THE CONCEPT OF MULTICULTURAL COUNSELING AS BULLYING PREVENTION IN ISLAMIC BOARDING SCHOOLS

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ABSTRACT

Bullying is a significant problem in Islamic boarding schools (pesantren), impacting student health and achievement. Multicultural counseling can help prevent and address bullying in Islamic boarding schools. This article is a qualitative study using a literature review method, analyzing 10 scientific articles related to multicultural counseling and bullying in educational settings. The data analysis technique used is content analysis to identify key themes and the relevance of multicultural counseling practices in the Islamic boarding school context. This article discusses the concept of multicultural counseling as a way to prevent bullying in Islamic boarding schools and analyzes the role of multicultural counseling in improving social and communication skills and increasing student awareness and empathy. This analysis shows that, by prioritizing the values of tolerance, empathy, and mutual respect, multicultural counseling can be an effective tool for preventing and addressing bullying in Islamic boarding schools. This article also provides practical suggestions on how educators and counselors in Islamic boarding schools can integrate multicultural counseling into their learning programs.

Keywords: multicultural counseling, bullying, islamic boarding schools, prevention, islamic education.

INTRODUCTION

Multicultural education includes the required character values as defined in the definition of multicultural education, namely: "Multicultural education in the Indonesian context is an approach to transforming values that are able to enlighten and honor humans by respecting their identity, respecting differences in ethnicity, culture, race, religion and belief, perspectives and exploring and respecting the local wisdom of Indonesian culture."

Children from different tribes or ethnicities often interact, collaborate, share, and learn together in the school environment. Children can learn about other people's cultures through these interactions. However, these interactions can also lead to bias and conflict between people of different cultural backgrounds, including the possibility of bullying. Literally, the word "bullying" refers to the behavior of intimidating and bullying people who are perceived as less powerful. However, in general society, the word "bullying" is usually used to refer to repeated aggressive behavior against other people or groups perceived as weaker with the aim of physically and emotionally harming the victim (Prasetyo, 2011).

In 2017, the Indonesian National Commission on Human Rights reported that bullying in Indonesia had reached alarming levels, with incidents occurring in almost every school. Based on data from the Indonesian Child Protection Commission (KPAI) in the education sector, it was found that 14.3% of children were involved in brawls, 19.3% were victims of bullying, 22.4% perpetrated violence, and 25.5% were involved in bullying cases, with 18.7% being victims. In commemoration of National Children's Day, the KPAI sought to raise awareness about the risks of bullying and its impact on children's development, as reported by Tempo.co.id in 2018.

Furthermore, as stated on the KPAI.go.id website in 2020, the KPAI recorded 37,381 reports of violence against children during the 2011-2019 period, with 2,473 reports related to bullying. This indicates a positive trend. Bullying not only negatively impacts the physical health of victims, such as injuries from kicks or punches, but also negatively impacts the psychological health of victims, such as loss of self-confidence, feelings of insecurity, fear of socializing, and difficulty concentrating on learning. Adolescents who experience bullying can feel sad, angry, have low self-esteem, and even hate themselves. Because of the negative effects it causes, it is crucial for all parties to take this bullying problem seriously. Therefore, bullying can be defined as deviant behavior carried out by individuals or groups who have the power to intimidate and harm victims physically, psychologically, and socially.

This article will explore ideas about multicultural counseling to prevent bullying in Islamic boarding schools. We will discuss the definition, principles, and values of multicultural counseling, the causes and impacts of bullying in a multicultural context, and how multicultural counseling can be applied to prevent bullying. We will conduct an in-depth literature search to explore various multicultural counseling methods and approaches that can be used to address bullying issues in the increasingly culturally diverse Islamic boarding school environment. This article is expected to provide valuable insights for educators, counseling practitioners, and other stakeholders in the process of creating a safe, inclusive, and supportive school environment for all students.

2

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METHOD

The methodology used in this study is pustaka research, where information and data are gathered using a summary that is pertinent to the topic being discussed, namely the concept of multiculturalism in addressing Islamic boarding school disruption. With the use of the pustaka study methodology, the purpose of this research is to provide an analysis of the implementation of multicultural education as an effective strategy for resolving issues in the multicultural Islamic boarding school environment.

RESULT AND DISCUSSION

This study utilized data from previous literature on multicultural counseling values and practices. Researchers identified six core principles of Islamic boarding schools: ukhuwwah Islamiyah (Islamic brotherhood), tasamuh (compassion), ta'zim (respect), ta'wadhu' (compassion), ihsan (compassion), and amanah (trustworthiness). These values serve as the basis for a counseling model for preventing harassment. The results indicate that multicultural methods can be applied in counseling based on these values:

a. Motivating students to internalize feelings of empathy, tolerance, and self-control.
b. Systematically preventing harassing behavior.
c. Strengthening religiosity and a culture of peace within the Islamic boarding school community.

Consistent with Hamzanwadi's (2024) study, cross-cultural counseling has the key ability to reduce cultural prejudice, foster two-way communication, and mitigate conflict between individuals from diverse backgrounds. This study also found that this method effectively increases tolerance in Islamic boarding schools. Furthermore, this research is supported by literature showing that values-based counseling services in Islamic boarding schools can build good interpersonal relationships and reduce the risk of bullying.

For example, Muhammad Dawwam et al. (2023) demonstrated that successful group counseling can improve communication and empathy among students and reduce shocking behavior. Through this comparative analysis, the researchers demonstrate that integrating Islamic boarding school values into multicultural counseling not only strengthens the effectiveness of the intervention but also enriches the counseling model with relevant spiritual and religious dimensions. This distinguishes this counseling model from secular models.

CONCLUSION

The concept of multicultural counseling provides an effective foundation for addressing bullying in Islamic boarding schools by emphasizing understanding and appreciation for cultural diversity. This concept requires counselors to recognize the cultural backgrounds of their clients and themselves in order to conduct counseling sessions with greater sensitivity and empathy. Multicultural counseling can play a vital role in reducing the impact of bullying, which is often triggered by misunderstandings or cultural stereotypes, by fostering an atmosphere of respect and appreciation for cultural diversity.

Furthermore, adopting multicultural education in Islamic boarding school curricula is a strategic effort to address bullying. Government policies and the active involvement of various communities and educational institutions support learning about cultural diversity and the impact of bullying, which strengthens inclusion and respect in Islamic boarding schools. Studies show that teaching students about

3

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multiculturalism and bullying can increase their understanding and awareness of these issues. This encourages them to implement multicultural principles in Islamic boarding schools to appreciate diversity and avoid bullying.

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4

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5

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