



Analysis Of Tasamuh Attitude As A Strategy In Preventing Bullying In Elementary School Environment

Ahmad Khori^{1✉}, Wiwin Nurhayati², Asep Dedi³, Yusi Nurkholidah⁴, Yudi Subarkah⁵

Universitas Islam Nusantara

Email : 1ahmadkhori@uninus.ac.id

Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

Bullying in elementary schools, manifested in physical, verbal, and psychological forms, has become a serious educational issue that negatively affects students' emotional well-being, academic achievement, and social development. In the Indonesian educational context, the cultivation of character values grounded in religious moderation is considered a strategic approach to addressing this problem. This study aims to analyze the role of tasamuh (compassionate tolerance) as a preventive strategy in reducing bullying behavior among elementary school students. The research employed a qualitative descriptive approach through literature review, field observations, questionnaires, and interviews conducted at SDN 133 Bandung City and UPTD SDN Sukahati, Indramayu Regency. The subjects consisted of 52 fifth-grade students, and the research was implemented in three cycles: planning, action implementation, and reflection. Data were analyzed qualitatively to identify changes in students' attitudes, participation, and understanding of bullying prevention. The findings indicate that the internalization of tasamuh values significantly contributes to creating a safe, inclusive, and respectful school environment. The integration of tolerance values through learning activities, teacher exemplification, school policies, and constructivist teaching approaches effectively increased students' awareness of the negative impacts of bullying and encouraged empathetic behavior. Moreover, collaboration between teachers, parents, and the wider community strengthened the sustainability of character education efforts. The study concludes that tasamuh is not merely a normative religious value but also an applicable pedagogical strategy for bullying prevention in elementary schools. Therefore, the systematic integration of tasamuh-based character education is recommended as an effective approach to fostering harmonious social interactions and minimizing bullying behavior in primary education settings.

Keywords: *Tasamuh, Preventing Bullying, Attitude*

INTRODUCTION

Bullying, whether physical, verbal, or psychological, can have both short-term and long-term negative impacts on victims, including emotional incompetence, laziness, decreased academic achievement, and lowered self-confidence. Data from child protection complaints in Indonesia indicates a significant increase in bullying cases in recent years, drawing attention from child protection and education agencies. In the Indonesian context, the concept of religious moderation, promoted through the Tasamuh (Religious Unity) approach, is relevant not only for preventing extremism but also as a foundation for character education that can reduce aggressive and intolerant behavior in schools.

Several studies and curriculum/educational material development projects have begun to incorporate moderation and Aswaja values as part of a series of character-building efforts for students. The phenomenon of bullying has recently become widespread in education, leading to violence occurring everywhere, such as in schools, playgrounds, and the surrounding environment. Instilling the values of Ahlussunnah Waljamaah (Aswaja) aims to enhance spiritual potential and instill moderation and tolerance in the school environment. This not only concerns faith, but also social and cultural issues, especially noble morals (Suryapermana & Subekhan, 2020).

METHODOLOGY

In compiling this final assignment, the researcher utilized a literature review as a research method. This study was conducted by reviewing and searching existing literature to obtain data relevant to the analysis used in the final assignment. Field research involved site visits and discussions with relevant parties to obtain data. After conducting the testing, the data collected in the field was analyzed and then compiled into a comprehensive written report.

Research Location and Time

The research location was at State Elementary School 133, Jl. Anyar, Bandung City, and the UPTD SDN Sukahati, Haurgeulis District, Indramayu Regency. The research was conducted during classroom activities on Tuesday, January 20, 2026.

Research Subjects

The subjects of this research were elementary school students in grades 5A and 5B, totaling 52 students.

Research Procedure

This research was conducted in three stages (cycles), with the activities in each stage as follows:

1. Planning

Creating a scenario to reinforce awareness of the negative impacts of bullying. Collaboration with colleagues (the research team) was carried out in developing this scenario. Observation sheets were created to observe the process. A questionnaire was developed to determine students' attitudes and responses to bullying prevention. The questionnaire was developed by the research team. Facilities and supporting resources were prepared. The supporting facilities and equipment required for this activity, particularly those related to the delivery of the material, include audio-visual media, LCDs, computers (laptops), and overhead projectors. These media and aids are expected to present various real-life events related to the material. Preparation for delivering the material and analyzing the data was conducted at the beginning of the teaching and learning activities. Observations and data obtained from student questionnaires were analyzed qualitatively to identify trends in improvement (optimization).

2. Implementation of Action

This stage employed a constructivist approach, beginning with the opening of face-to-face classroom activities. The research team observed the activity from beginning to end, including all incidents related to student and teacher activities during the activities.

3. Reflection

Conducted by the research team after obtaining the results of observations of the implementation of the actions taken and the results of the questionnaires collected from students, to reflect on various aspects related to active participation, teacher activities, and shortcomings and weaknesses in implementing these activities using a constructivist approach. This step allows for revisions or appropriate actions to be taken to achieve the research objectives in the next stage.

RESULT AND DISCUSSION

A. Research Results

1. First Cycle

The presentation used an LCD with the topic "Analysis of the Attitude of Tasamuh as a Strategy for Preventing Bullying in Elementary Schools; A Descriptive Study at SDN 133, Jl. Anyar, Bandung City, and the UPTD SDN Sukahati, Haurgeulis District, Indramayu Regency." Several real-life problems exist in the community. Students were individually assigned to understand the impact of these problems. Then, the researcher randomly examined the background of these problems orally. The researcher then discussed the background and the issues. The results of the discussion were presented to the students.

2. Second Cycle

The material from the first cycle was reviewed by asking students several questions and addressing any shortcomings that emerged in the first cycle related to the introduction of bullying.

The next presentation was "Analysis of the Attitude of Tasamuh as a Strategy for Preventing Bullying in Elementary Schools; A Descriptive Study at SDN 133, Jl. Anyar, Bandung City, and the UPTD SDN Sukahati, Haurgeulis District, Indramayu Regency" (specifically qualitative research) using LCD displays with images. Next, the researchers individually presented the background and problems formulated in the first cycle. Those who had come close to correcting the background and problem formulations also revised them and developed theoretical studies related to the research problem.

3. Third Cycle

The students reviewed the bullying material from the second cycle and posed several questions to students regarding the bullying material presented previously and addressed any deficiencies identified in the second cycle. The next presentation was "Research Methods (Qualitative) in Research Proposals" using LCD displays. The researchers then individually developed their research methods, continuing with the proposal development in the first and second cycles. The results of their work were then discussed in their groups to solicit input from their peers. The results of the group discussion are then presented in class to get input for improvements and suggestions from the teacher.

B. Discussion

This discussion is structured by systematically linking field research findings, problem formulations, and relevant theoretical frameworks, particularly the concept of *tasamuh* (compassionate tolerance) from the perspective of character education and religious moderation.

Based on the results of qualitative research obtained through open-ended questionnaires and interviews at SDN 133 Bandung City and the UPTD SDN Sukahati Indramayu Regency, it can be concluded that the implementation of *tasamuh* (compassionate tolerance) has a significant contribution as a preventive strategy in preventing bullying in elementary schools. These findings indicate that *tasamuh* functions not only as a normative religious value but also as a pedagogical approach capable of fostering a safe, inclusive, and humane school climate.

CONCLUSION

The research findings demonstrate that both schools have a vision and institutional commitment to creating a school environment that upholds the

values of tolerance and mutual respect. This aligns with Rossa's (2021) view, which emphasizes that religious moderation, particularly the value of *tasamuh* (compassion), is an essential foundation for building a civilized school culture. Schools that consciously internalize *tasamuh* values tend to minimize the potential for social conflict and aggressive behavior among students.

Furthermore, the existence of school policies and procedures related to bullying prevention is a key supporting factor in the implementation of *tasamuh* values. These policies are not merely repressive but rather emphasize character development through the instilling of religious and social attitudes. This finding corroborates the research of Rossa and Rohayati (2022), which states that the integration of *Aswaja* values into elementary school education policies positively contributes to strengthening tolerance and reducing bullying behavior.

The role of teachers in this study proved to be highly strategic. Teachers function as agents of internalization of *tasamuh* values through exemplary behavior, empathetic communication, and classroom management oriented toward respect for differences. This aligns with the opinion of Suryapermana and Subekhan (2020) and is reinforced by Rossa (2023), who emphasized that the success of character education is largely determined by the consistency of educators' attitudes and behaviors in daily learning practices.

Furthermore, this study found that parental and community involvement also strengthens the effectiveness of bullying prevention. Synergy between schools and families creates a continuity of values between the school and home environments, resulting in the ongoing internalization of a tolerant attitude. This finding aligns with Widodo et al. (2021), who emphasize that bullying prevention must be carried out collaboratively within the educational ecosystem.

Thus, the results of this study confirm that a tolerant attitude is an effective and relevant strategy for preventing bullying in elementary schools. These findings reinforce the theory of character education and religious moderation proposed by Ade Tuti Rohayati Rossa, stating that the value of tolerant values functions not only as a theoretical concept but also as an applicable and contextual pedagogical practice in elementary education.

REFERENCE

- Rossa, A. T. R. (2021). *Moderasi beragama dalam pendidikan Islam: Implementasi nilai tasamuh di sekolah*. Bandung: Refika Aditama.
- Rossa, A. T. R., & Rohayati, T. (2022). Pendidikan *Aswaja* sebagai basis penguatan karakter toleransi peserta didik. *Jurnal Pendidikan Islam*, 11(2), 145–160.
- Rossa, A. T. R. (2023). Pendidikan karakter berbasis moderasi beragama di sekolah dasar. *Jurnal Administrasi Pendidikan*, 30(1), 88–102.
- Suryapermana, N., & Subekhan, A. (2020). Pendidikan karakter dalam perspektif Islam dan implementasinya di sekolah dasar. *Tarbawi: Jurnal Pendidikan Islam*, 5(1), 23–35.

- Widodo, A., Maulyda, M. A., & Erfan, M. (2021). School climate and bullying prevention in primary schools. *International Journal of Elementary Education*, 5(3), 210–218.
- Kemendikbudristek. (2022). *Panduan pencegahan dan penanganan kekerasan di satuan pendidikan*. Jakarta: Kemendikbudristek.