

THE ROLE OF AKHLAKUL KARIMA IN CURRICULUM DEVELOPMENT; BULLYING PREVENTION IN MADRASAH ALIYAH

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Abstract

The purpose of the study is to determine whether there is an effect of implementing akhlakul karima in curriculum development to prevent bullying at school. In the implementation of the teaching and learning process, instilling good moral character in students is crucial to their development. Morals should be introduced and implemented as part of their daily routine at a young age to become a fundamental aspect of their lives. With the advancement of technology and the widespread influence of the internet, students are exposed to a variety of positive and negative information, which can easily influence their lives. By adhering to the right morals, students can filter out the negative influences and distinguish between good and bad, based on the teachings of their respective religions. The curriculum is subject to change with the changing times. One of its key objectives is to put on the practice of akhlakul karima in students' everyday life at school. The habit should start with the teachers, who should perform as facilitators and inspirers, whereas the school should support the process of nurturing good behavior in students through the curriculum. Recent instances of bullying highlight the students' inadequate comprehension of the significance of akhlakul karima. Islam teaches us to love and respect each other. As educational institutions, schools have a crucial role in teaching students. Therefore, the curriculum at school must include the cultivation of akhlakul karima, which emphasizes good character building. The research conducted qualitative research by content analysis in the Madrasah Aliyah Kota Tasikmalaya curriculum. Results of the research illustrate school that implements akhlakul karima in their curriculum have a positive effect on preventing bullying. Even though there is an indefinite remark in the curriculum by the government, the hidden curriculum in the vision and mission of the school will build the good moral character of students.

Keywords: Akhlakul Karima, Curriculum development, Bullying prevention.

INTRODUCTION

Education is a means for humans to gain knowledge and distinguish between right and wrong. It is a natural process for humans as creations of Allah SWT, who are blessed with reason, allowing them to learn from themselves, others, and the surrounding nature. As stated by Daradjat (1996), education is a basic necessity for humans, due to its potential to educate and enlighten. The primary objective of Islamic religious education is to develop individuals with noble character. Shihab (2016) suggests that morals are distinctive characteristics that manifest through our will and are carried out without coercion, for various reasons. Religious education plays a vital role in shaping our attitudes, values, and morals, as well as imparting knowledge about religion and society. Religion acts as a source of motivation for individuals in their lives.

Indonesia has seen a shift in focus toward building the moral values of students in education. This is due to the increasing social problems such as fights between students,

bullying, drug abuse, cheating and pornography. Despite the National Education System Law Number 20 of 2003 emphasizing the importance of developing a positive mentality in students, these issues have not been fully resolved yet. According to Thomas Lickona (1991), a character is the operative value in action. Character is obtained through a process as a value becomes good. Additionally, a character can also be understood as an inner disposition that can be relied upon to respond to a situation according to good morals. Affandi et al (2014), believe that character is closely related to habits that are continuously carried out, which must be accompanied by a strong desire to do good. Based on these opinions, it can be concluded that the meaning of the character is oriented toward the realization of a person's positive development as an intellectual, social, emotional, and ethical individual.

There are two types of educational institutions in Indonesia: religious and general. Islamic educational institutions are recognized by the national education system as per Law No. 20 of 2003. According to Daulay (2012), there are three important points related to Islamic education. First, madrasah education is recognized as equivalent to schools. Second, Islamic education is recognized as a subject in both schools and madrasah. Third, the national education system includes a set of Islamic values. Islamic educational institutions have the autonomy to create their religious curriculum. They do this by dividing Islamic religious subjects into four categories, including the subject of moral creed. The moral creed lesson consists of two fundamental components: lessons on Islamic creed and lessons on moral values. The education system has a significant impact on shaping the behavior of children from an early age. Moral education is an integral part of Islamic education, which helps to nurture and strengthen the tendency of *Tawhid*, an innate human characteristic. According to Mubarak (2001), moral education plays a crucial role in shaping a person's personality, particularly a Muslim personality. Educators should provide insights, materials, and guidance to their students to direct them in a better direction with full attention, patience, tenacity, perseverance, and continuous effort. If done correctly, students will be impressed in their hearts, thus building an Islamic personality.

At this time a lot of bullying occurs among students, making it urgent to understand the bad effects of bullying on students. Supportive factors such as teachers, school curriculum, and parents will result in the application of anti-bullying in schools to further encourage the implementation of good moral character to run efficiently. It is becoming increasingly important to address the issue of bullying in schools. Presently many students are subjected to bullying, which can have serious negative effects on their mental and emotional well-being. To promote a culture of respect and kindness, involving teachers, school curricula, and parents in the fight against bullying is crucial. By working together, we can create a safe and supportive environment for all students to learn, grow and encourage the development of positive moral values. To overcome immorality, it's crucial to provide proper moral education to children. This education should be a joint effort between parents and teachers. Muhyidin (2008) suggests that teaching children intelligence and the truth of the Qur'an is a way to achieve this objective. In other words, parents have a moral obligation to provide their children with moral education from an early age to develop a generation with admirable character. This will result in a more peaceful and content world, both in this life and the hereafter.

It is essential to explicitly or implicitly incorporate moral values into the curriculum in today's era. This is because it has a direct impact on student behavior and their ability to deal with differences. Several schools have already implemented the

implementation of good morals characterization in their curriculum, with Madrasah being one of the pioneers in combining general and religious courses while emphasizing moral education. The hidden curriculum of a school can be seen in its vision and mission, which define the learning goals. It is important to include this because it shapes students' daily habits and personalities. Learning good moral values includes understanding how to behave politely and with proper manners (*adab*) towards younger, older, and other individuals.

METHODS

The purpose of the research is whether there is an effect of implementing *akhlakul Karima* in curriculum development to prevent bullying at school. The research conducted qualitative research by content analysis in the Madrasah curriculum which is run by the Ministry of Religion and offers both general and religious subjects. The school curriculum emphasizes the application of *akhlakul karima* and it is expected that this will be reflected in students' characterization to prevent bullying in children.

FINDINGS

Akhlak is the study of good manners, which involves understanding human behavior and evaluating it based on moral values. There are two main ways to develop a strong moral character. The first is through habituation, which means practicing good behavior until it becomes a habit. The second way is to imitate a role model who embodies virtues and moral perfection. This method requires an ideal figure to be emulated, and it is easy for humans to imitate.

The concept of "*akhlakul karima*" in Islam is a multifaceted one that involves both individual and collective responsibilities. According to Muhibuddin (2020), the key components of *akhlakul karima* are faith, an act of devotion, and moral values. Hasanah (2021) expands on this discussion to include the realm of Islamic education, where the ideas of KH Abdul Karim Amrullah, such as curriculum design and intellectual development, are also influenced by the principles of *akhlakul karima*. These studies collectively underscore the pervasive influence of *akhlakul karima* in various aspects of Islamic life and education.

The term "morals" has its roots in the Arabic word "Khuluq," which refers to measure, practice, and habit. According to Suwito (2004), "khuluq" can be translated as habits, temperament, *tabi'at*, character, manners, courtesy, and religion. Quraish Shihab (2016) defines "morals" as the basic psychological conditions that reside in a person and surface through their behavior and will, easily and without compulsion. From this, it is clear that "morals" has a deeper and broader meaning. Good and bad deeds, as defined by the science of morals, are based on Islamic sources, such as the Qur'an and Hadith, rather than philosophical theories or personal opinions.

Moral education plays a crucial role in instilling Islamic values in people. It's responsible for cultivating faith and piety, enabling individuals to become noble, intelligent and responsible beings who reflect these values in their personality. According to Nata (2012), moral education can be defined as the process of internalizing noble moral values into students, so that these values become deeply embedded in their mindset, speech, actions, and interactions with God, humans, and the natural environment. These values then form a transcendental-spiritual, sociological, and ecological vision, shaping

their behavior and character. Moral education is the first value education that children receive from their families, and their childhood experiences significantly influence their personality development. Parenting patterns, whether accepting or rejecting, have a lasting impact on a child's emotional, behavioral, social-cognitive, and psychological health as they grow into adulthood.

When it comes to teaching morality, moral education and character education share a similar goal of developing good character. The main difference between the two is that moral education is more commonly associated with Eastern and Islamic traditions, while character education is more prevalent in Western and secular societies. However, this difference is not a reason to pit one against the other. Thomas Lickona, a leading figure in character education in America, believes that character and spirituality are closely related. While character education has been developed with practical methods, strategies, and techniques, moral education provides a wealth of knowledge on the ideal criteria and sources of good character. Combining the two approaches can be very beneficial. This also emphasizes that character education is closely linked to educational values.

As digital technology continues to advance, it is crucial to have an up-to-date curriculum that can support the growth of human resources and the development of the country. Therefore, it is not surprising that curriculum development in Indonesia is ongoing and necessary to keep up with the latest developments in science and technology. Education is a crucial tool for enhancing human resources and ensuring the continued growth of a nation and its culture. In the future, it is essential to focus on increasing a nation's competitiveness by utilizing science and technology. This will help produce students who possess high-quality education, morals, and character (Julaeha, 2019).

Indonesia's curriculum is constantly evolving. Since gaining independence, the curriculum has undergone at least 14 changes. This includes the 1947 Lesson Plan Curriculum, the 1964 Elementary School Education Plan Curriculum, and the 1968 Elementary School Curriculum during the Old Order era. During the New Order or President Soeharto era, there were six changes to the curriculum. These were the 1973 School Development Pioneer Project Curriculum, the 1975 Elementary School Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, and the 1994 Curriculum Revision in 1997. In the reform period, there were five changes to the curriculum. These were the Competency-Based Curriculum (KBK) in 2004, the Learning Unit Level Curriculum (KTSP) in 2006, the 2013 Curriculum (K13), the 2013 Revised Curriculum, and the most recent is the Independent Curriculum (Khoirurrijal, et.al. 2022).

The changes made from the Revised 2013 Curriculum to the Independent Curriculum are based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, concerning the Guidelines for Implementing Curriculum in the Context of Learning Recovery. The Independent Curriculum offers a more flexible educational framework that allows schools to develop their curriculum based on local needs and conditions. Teachers and schools themselves create it. However, schools may face challenges in maintaining quality education and assessing against national standards due to differences in resources and other factors.

Bullying is a type of violence that can take various forms. Violence refers to any act that causes physical, psychological, sexual, or neglect-based harm to a child, including threats, coercion, or illegal deprivation of liberty. Bullying is characterized by aggressive behavior that is repeatedly or continuously directed towards an individual or a group of

individuals by another person or group, due to an imbalance of power. Bullying can affect a child's self-confidence, education and mental health which will last for a lifetime.

According to Indonesian Law Number 35 of 2014 on child protection, it is forbidden for anybody to place, enable, conduct, command, or participate in violent acts against children. Bullying is divided into: Verbal bullying which is saying or writing something to the victim in a demeaning or humiliating manner. Social/Relational bullying is when damaging someone's reputation or relationships in a particular social environment. Physical bullying is an action carried out by physically hurting the victim. Cyberbullying is the use of social media, text messaging, or digital media to degrade or isolate someone. Based on UNICEF research in 2021, In Indonesia, bullying is one of the main issues that harm children's welfare. According to the latest data: 2 out of 3 girls and boys aged 13-17 years have experienced at least one type of violence in their lives. 41 percent of 15-year-old students have experienced bullying more than a few times a month. 45 percent of 2,777 young people aged 14-24 surveyed via UNICEF's youth engagement platform U-Report said they had experienced cyberbullying.

The long-term consequences of bullying can be severe, affecting many elements of a person's life and well-being. For individuals who were bullied throughout their youth, research has revealed an increased risk for numerous mental health concerns in adulthood. According to the research, it is more difficult to reduce emotionally adverse memories, such as experiences of bullying, throughout adolescence than at other periods in life. Furthermore, anxious teenagers (anxiety is commonly associated with the experience of being bullied) show even greater difficulty in processing the extinction of terror memory (Jovanovic et al., 2013). Bullying impairs teenagers' memory ability, which should be employed for learning effectively in their period. Bullying results in a direct decline in their academic results.

DISCUSSIONS

Two things are the main factors in someone who has taken bullying. First, internal factors frequently occur in families that have close relationships in our daily lives. Children memorize like an iceberg phenomenon, that will reflect their behavior precisely. Children's behavior is something that can be understood and sought after, but the responses of parents, teachers and adults are formed from their experiences in childhood. The early child's visible behavior: Smile, Cry, Tantrum, against. Temporarily Hidden behavior, is difficult to see it: Feeling love, safe, disgraceful, afraid, confused, upset, disappointed, angry, not appreciated. Influences in childhood will influence a person's personality when they grow up. Labels Good child/obedient child/quiet child/naughty child/child who likes to disturb friends, etc. The response is to improve oneself or make the child's condition worse.

The tendency of responses from parents, teachers, and adults around children regarding inappropriate behavior of children. Various reactions from parents when they control their children's behavior. First, punishment is to control the children. Parents are aggressive with physical and verbal violence, forcing children to obey. It will make children depressed and afraid because parents do not appreciate their children's potential. Moreover, they often embarrass and abuse their children. Second, a warning is something that is said or written to tell people of a possible danger, problem, or other unpleasant thing that might happen. Warning makes people aware of a condition or potential problem, even if they don't have to take immediate action. Parents also usually do this

action to control their children even though powerless. The last reaction is permitted. Being nurturing and warm, but reluctant to impose limits. Rejecting the notion of keeping their kids under control. Research suggests that permissive parental behavior can negatively affect children and contribute to anxiety, depression, social isolation, and poor academic performance. However, potential benefits of permissive parenting include increased self-esteem and creativity. Some examples of permissive parenting are as follows: Allowing your child to stay up late at night even if the child needs to go to school early the next morning, never saying no to your child to make them happy, not setting any rules or timelines for their activities, not once force your child to complete any tasks.

The second factor of bullying is a common effect on children, especially in school. For most children, school is a new experience that should inspire confidence and help them find their identity. However, the education system tends to prioritize academic achievements, which sends the message that grades and awards solely measure success. This approach may unintentionally contribute to a culture of bullying and undermine the goal of creating a safe and supportive learning environment for all students. Schools often create a competitive and comparative environment among students, intentionally or unintentionally. In the pursuit of academic excellence, weaker students are often left behind, and their spirits are crushed under the burden of overwhelming expectations. Unfortunately, we fail to emphasize the importance of empathy, kindness, and respect for one another. It is time to reframe the aim of education, to recognize that education is a transforming journey that produces not just intellectual knowledge but also emotional intelligence, empathy, and compassion. Our children deserve better; they deserve an education that empowers, builds confidence, and molds youngsters into compassionate and fearless individuals who will create their future by accepting diversity.

According to Sigurdson et al., (2015), the effects of bullying are; First, internalizing problems include anxiety, depression, and low self-esteem. Second, externalizing problems that may involve aggressive behavior or substance abuse. Third, physical health issues when who are bullied may also experience long-term physical health problems. Fourth, Social difficulties such as challenges in forming lasting relationships, trouble integrating into work, and struggles with economic independence. It is vital to emphasize that bullying's effects could be complicated and vary, with each individual experiencing various long-term consequences. Furthermore, being a bully throughout adolescence has been related to future externalizing difficulties such as antisocial behavior (Wolke & Lereya, 2015).

Solution

An approach that enables a person or child to understand and control their behavior with awareness, and be responsible for their actions while still respecting themselves and others to foster positive behavior throughout life, there are:

- Develop children's positive behavior according to their age
- Make children closer to parents, teachers and adults
- No physical or verbal violence
- Use mistakes as learning
- Appreciate children's potential
- Build constructive guidance

Teachers shape students' educational experiences and influence their academic and personal growth. They can inspire and encourage students, create a love of learning, and give guidance and support throughout their academic careers (Lei et al., 2018). Teachers

also function as role models for pupils, exhibiting professionalism in their work and interactions. They provide a healthy and courteous classroom climate where students feel respected and encouraged to express their views and opinions.

To address the long-term effects of bullying, several strategies may be employed for both prevention and intervention:

1. **Psychotherapy:** Therapies, such as cognitive-behavioral therapy, can help victims of bullying deal with the mental health consequences of their experiences.
2. **Support Groups:** Joining peer groups or support groups can provide social support and reduce feelings of isolation and stigma associated with being bullied.
3. **Family Therapy:** Family-based approaches can give parents the tools they need to support and communicate effectively with their children who have been affected by bullying.
4. **School-Based Programs:** Programs aimed at changing the school environment and improving the social climate can help prevent bullying and address it when it occurs.
5. **Social Skills Training:** This can help victims of bullying enhance their social interactions and build more positive relationships.
6. **Medication:** In some cases, where individuals experience severe symptoms of mental health issues like anxiety or depression, medication prescribed by a psychiatrist can be helpful as part of a more comprehensive treatment plan.
7. **Restorative Practices:** These practices can involve mediated meetings between the bully and the victim (if safe and appropriate) to repair harm and foster a way forward.
8. **Education and Awareness:** Increasing awareness about bullying and its effects can help in early identification and intervention, as well as foster empathy and respectful peer interactions.

It's important to note that the solution for each person can vary greatly depending on the individual circumstances and the severity of the bullying effects. A mental health professional can provide tailored treatment and support for anyone struggling with the long-term effects of bullying.

According to Indonesian Law Number 35 of 2014 on child protection, it is forbidden for anybody to place, enable, conduct, command, or participate in violent acts against children.

Constitution by Minister of Culture and Research Regulation Number 46 of 2023, About Prevention and handling of violence in the educational unit environment. some prevention would be created:

1. Create rules for preventing violence
2. Create a violence prevention program
3. Implement learning without violence
4. Form a violence prevention and handling team, consisting of the Deputy Head of Student Affairs, teacher representatives and committee representatives
5. Collaboration with other school agencies and residents
6. Budget allocation for programs
7. Non-violence education and character strengthening education
8. Maintain building security and comfort as well as access for disabilities
9. Providing educational and information facilities (publications)

Curriculum includes the courses, lessons, and learning activities in which students participate, as well as the knowledge and skills that educators intentionally teach them, whereas the hidden curriculum includes the unspoken or implicit academic, social, and cultural messages that students receive while in school. The hidden curriculum concept

is based on the recognition that students absorb lessons in school that may or may not be part of the formal course of study, such as how to interact with peers, teachers, and other adults; how to perceive different races, groups, or classes of people; and what ideas and behaviors are acceptable or unacceptable.

It is considered "hidden" because it is commonly neglected or ignored by students, teachers, and the general public. Because the values and lessons reinforced by the hidden curriculum are frequently the accepted status quo, it is possible to assume that these "hidden" practices and messages do not need to change—even if they contribute to undesirable behaviors and outcomes, such as bullying, conflicts, or low graduation and college enrollment rates.

It is important to note that a hidden curriculum can either reinforce or contradict the formal curriculum, revealing hypocrisies or inconsistencies between a school's stated mission, values, and convictions and what students experience and learn while in school. For example, a school may publicly declare in its mission and vision program that it is committed to ensuring that all students succeed academically, but a review of its performance data may reveal significant racial or socioeconomic disparities in test scores, graduation rates, and other measures of success. And because what is not taught in school may often be as impactful or formative as what is taught, the hidden curriculum extends to subject areas, morals and messages that are omitted from the formal curriculum and ignored, overlooked, or disparaged by educators.

CONCLUSIONS

To stop bullying solidarity with friends, create affection to respect each other, learn how to protect yourself, and find out where to ask for help. we have to always teach kindness and empathy to children from an early age. Bullying can not be fought alone So find a friend or adult you can trust and discuss solutions with them, with a good support system, you can help end violence in schools and the community.

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