

SOCIALIZATION OF BULLYING PREVENTION THROUGH POSTER MEDIA AT THE AL-HUDA MOSQUE TPA

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Abstrak

The initiative to raise awareness about bullying prevention using posters at the Al-Huda Musala landfill has been implemented as a proactive measure to foster early understanding among children about the importance of mutual respect and the need to avoid violent behavior. Bullying remains a common concern in educational settings, especially among young children who may not yet have a comprehensive understanding of the boundaries of behavior that can harm others. This initiative uses visually appealing, colorful posters that convey educational content about the definition of bullying, its various manifestations, its consequences, and the appropriate responses for victims or witnesses of bullying incidents. The methodology used includes observation, direct involvement, and interactive question and answer sessions with students and educators. The results of the outreach efforts show that the posters successfully increased the children's focus and facilitated their understanding of the message conveyed in a direct but effective manner. The children showed greater responsiveness, demonstrated the ability to identify examples of bullying behavior, and showed significant changes in their attitudes during educational and recreational activities. As a result, it can be concluded that the use of posters as a medium for outreach is an effective and easy-to-execute improvement strategy.

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A. INTRODUCTION

Bullying continues to be a pervasive problem that significantly impacts the environments in which children interact, including educational institutions, recreational areas such as playgrounds, and during activities carried out at the Quran Education Park (TPA). Manifestations of bullying are diverse and can range from verbal abuse and teasing, such as mocking peers, to social exclusion where children ostracize one another, as well as physical aggression that instills feelings of fear or discomfort in the children who are victims. Although some individuals may dismiss these actions, considering them mere jokes or harmless interactions among children, it is crucial to realize that the consequences of bullying can leave lasting scars on children's emotional development, significantly damaging their self-esteem and adversely affecting their ability to form healthy social relationships with others.

There is a worrying perception among certain individuals who consider such intimidating behavior to be normal or even a minor aspect of children's social dynamics, failing to recognize the serious implications of these actions. This perspective can lead to the dangerous normalization of bullying, allowing it to persist unchallenged and ultimately enabling perpetrators to avoid

accountability for their actions. The truth of the matter is that the impact of bullying on affected children is far from trivial; victims often experience a deep loss of trust in their peers, develop an acute fear of social interaction, struggle to express themselves openly, and may even withdraw completely from the communal environment. These negative experiences can severely dampen their enthusiasm for learning and hinder their emotional growth in the long term.

In the context of educational settings, bullying often manifests itself in clear and observable behaviors. For example, one might witness children mocking a peer who has difficulty reading aloud, ridiculing another child's physical appearance, refusing to include certain individuals in group activities, or deliberately ignoring classmates during playtime. If such behavior is allowed to continue unchecked, the educational environment, which ideally functions as a nurturing space for learning and spiritual growth, can become a source of distress for some students. This scenario is in stark contrast to the fundamental goals of TPA, which is dedicated to fostering moral character, maintaining proper etiquette, and instilling values of mutual respect among children from a young age.

As a result, it is crucial to implement ongoing educational initiatives centered around bullying prevention. Children must be guided to understand the difference between acceptable behavior and behavior that can cause emotional harm to their peers. Importantly, the delivery of this education does not need to rely on overly complex terminology; rather, it can be significantly more impactful when conveyed through relatable examples, engaging storytelling, interactive role-playing exercises, or lighthearted discussions. Using these methods, children are more likely to understand the concept that every individual deserves to be treated with dignity and that actions such as teasing or causing emotional pain to friends are completely unacceptable. In addition, this educational approach aims to empower children to develop the courage necessary to resist peer pressure and refuse invitations to engage in harmful behavior. They should also be equipped to recognize the difference between harmless teasing that remains within acceptable limits and bullying that crosses the line into dangerous territory. Furthermore, fostering empathy and encouraging children to care for their peers who are victims is crucial, as instilling these values early on can help develop positive habits that last throughout their daily lives.

The involvement and active participation of teachers, counselors, and parents in TPA play an important role in determining the effectiveness of bullying prevention strategies. Children are very observant and often model their behavior after the adults around them. The way teachers handle bullying incidents, how parents mediate conflicts, and the ways in which they support children who may be victimized serve as critical examples that children internalize and remember. When adults show firmness in dealing with bullying situations and create a safe and nurturing environment for children to share their experiences, it fosters a sense of security that encourages children to speak openly about the challenges they face without fear of retaliation.

With a better understanding of the nature of bullying and the strategies that can be used to prevent it, we aspire to create a world where all children

have the opportunity to thrive in a safe, welcoming, and supportive environment. Such an environment is essential for laying the foundation for developing children's character, strengthening their self-confidence, and facilitating their optimal growth and development. Ultimately, efforts to prevent bullying go beyond the mere goal of limiting negative behavior; they are fundamentally about nurturing a generation that embodies compassion, empathy, and the ability to live harmoniously with others in society.

B. RESEARCH METHODOLOGY

The method used for socialization in the context of bullying prevention at the Al-Huda Musala TPA uses a descriptive qualitative approach, characterized by the direct involvement of both children and TPA managers who supervise the area. This comprehensive intervention began with direct observational activities designed to carefully examine and analyze interactions among children as they engaged in learning, playing, and communicating, while also paying attention to the important role played by caregivers in managing and maintaining social relationships in the unique environment of a landfill. The overall goal of this observation phase was to identify and recognize any behaviors that could potentially manifest as bullying, which can take many forms, including verbal, physical, and social dimensions. Furthermore, the socialization process is carried out through the use of visually appealing posters that explain the definition of bullying, describe its various types, highlight its detrimental impact on individuals and communities, and provide practical strategies for preventing and avoiding such behavior. These informative posters are strategically placed in locations that are easily visible to children, and their content is articulated in language that is easy to understand to facilitate better comprehension for the children involved.

After completing the presentation of the material, the program moved on to an interactive question and answer session that encouraged dialogue between the presenter and the children from the TPA community. During this dynamic session, the children were given the opportunity to ask questions, articulate their opinions, and share personal experiences related to examples of bullying behavior they might encounter in their environment. The main objective of this interactive question and answer segment is to assess the children's understanding of the information presented while simultaneously reinforcing the critical anti-bullying message that has been conveyed through educational posters. The event concluded with a brief discussion involving the TPA manager, who contributed valuable insights, alongside documentation of the activities that took place, captured through photos and detailed field notes, which serve as important material for evaluation and reporting purposes.

C. RESULTS AND DISCUSSION

Definition of Bullying

Bullying is characterized as a form of aggressive behavior that is not only intentional but also tends to be repetitive, manifesting in various forms, including verbal, physical, and social interactions, all of which can significantly

damage the well-being of the victim. Research published in the esteemed Journal of Health Education and Technology has revealed that the phenomenon of bullying is not limited to structured educational environments, such as traditional schools; rather, it has the potential to arise in many social and informal educational contexts, including places of worship and institutions dedicated to the religious education of children. In the specific context of the Al-Huda Mosque, examples of bullying can manifest in several ways, including but not limited to teasing, the use of derogatory nicknames, social exclusion, or demeaning behavior exhibited among children participating in religious activities, as noted by Rahmawati in 2023.

The main consequence of bullying is the substantial disruption it causes to the mental health of affected children. Children who are victims of bullying often experience prolonged feelings of insecurity, increased anxiety, extreme stress, and various forms of psychological pressure that can be very dangerous. Journalists have reported that bullying has the capacity to trigger emotional disorders, which may range from excessive fear and withdrawal from social interaction to a significant decline in a child's self-esteem and confidence. If these disturbing conditions are not immediately addressed and remedied, there is a serious risk that bullying could trigger more severe mental health problems, which could have profound implications for the child's overall developmental trajectory, as observed by Rahmawati in 2023.

When incidents of intimidation occur around the Al-Huda Mosque, the impact is felt not only on an emotional and psychological level but also extends to children's sense of comfort when participating in worship and engaging in religious education activities. As a result, children may feel hesitant to attend, be unable to concentrate during lessons, and lack a sense of security in an environment that is ideally meant to offer peace and instill moral values. Therefore, it is crucial that mosque administrators, together with educators and parents, take a proactive stance in preventing bullying by implementing mental health support, monitoring children's interactions, and fostering an atmosphere of mutual respect, thereby ensuring that the Al-Huda Mosque functions as a safe and child-friendly space that actively promotes and supports their mental health and overall well-being.

Various Forms of Bullying

Bullying is a phenomenon that often manifests itself during the formative years of early childhood, and it is alarming to note that many examples of aggressive behavior have been documented on various platforms, including digital and print media. Such incidents serve as a clear indication that the basic principles of compassion and humanity in young children appear to be diminishing, and if these children continue to suffer the adverse effects of constant intimidation, there is a significant risk that they may develop into cruel individuals, potentially culminating in acts of aggression or violence in the future. The spectrum of bullying is quite broad and can encompass a range of harmful acts, which may include, but are not limited to, the following categories.

Physical Abuse: This form of intimidation involves direct physical aggression against the victim, which can manifest as hitting, kicking, pushing, or causing physical harm to the individual concerned.

1. Verbal Abuse: This type of intimidation involves the use of language to belittle, insult, or disparage the victim, using mocking or demeaning comments designed to damage the individual's self-esteem and emotional well-being.
2. Social Bullying: This form of intimidation involves deliberate actions to exclude the victim from social circles, spread malicious rumors, or boycott individuals from participating in social groups and activities.
3. Cyberbullying: This modern form of intimidation uses digital platforms to spread harmful and insulting content, which aims to manipulate or belittle individuals through online interactions.

Given the serious implications of these various forms of bullying, it is important to build a clear understanding within the educational environment, as well as in the broader community, in order to effectively educate children about the nature of bullying and why it is fundamentally unacceptable. A comprehensive explanation detailing the various manifestations of bullying, ranging from physical attacks and verbal abuse to social exclusion and cyberbullying, must be articulated in straightforward and accessible language, ensuring that children can easily understand the concepts presented. Furthermore, educators, including Ustadz and Ustadzah, must take the initiative to provide concrete examples of positive interpersonal behavior, such as sharing, collaborating, and showing mutual respect, thereby fostering an environment where kindness prevails. By adopting this approach, children can learn to distinguish between acceptable behavior that promotes harmony and actions that have the potential to cause emotional pain to others.

In addition, combining educational tools such as posters, illustrations, or storybooks can significantly improve children's understanding of anti-bullying principles, allowing them to internalize these messages more effectively. Engaging and visually appealing media can serve as daily reminders for children, reinforcing the importance of kindness and preventing violent behavior. Creating a safe, nurturing educational environment that is attentive to children's needs is essential for fostering their ability to empathize with others and build healthy social relationships. Proactively addressing bullying at an early stage is an important strategy for contributing to the development of a more positive and caring generation, while simultaneously instilling values of human dignity and respect in their daily interactions.

The Impact of Bullying

Bullying is a form of aggressive behavior that persists over time and manifests itself in various forms, including verbal abuse, physical confrontation, and social exclusion, all of which can significantly affect individuals who experience such abuse. In the context of the Musolaal-Huda TPA environment, examples of intimidation often manifest as teasing, name-calling, or deliberate social exclusion among children. Although such behavior is often considered a typical component of childhood interactions, it is

important to recognize that it can be very damaging to children's sense of security and comfort, especially when they are engaged in religious learning activities at the TPA, as noted in a study conducted by Setyawan in 2020.

The most acute effects of bullying are observed in the psychological and emotional domains of affected children. Children who find themselves victims of bullying are statistically more likely to suffer from increased anxiety levels, widespread fear, and a noticeable decline in their self-esteem and self-worth. Such adverse conditions can cause these children to withdraw from social interactions, exhibit silence in group settings, and express reluctance to participate in tutoring sessions or other collaborative activities that are important for their academic and social growth. If this cycle of intimidation continues unaddressed for a long time, it can be extremely harmful to children's mental health and severely hinder their emotional maturation, as highlighted in findings by Sari and Lestari in 2021.

In addition, bullying has a significant impact on the social development and character formation of affected children. Children who are victims of bullying or witnesses to such behavior are at increased risk of facing significant challenges in developing healthy social relationships, and they may also struggle to develop the important qualities of empathy and mutual respect that are essential for harmonious interpersonal interactions. Therefore, it is crucial to implement measures to prevent bullying in the Al-Huda Musala TPA environment by strengthening moral values, providing comprehensive support and guidance to educators, and creating a safe, friendly, and child-centered learning environment, thereby ensuring that children's holistic development can flourish optimally, as recommended by Rahmawati in 2022.

Handling Bullying

It is important to recognize that when dealing with complex issues of bullying behavior, it is not only the individuals involved in such behavior who require intervention, but also the individuals who find themselves victims of these actions who must be treated with care and consideration.

Handling children who are victims of bullying involves equipping them with the tools necessary to develop courage, which includes the ability to articulate their thoughts, feelings, and desires in a way that respects and considers the rights and emotions of others. It is crucial for adults, such as parents and educators, to convey to children the importance of expressing their perspectives or opinions to their peers in an appropriate and constructive manner. This educational process includes fostering children's ability to firmly communicate their refusal to engage with the pressure and stress they may experience when they feel bullied or victimized. Adults must guide children in articulating their feelings of dislike, disagreement, and rejection through verbal communication, enabling them to defend themselves against peers who may continue to cause emotional or physical harm.

When a child who has been victimized remains silent and chooses not to express their feelings or experiences, it is very important for adults to intervene and provide guidance. For example, adults can advise children by saying, "If your friend is going to hurt you, you should tell them that their actions make you uncomfortable or unhealthy." Expressions such as "Please

stop, that hurts me," or "That hurts, please don't do that!" are practical examples of assertive communication skills that children can learn and use effectively.

In scenarios where bullying manifests as verbal abuse, it is crucial to train children in the ability to manage their thoughts and reactions. This skill involves transforming negative comments directed at them into more positive affirmations, which can empower children to respond in ways that reflect resilience and self-esteem. Helping children formulate responses that convey positivity and assertiveness can significantly increase their overall confidence in dealing with bullying situations.

An important aspect of building children's confidence is reinforcing the idea that they have the ability to confront bullies directly; however, if they feel unable to do so, they should be encouraged to report the incident to a trusted teacher or parent. While it is important for children to be educated on how to defend themselves and empowered to avoid potential victimization, it is equally important to inform them of the appropriate channels through which they can seek help or report any incidents of violence they encounter, which may go beyond mere bullying.

It is crucial to reassure children that if they do not respond to bullying behavior, there is a significant chance that the behavior will persist or escalate. Ensuring that children develop strong social skills to engage positively with peers or older individuals is key.

By fostering a wide circle of friends, the hope is that children will be less likely to be targeted for bullying. Adults should encourage children to take responsibility for their actions. For example, if a child physically attacks another person, they should be guided to calm the victim and acknowledge the harm they have caused. Additionally, it is important for children to be asked to offer an apology and engage in constructive dialogue with the victim, negotiating a commitment to refrain from repeating such behavior in the future.

Understanding the underlying reasons for a child's actions is crucial, as the root cause can significantly influence the intervention approach. A child who engages in bullying because of feelings of inferiority may require a different approach from someone who exhibits aggressive behavior because they harbor resentment from their own experiences as a victim.

When dealing with children's behavior, it is very important to adopt a constructive criticism approach rather than judgment, creating an environment where children feel safe to discuss their feelings and motivations without fear of condemnation.

Socialization Activities

Various activities carried out at the TPA currently focus on important themes such as understanding and appreciating the importance of mutual respect, fostering affection among peers, and diligently avoiding all forms of intimidation that can occur in social interactions. In this educational setting, children are systematically introduced to the concept of bullying through straightforward and easy-to-understand explanations that cover a range of behaviors, including teasing friends, ostracizing individuals, physical

reprimands such as hitting, or spreading hurtful words that can greatly affect the emotional well-being of others. With the help of engaging short stories and relatable scenarios that often arise in their environment, children are actively encouraged to understand that such negative actions are unacceptable and can cause feelings of sadness, fear, and distrust in others. Furthermore, the curriculum emphasizes the importance of developing empathy, defined as the capacity to truly feel what others are experiencing, enabling children to cultivate a high sensitivity to the emotions of their peers and become more socially adept in their daily interactions.

After the initial presentation of the material, the activity smoothly transitioned to an interactive and dynamic question and answer session, marked by a palpable sense of enthusiasm among the participants, although it was noted that some children showed less enthusiasm in engaging with the information presented. Many children eagerly raised their hands, eager to share their own experiences or ask about situations they had witnessed, such as how to effectively manage friendships with someone who has a tendency to tease others, the appropriate steps to take when observing a friend being bullied, and the important qualities of being a good friend. During this enlightening session, children were also instructed on the principle that responding to wrongdoing with further wrongdoing is not the right course of action; instead, they were advised to report such incidents to their parents or guardians if they encounter bullying in their environment. Through these thoughtful discussions, children gradually begin to understand the fundamental idea that every individual has an inherent right to feel safe and valued, while recognizing the importance of maintaining a respectful attitude and choosing words carefully to avoid hurting others, regardless of whether they are in a school setting, at home, or in their play environment.

D. CONCLUSION

The profound influence on the younger generation, who represent the future leaders and torchbearers of our nation, is crucial because they have the potential to foster essential values such as morality, tolerance, and compassion, which play an important role in breaking the chains of oppression and exclusion that have plagued society for too long. Oppression, defined as deliberate actions with the primary goal of harming someone, manifests itself in various forms, including but not limited to physical, psychological, social, and verbal aggression, each representing repeated attacks that are destructive and painful. These acts of aggression, which can be characterized as abusive behavior stemming from an individual's desire for self-gratification, are not limited to specific demographic or social groups, establishing that bullying can occur in almost any environment and can be perpetrated by individuals from all walks of life.

There are many types of bullying, ranging from overt verbal abuse to more subtle forms of nonverbal intimidation and harassment. Research has shown that the impact of bullying is far-reaching and has a significant negative effect on the psychological well-being of victims who experience such torment, with a large number of these individuals suffering from long-term emotional and mental health problems. Statistically, bullying tends to affect children and

adolescents, especially those in the 18 and under age group, highlighting the urgent need for awareness and intervention. Consequently, it is crucial for individuals who find themselves victims of bullying to overcome their fear and take the necessary steps to report these incidents, as bullying is absolutely unjustifiable and will persist unless there is a collective effort to address and remedy it.

Given the recent outreach activities that have been carried out, several constructive recommendations can be made to reduce the prevalence of bullying in various environments, including educational settings. For students who act as facilitators, it is important for them to continue to be involved in presenting information in a way that is easy for younger audiences to digest and understand. Concepts such as interactive games, relatable stories, or real-life examples that children encounter in their daily lives can significantly increase engagement and interest among young people. Following the conclusion of these activities, it is also important for students to participate in an evaluative process to assess which elements of the initiative were successful and which areas require further refinement and improvement.

From the perspective of educators, including teachers working at Quranic education centers, it is crucial to increase monitoring and supervision during learning and play activities, as unstructured moments often occur when bullying behavior is most likely to happen. Additionally, educators should strive to instill a culture of mutual respect among students, gently guiding them to remind each other when they witness actions that could cause harm or hostility. For parents, maintaining open lines of communication with their children about their experiences in various settings, such as the playground, is invaluable in fostering a supportive environment. Furthermore, modeling positive behavior at home is essential for instilling a sense of appreciation and respect for others from an early age.

On the institutional side, particularly within TPA organizations, it would be beneficial to establish clear and direct guidelines aimed at effectively preventing and addressing cases of bullying. In addition, creating a safe and welcoming environment for all children is of utmost importance, as it allows them to engage in learning without fear of being bullied. Ultimately, through the collaborative efforts of all stakeholders—students, educators, parents, and TPA institutions—a more positive and nurturing environment can be developed, one that is free from the specter of bullying and conducive to the healthy development of all children involved.

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