jp3km.v2i2.27>
- Tabroni, T., Jundi, R., Nurfaathir, A. R., Agustian, R., Mulyati, M., & Rahayu, R. Q. (2023). Fostering an attitude of mutual respect through anti-bullying counseling at SDN Gunung Sumbul, Ciomas District, Serang District. *Indonesian Collaboration Journal of Community Services*, 3(3), Article 3. <https://doi.org/10.53067/icjcs.v3i3.132>
- Waruwu, A. T. M., & Hura, O. (2022). Analysis of Christian religious education teachers' teaching methods for pre-adolescent children (age 12-15 years) on physical and mental development. *Edudikara: Journal of Education and Learning*, 7(3), Article 3. <https://doi.org/10.32585/edudikara.v7i3.295>
- Zai, S., & Marampa, E. R. (2023). Bullying education in early childhood from a Christian perspective. *ANTHOR: Education and Learning Journal*, 2(4), Article 4. <https://doi.org/10.31004/anthor.v2i4.183>
- Zaluchu, S. E. (2020). Qualitative and quantitative research strategies in religion research. *Evangelical: Journal of Evangelical Theology and Community Development*, 4(1), 28-38. <https://doi.org/10.46445/ejti.v4i1.167>