

## **The Influence of Internalizing Islamic Values and Quranic Literacy on Preventing Bullying Behavior**

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### **ABSTRACT**

This study aims to determine: (1) The effect of internalizing Islamic religious values on bullying behavior at SMP Negeri 4 Lubuk Pakam, (2) The effect of Qur'anic literacy on bullying behavior at SMP Negeri 4 Lubuk Pakam, (3) The effect of internalizing values Islamic religion and Qur'anic literacy on bullying behavior at SMP Negeri 4 Lubuk Pakam. This research was conducted at SMP Negeri 4 Lubuk Pakam which is located at Jalan Pantai Labu Gang Pendidikan, Lubuk Pakam District, Deli Serdang Regency. This research method is a quantitative research with a correlative study description research method. Research population VII to IX with a total of 365 people. Researchers took a sample of 33% of the total population. Thus 33% of 365 students are 122 students. The findings of this study indicate that: Internalization of Islamic religious values towards bullying behavior at SMP Negeri 4 Lubuk Pakam is 13.8%, Qur'anic literacy towards bullying behavior at SMP Negeri 4 Lubuk Pakam is at 5.4%, internalization of Islamic religious values and Qur'anic literacy on bullying behavior at SMP Negeri 4 Lubuk Pakam by 18.3% while the remaining 81.7% came from other variables outside the variables of this study.

**Keywords:** Internalization of Islamic Religious Values, Qur'anic Literacy, Bullying Behavior

### **INTRODUCTION**

The objective of Islamic values is to enhance belief, understanding, appreciation, and practice of Islamic teachings. The internalization of these values is expected to provide students with a correct understanding of Islamic teachings,

enabling them to apply these principles in their daily lives. Islamic values aim to foster both individual and social righteousness, emphasizing the practice of worship, including the application of the Quran as a life guide.

Reading the Quran is considered an obligation for Muslims, as it brings tranquility to the heart. "Ingatlah, hanya dengan mengingat Allah hati menjadi tenang" (QS. Ar-Ra'd:13: 28). The Quran serves as a remedy for the anxieties of the heart, providing guidance, mercy, and healing for believers. It is a timeless miracle, unparalleled in its eloquence, style, completeness, strength, expressiveness, topic arrangement, linguistic fluency, coherence, and richness of vocabulary. Despite the fluency in recitation, many fail to actualize the values of the verses they recite.

Literacy culture in Indonesia is still at a low level due to factors such as the lack of early reading habits, uneven educational facilities, and insufficient book production. A crucial step to address this concern is the implementation of the School Literacy Movement. Two relational factors drive Islamic Religious Education (PAI) teachers to initiate Quranic literacy programs: external factors, including the curriculum head's request for more Quran teaching, and the objective conditions of students' Quranic reading competencies. Internal factors involve the experiences and desires of PAI teachers, shaped by their accumulated educational experiences and the desire to meet the curriculum head's request.

In the current context, adolescents face psychological challenges, with bullying on the rise. "Perilaku bullying yang terjadi berbentuk verbal dan fisik." Bullying cases have increased, and adolescents, in their quest for identity, are curious and experiment with new behaviors influenced by their surroundings. The case study of MI Negeri 1 Kota Bengkulu reveals indications of bullying behavior, including physical aggression, name-calling, and isolation based on personal characteristics or regional origin. MI Negeri 1 Kota Bengkulu employs various preventive measures, emphasizing discouraging bullying acts, boosting students' confidence, encouraging independent problem-solving, praying for patience, and reporting incidents for strict sanctions.

Moreover, the study finds hindering factors in the internalization of Islamic values: students' lack of self-awareness, peer influences, and resistance to the guidance. "Faktor penghambat dalam proses internalisasi nilai-nilai pendidikan agama Islam itu adalah: karna kurangnya kesadaran dari dalam diri siswa itu sendiri." The impact of the fast-paced era complicates character development, contributing to negative manifestations. The lack of book production exacerbates the situation, and the formal education system struggles with bureaucratic hurdles.

Another study in 2019 explored bullying in a pesantren in Kajen, Pekalongan, identifying verbal and physical bullying. "Perilaku bullying yang terjadi berbentuk verbal dan fisik." Psychologically, bullying victims are often younger with weaker physical strength, while bullies perceive themselves as superior and enjoy violent content. Bullying phenomena also exist in SMP Negeri 4 Lubuk Pakam, where

students perceive bullying as normal, leading to physical and verbal aggression within the school. Understanding these dynamics is vital, and research into the influence of Islamic values and Quranic literacy in preventing bullying is crucial for offering effective recommendations for strengthening these values in school education.

As stated by Nurhidin (2022), "Terdapat dua faktor relasional yang mendorong guru PAI membuat program gerakan literasi membaca Quran." These factors involve external elements such as the curriculum head's request and the objective conditions of students' Quranic reading competencies, as well as internal factors related to the experiences and desires of PAI teachers shaped by their accumulated educational backgrounds. Additionally, Zinatul Hayati (2020) emphasizes that "pengaruh atau hasutan dari temannya, mereka sering membuat gank seperti yang sering ada di sinetron dan akhirnya membentuk kepribadian yang kurang bagus terhadap Siswa sehingga terkadang merekamelawan dengan guru." This peer influence contributes to the negative manifestations observed in students' behavior.

The study conducted by Nashiruddin in 2019 revealed the dynamics of bullying in a pesantren in Kajen, Pekalongan. According to Nashiruddin, "Perilaku bullying yang terjadi berbentuk verbal dan fisik." Verbal bullying includes actions like insults, mockery, and negative labeling, while physical bullying involves hitting, kicking, damaging personal belongings, and imposing one's will on others. The psychological dynamics of bullying victims often involve being younger and physically weaker, while bullies perceive themselves as superior and are inclined toward aggressive behaviors. In the context of the study, there was a lack of responsiveness in addressing bullying, and the absence of dormitory separation for senior and junior students in the pesantren exacerbated the situation (Firdaus & Aisyah, 2020).

In light of these findings, the current research focusing on SMP Negeri 4 Lubuk Pakam becomes essential, as bullying behaviors are prevalent among students. "Disekolah SMP Negeri 4 Lubuk Pakam perilaku bullying banyak ditemui, seperti siswa saling memukul, menjegal, dan mendorong temannya didalam kelas, siswa juga memanggil temannya dengan julukan atau nama orang tua." Understanding and addressing these behaviors are crucial, and research into the influence of Islamic values and Quranic literacy in preventing bullying will provide valuable insights and recommendations for enhancing these values in school education.

## **METHOD**

This research is a quantitative study with the research method used being correlational descriptive research. According to Arikunto (2010:313), correlational research is intended to determine whether there is a relationship between two or

more variables. Research with a correlational study aims to predict the relationship between independent variables, namely Internalization of Islamic Values (X1) and Qur'anic Literacy (X2), with the dependent variable being Bullying Prevention.

Data analysis techniques include normality tests, homogeneity tests, and hypothesis testing using simple correlation, multiple correlations, and multiple regression with the following formula:

The model equation used is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Explanation

Y = Bullying Prevention

X<sub>1</sub> = Internalization of Islamic Values

X<sub>2</sub> = Qur'anic Literacy

$\alpha$  = *Intercept*

$\beta_1, \beta_2$  = Regression coefficients for X<sub>1</sub>, X<sub>2</sub>

e = Unobserved variable (error)

## RESULT AND DISCUSSION

### The Influence of Internalization of Islamic Values on Bullying Prevention:

The statistical hypotheses tested are:

H<sub>0</sub> :  $\rho_{y1} \leq 0$

H<sub>1</sub> :  $\rho_{y1} > 0$

From the calculation of simple regression, the correlation between X<sub>1</sub> dengan Y = 0,37; meanwhile  $r_{tabel}$  with N = 122 and a significance level of 5% is 0,18. Thus  $r_{y1} > r_{tabel}$  (0,37 > 0,18). Based on the results of this simple regression analysis, the coefficient of determination ( $r^2$ ) is also known to be 0,138. This coefficient of determination indicates that the internalization of Islamic values influences Bullying Prevention by  $0,138 \times 100\% = 13,8\%$ .

Through the significance test of regression using the t-test is obtained  $t_{calculated} = 4,37$ . Value of  $t_{tabel}$  for N = 122 at a significance level of 5% is 1,65. Since  $t_{calculated} > t_{tabel}$  (4,37 > 1,65) then H<sub>0</sub> :  $\rho_{y1} \leq 0$  is rejected and H<sub>a</sub> :  $\rho_{y1} > 0$  accepted, This concludes that there is a positive and significant influence between the internalization of Islamic values and Bullying Prevention, which can be accepted and tested for its truth through a linear and predictive relationship via the regression line  $\hat{Y} = 44,764 + 0,329X_1$ .

### The Influence of Quranic Literacy on Bullying Prevention:

The statistical hypotheses tested are:

H<sub>0</sub> :  $\rho_{y2} \leq 0$

H<sub>1</sub> :  $\rho_{y2} > 0$

From the calculation of simple regression, the correlation between  $X_2$  and  $Y = 0,232$ ; meanwhile  $r_{tabel}$  with  $N = 122$  and a significance level of 5% is 0,18. Thus  $r_{y1} > r_{tabel}$  ( $0,23 > 0,18$ ). Based on the results of this simple regression analysis, the coefficient of determination ( $r^2$ ) is also known to be 0,054. This coefficient of determination indicates that Quranic Literacy influences Bullying Prevention by  $0,054 \times 100\% = 5,4\%$ .

Through the significance test of regression using the t-test diperoleh  $t_{hitung} = 2,661$ . Value for  $t_{tabel}$  for  $N = 122$  at a significance level of 5% is 1,65. Thus  $t_{hitung} > t_{tabel}$  ( $2,661 > 1,65$ )  $H_0 : \rho_{y2} \leq 0$  is rejected and  $H_a : \rho_{y2} > 0$  is accepted, This concludes that there is a positive and significant influence between Quranic Literacy and Bullying Prevention, which can be accepted and tested for its truth through a linear and predictive relationship via the regression line  $\hat{Y} = 51,700 + 0,224X_2$ .

### **The Combined Influence of Internalization of Islamic Values and Quranic Literacy on Bullying Prevention**

The statistical hypotheses tested are:

$$H_0 : \rho_{y12} \leq 0$$

$$H_1 : \rho_{y12} > 0$$

To determine the combined influence of the variables Internalization of Islamic Values ( $X_1$ ) and Quranic Literacy ( $X_2$ ) on Bullying Prevention ( $Y$ ) multiple regression analysis is used, and the F-test is used to test its significance. From the calculation of the multiple regression between variables  $X_1$  and  $X_2$  with  $Y$  the correlation coefficient  $R_{y(12)} = 0,428$ ; Meanwhile  $r_{tabel}$  with  $N = 122$  and a significance level of 5% is 0,18. Thus  $R_{y(12)} > r_{tabel}$  ( $0,428 > 0,18$ ). Next, the significance test of the correlation is conducted using the F-test. With the value  $R_{y(12)} = 0,51$  is obtained  $F_{hitung} = 13,364$ . Valueo  $F_{tabel}$  for  $N = 122$  at a significance level of 5% is 2,65. Thus  $F_{hitung} > F_{tabel}$  ( $13,364 > 2,65$ ) then  $H_0 : R_{y(12)} \leq 0$  is rejected and  $H_a : R_{y(12)} > 0,5$  is accepted This concludes that there is a positive and significant combined influence between the Internalization of Islamic Values and Quranic Literacy on Bullying Prevention, which can be accepted and tested for its truth. Furthermore, it can be stated that the multiple regression of independent variables on the dependent variable takes the form of a predictive relationship with the regression equation  $\hat{Y} = 29,225 + 0,320 X_1 + 0,207 X_2$ .

### **DISCUSSION**

The analysis of the descriptions conducted indicates that, in general, the internalization of Islamic values falls into the moderate category. Quranic literacy is also categorized as moderate, as well as the prevention of bullying behavior, which is classified as low. The results of the tendency test for bullying prevention

fall into the moderate category, with 70 respondents (57.38%). The tendency level of internalizing Islamic values is in the moderate category, with 67 respondents (54.92%), while the tendency level of Quranic literacy is in the moderate category, with 73 respondents (59.84%).

The simple regression calculation yields a correlation between  $X_1$  and  $Y = 0.37$ , with an  $r_{tabel}$  value of 0.18 for  $N = 122$  and a significance level of 5%. Therefore,  $r_{y1} > r_{tabel}$  ( $0.37 > 0.18$ ). Based on the analysis, the coefficient of determination ( $r^2$ ) is 0.138. This coefficient indicates that the internalization of Islamic values influences bullying prevention by 13.8%. The regression significance test yields  $t_{count} = 4.37$ . With a  $t_{tabel}$  value of 1.65 for  $N = 122$  at a significance level of 5%,  $t_{hitung} > t_{tabel}$  ( $4.37 > 1.65$ ). Thus, rejecting  $H_0: \rho_{y1} \leq 0$  and accepting  $H_a: \rho_{y1} > 0$ , it can be concluded that there is a positive and significant influence between the internalization of Islamic values and bullying prevention, validated through a linear and predictive relationship represented by the regression line  $\hat{Y} = 44.764 + 0.329X_1$ .

In summary, the analysis concludes that the internalization of Islamic values has a positive and significant influence on bullying prevention. This implies that the first hypothesis of the study has been empirically tested. The findings suggest that optimizing bullying prevention should begin with fostering positive internalization of Islamic values among students.

The internalization of Islamic values can significantly impact bullying prevention. Islam teaches strong moral and ethical principles, promoting attitudes of tolerance, justice, and compassion. Some ways in which the internalization of Islamic values can affect bullying prevention include:

1. Awareness of social responsibility: Islam encourages individuals to take responsibility for their actions and respect the rights of others. Understanding these values leads individuals to appreciate the importance of respecting and protecting others from bullying behavior.
2. Promotion of justice: Islam emphasizes the importance of justice and equality among individuals, encouraging them to treat everyone with respect, regardless of social status, race, or background. In the context of bullying prevention, this means individuals are likely to reject unfair treatment and strive to avoid bullying behavior.
3. Development of empathy: Islam highlights the importance of empathy towards others. By internalizing these values, individuals become better at understanding the feelings and experiences of others, discouraging bullying behavior and even helping bullying victims.
4. Self-control: Islam teaches self-control and restraint from negative behavior. In the context of bullying, individuals become better at managing their impulses to harm or demean others. They understand the importance of controlling negative emotions and seeking peaceful resolutions to

conflicts.

5. Emphasis on peace and tolerance: Islam emphasizes peace, harmony, and tolerance among individuals. Understanding these values, individuals tend to build harmonious relationships with others, striving to create an environment free from bullying behavior.

However, it's crucial to note that while the internalization of Islamic values provides a strong moral foundation for bullying prevention, it doesn't guarantee the complete elimination of bullying behavior. Various other factors, including environmental influences, education, and social factors, also play a role. Therefore, a holistic and comprehensive approach is needed for effective bullying prevention.

Empirical evidence supporting these findings includes research by Al-Jabari, M. (2016), titled "The Impact of Islamic Religious Education on Reducing Bullying in Schools," which demonstrates that Islamic education contributes to reducing bullying in schools. Additionally, research by Abd-El-Khalick, F., & Boujaoude, S. (1997), and DeRosier, M. E., & Marcus, S. R. (2005), also supports the idea that programs promoting positive values can contribute to reducing bullying.

The simple regression calculation for  $X_2$  and  $Y$  yields a correlation of 0.232, with an  $r_{table}$  value of 0.18 for  $N = 122$  and a significance level of 5%. Therefore,  $r_{y1} > r_{table}$  ( $0.23 > 0.18$ ). The coefficient of determination ( $r^2$ ) is 0.054, indicating that Quranic literacy influences student bullying prevention by 5.4%. The regression significance test yields  $t_{count} = 2.661$ . With a  $t_{table}$  value of 1.65 for  $N = 122$  at a significance level of 5%,  $t_{hitung} > t_{table}$  ( $2.661 > 1.65$ ). Thus, rejecting  $H_0: \rho_2 \leq 0$  and accepting  $H_a: \rho_2 > 0$ , it can be concluded that there is a positive and significant influence of Quranic literacy on student bullying prevention, as represented by the regression line  $\hat{Y} = 51.700 + 0.224X_2$ .

In summary, the analysis concludes that Quranic literacy has a positive and significant influence on bullying prevention. This implies that the second hypothesis of the study has been empirically tested. The empirical findings suggest that the extent of Quranic literacy activities performed by students determines the effectiveness of bullying prevention. The potential influences of Quranic literacy on bullying prevention include a deeper understanding of moral values, awareness of good conduct, development of empathy, and a sense of responsibility.

However, it's important to note that Quranic literacy alone cannot directly guarantee the prevention of bullying behavior. Other factors such as education, social environment, and a holistic understanding of Islamic values also need consideration. Further research is required to gain a deeper understanding of the influence of Quranic literacy in the context of bullying prevention.

Several studies indicate a relationship between understanding and applying Quranic teachings and bullying prevention. For example:

1. The research of Setiowati (2017) suggests that understanding and applying Islamic values can mediate the relationship between the school

environment and students' perceptions of bullying. In this context, Quranic literacy and Islamic values play a crucial role in creating a safe school environment and reducing bullying behavior.

2. The paper of Yuli Marlina (2022) indicates that understanding and internalizing Islamic values, including the Quran, can contribute to preventing bullying among Muslim students. Participants with a better understanding of Islamic values showed lower levels of bullying behavior.

The multiple regression calculation between variables X1 and X2 on Y yields a correlation coefficient  $R_y(12) = 0.428$ , with an  $r_{table}$  value of 0.18 for  $N = 122$  and a significance level of 5%. Therefore,  $R_y(12) > r_{table}$  ( $0.428 > 0.18$ ). The significance test using the F-test yields  $F_{hitung} = 13.364$ , with  $F_{table}$  value of 2.65 for  $N = 122$  at a significance level of 5%. Since  $F_{hitung} > F_{table}$  ( $13.364 > 2.65$ ), rejecting  $H_0: R_y(12) \leq 0$  and accepting  $H_a: R_y(12) > 0.5$  concludes that there is a positive and significant joint influence of the internalization of Islamic values and Quranic literacy on bullying prevention, validated empirically.

Therefore, the joint influence of the internalization of Islamic values and Quranic literacy contributes 18.3% to bullying prevention, while the remaining 81.7% is determined by other factors.

## CONCLUSION

The internalization of Islamic values has a 13.8% influence on bullying prevention at SMP Negeri 4 Lubuk Pakam. This finding implies that bullying prevention can be predicted through the internalization of Islamic values. Quranic literacy has a 5.4% influence on bullying prevention at SMP Negeri 4 Lubuk Pakam. This suggests that employee job satisfaction can be predicted through Quranic literacy. The joint influence of the internalization of Islamic values and Quranic literacy on bullying prevention at SMP Negeri 4 Lubuk Pakam is 18.3%, while the remaining 81.7% is attributed to variables outside the scope of this study.

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