Spiritual Approach to Improve Anti-Bullying Based Learning at MTs NU Nurul Huda Kudus

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Abstract

The recent rise in bullying cases that have hit various educational institutions at all levels has caused profound problems. More than that, Indonesia is currently ranked 5th in the world in cases of bullying in educational institutions. This research aims to examine spiritual approaches in learning to improve anti-bullying based learning. This research is qualitative field research with a case study approach. Data collection was carried out by interviewing school principals, teachers and students, observing the implementation of anti-bullying-based education with a spiritual approach and documenting school documents, like; lesson plans, report and school collaboration documents. Data analysis was carried out by sorting, grouping, coding and then looking for appropriate themes for interpretation. The research results show that a spiritual learning approach can be carried out by strengthening learning materials and integrating learning materials. Reinforcing learning has a greater impact compared to integrating learning. The importance of learning with a spiritual approach to the development of students is the internalization of noble religious teachings. So that it can form good behavior and keep students away from bullying behavior that currently still often occurs among Indonesian students.

Keywords: Anti-bullying, Improve learning, Spiritual approach

Abstrak

Maraknya kasus bullying yang akhir-akhir ini telah melanda berbagai institusi pendidikan di semua tingkatan telah menimbulkan keprihatinan yang mendalam. Lebih dari itu bahkan Indonesia saat ini telah menempati urutan ke 5 dunia dalam kasus bullying di lemabga pedidikan. Penelitian ini bertujuan untuk meneliti tentang pendekatan spiritual dalam pembelajaran untuk meningkatkan pembelajaran bebrbasis anti bullying. Penelitian ini merupakan penelitian kualitatif lapangan dengan pendekatan studi kasus. Pengumpulan data dilakukan dengan wawancara terhadap kepala sekolah, guru dan Siswa, observasi terhadap pelaksanaan pendidikan berbasis anti bullying dengan pendekatan spiritual dan dokumentasi terhadap dokumen-dokumen sekolah, seperti; RPP, rapord dan dokumen kerjasama sekolah. Analisis data dilakukan dengan mengurutkan, mengelompokkan, memberi kode dan kemudian dicari tema-tema yang sesuai untuk dilakukan interpretasi. Hasil penelitian menunjukkan bahwa pendekatan spiritual dalam pembelajaran dapat dilakukan dengan penguatan materi pembelajaran dan pengintegrasian materi pembelajaran. Penguatan materi pembelajaran memiliki dampak yang lebih besar bila dibandingkan dengan pengintegrasian materi pembelajaran. Pentingnya pembelajaran dengan pendekatan spiritual terhadap perkembangan Siswa adalah terinternalisasikannya ajaran-ajaran agama yang luhur. Sehingga dapat membentuk perilaku yang baik dan menjauhkan Siswa dari perilaku bullying yang saat ini masih sering terjadi di kalangan pelajar Indonesia.

Kata kunci: Anti bullying, Meningkatkan, pembelajaran, Spiritual approach,

INTRODUCTION

Bullying is a serious problem faced by many educational institutions throughout the world, including in Indonesia. Bullying has been shown to effectively damage a safe learning environment and affect students' mental health and emotional development (Sun & Cao, 2022) (Menken et al., 2023) (Man et al., 2022). Apart from that, in Indonesia throughout 2023 there will be many cases of bullying, some of which even result in fatalities. It is also known that as many as 50% of bullying cases occur at junior high school level, 23% at elementary school level, 13.5% at high school level, and 13.5% at vocational school level (Rosa, 2023). Therefore, handling bullying cases in Indonesia must receive serious attention from various parties involved in education.

Even though there have been efforts to overcome bullying in schools, the facts show that bullying cases in Indonesia seem to never stop. The Program for International Student Assessment (PISA) reports that Indonesia is ranked in the top 5 in the world regarding cases of bullying in schools. The results of the PISA survey show that as many as 41.1% of Indonesian students have experienced bullying, which is far above the PISA average, namely: 23% (McComas, 2018). Likewise, from data presented by UNICEF, 2 out of 3 children aged 13-17 years in Indonesia have experienced bullying (UNICEF, 2020). Therefore, in 2020 the government will provide a serious response to reduce bullying rates in schools. In this case various policies have been established, such as; issuing regulations for schools, collecting data on schools, increasing cooperation between government institutions and schools (Kemendikbud, 2020). Government policies to tackle bullying cases provide new hope for the creation of humanist education.

Apart from the government, the rise in bullying cases has also received a lot of attention from researchers. From 2020 to 2023, the trend of studies on bullying has been very popular, producing 18,446 studies, of which the highest figure during the 4 year period was in 2023 with 4,988 study results and has the potential to increase again in 2024 (Mendeley, 2024). From these studies, several researchers offer to treat

bullying cases with counseling (Khasanah et al., 2023) (Setiowati & Astuti Dwiningrum, 2020) (Pebriany, 2023) (Firizbrilian Purbasafir & Suminarti Fasikhah, 2024). Apart from that, several researchers also offer harsh punishments for perpetrators of bullying (Siddiqui et al., 2023) (Sung et al., 2020) (Yamada & Setyowati, 2023) (Mayasari & Rambe, 2023). Several other studies also attempt to handle bullying cases by offering strengthening character education in schools (Indramaya, 2023) (Zaenul, 2022) (Wulandari & Ningsih, 2023). From this research, we have not found anything that specifically discusses a spiritual approach to dealing with cases of bullying at school. There is research that discusses religious and spiritual education (Marlina, 2023), but this research does not discuss spiritual or religious approaches in handling bullying. So research on spiritual approaches in this study will complement previous studies.

The spiritual approach is not only related to worship, but also social relations between humans and their environment (Abubakar & Maishanu, 2020). Therefore, aspects of spirituality can help students to develop a deeper understanding of their relationships with themselves, others and their surrounding environment. Hamjah et al. strengthen this opinion by saying that an individual's closeness to God can effectively control behavior, values and norms that guide religion (Hamjah et al., 2020). So that the anti-bullying educational culture in schools can be accommodated by improving the learning process which includes aspects of positive values, such as: empathy, respect for diversity, and peace in school culture.

Through a spiritual approach, students can be taught universal values such as compassion, generosity and kindness. So this is useful for preventing bullying behaviors, such as; demeaning, ridiculing, criticizing, threatening, looking cynically at, isolating, silencing, even forms of physical violence that injure, sexual violence, and most recently cyberbullying (Santoso, 2018) (Andrews et al., 2023). Anti-bullying education essentially means creating an educational atmosphere that is open, communicative, empathetic and mutually respectful (Bili & Sugito, 2020) (Nurdianzah et al., 2024). This is in line with spiritual education which prioritizes fostering a sense

of empathy, mutual understanding, respect in effective communication without intimidation and has an impact on the inclusiveness of school culture. A spiritual approach to learning has been proven to be effectively used to build peace in social relations (Dodi & Abitolkha, 2022) (Utsch, 2022). So with a spiritual approach to the learning process, education can be avoided from bullying. This is because with a spiritual approach in education, a peaceful atmosphere can be created in students' social relations.

Based on this understanding, this research aims to reveal a spiritual approach in anti-bullying-based learning at MTs NU Nurul Huda Kudus. MTs Nurul Huda was chosen as the research location because 50% of bullying cases in Indonesia occurred at junior high school level. Apart from that, MTs Nurul Huda has implemented an educational model based on a spiritual approach in all its subjects. So this can be used as a model for educational institutions to develop anti-bullying education in schools. Therefore, this research examines: First, what is the role of the madrasa head in integrating spiritual approaches with subjects at MTs NU Nurul Huda Kudus? Secondly, how do teachers apply a spiritual approach in Anti-Bullying Based learning at MTs NU Nurul Huda, Kudus? Third, what are the results of implementing a spiritual teaching approach in Anti-Bullying Based Learning at MTs NU Nurul Huda Kudus?

METHOD

This research is qualitative research with a case study approach. The case study approach in qualitative research is used to study groups of individuals, institutions, and so on over a certain period of time (Cresswel, 2014). Therefore, the study of spiritual approaches to improve anti-bullying-based learning at MTs NU Nurul Huda Kudus has been limited to a certain time period, namely 2021-2023. The sample in this study was chosen purposively, namely involving all subjects taught at grade VII, VIII and IX MTs NU Nurul Huda Kudus, except for learning that focuses on improving skills, including mathematics, language, physical education, computers. Apart from

that, at each class level there is no repetition of studies, where at class levels VII, VIII and IX the object of study is different and allows for different treatment. This different treatment is used as a comparison tool between class VII which is focused on religious learning, VIII which is focused on general learning and IX which is focused on religious and general learning. From this, the data sources used as references are determined, namely; madrasah principals, teachers, students, official school documents, as well as the conditions and school environment where interactions and students' learning processes occur.

In interviews, researchers collected data about how learning with a spiritual approach was implemented, the role of various parties in implementing a spiritual approach to learning, the results of the learning process with a spiritual approach at MTs NU Nurul Huda Kudus. Researchers used observations to get a real picture of where interactions occur, patterns of interpersonal relationships, and the ongoing process of anti-bullying-based learning at MTs NU Nurul Huda Kudus. Meanwhile, researchers used documentation to check data about the madrasah, including the track record of the madrasah from time to time, so that this can help in concluding the anti-bullying-based learning process with a spiritual approach at MTs NU Nurul Huda Kudus.

In collecting this data, triangulation was also carried out to ensure that the data collected was valid. Therefore, triangulation of sources, techniques and time is used. In source triangulation, researchers match data obtained from one source with data from other sources. Meanwhile, researchers use triangulation techniques to match data from observations, interviews and documentation. Researchers use time triangulation to test the validity of the same data but at different times. Data analysis in this research includes; data collection, data grouping, data coding, then looking for themes that are appropriate to the topic of discussion for interpretation (Miles, 2014).

RESULT AND DISCUSSION

The Role of the Principal in Integrating Spiritual Approaches with Subjects at MTs NU Nurul Huda Kudus

Developing teacher competence in learning with a spiritual approach is important. This is because a spiritual approach to learning means the integration of spiritual values, such as: ethics, humanity, empathy and wisdom in the learning process (Dalimunthe, 2023). Therefore, at MTs NU Nurul Huda Kudus, teacher competency development is carried out in developing learning with a spiritual approach through; regular training, collaboration, performing control functions.

First: Periodic training, at MTs NU Nurul Huda Kudus, development of teacher competence in teaching, especially in integrating spiritual values in learning is carried out by holding training within the madrasah and also outside the madrasah. Training in madrasas is carried out every semester, namely by bringing in experts to provide seminars and training, as well as evaluating teacher performance during one semester. Mr Zaini said that:

> "Kami selalu mengadakan rapat kerja dan evaluasi setiap semesternya. Untuk meningkatkan kualitas pembelajarannya kami juga mengundang ahli untuk ikut menilai dan juga memberikan masukan serta pelatihan-pelatihan guna meningkatkan kualitas proses pembelajaran. Di sini memiliki ciri khas yaitu madrasah dengan pendidikan yang religius, artina di madrasah ini telah mengupayakan pembelajaran yang berbasis pada nilai-nilai religius, yaitu: sopan-santun, rendah hati, saling menghormati, saling menyayangi dan juga saling menghargai. Kalau hanya pintar saja itu gampang, yang susah itu kan pintar dan berakhlak. Oleh karenanya kami sangat mengapresiasi guru yang mengikuti pelatihan-pelatihan di luar madrasah." (Wawancara, 2021).

Training to improve teacher competence in teaching is one of the important things that educational institutions do, because with training they can control and increase teacher competence in teaching (Fitria et al., 2019). Therefore, at MTs Nu Nurul Huda Kudus, training is always carried out twice a year (Dokumentasi, 2021). So, with this periodic training, the quality of learning based on a religious approach at MTs NU Nurul Huda Kudus can continue to be improved.

Second: Encouraging teachers to collaborate, in this case teachers are encouraged to work together and collaborate in determining the spiritual values that will be instilled in students and also how to instill them. Collaboration can effectively improve a teacher's performance in educating. This is because, with collaboration, one teacher and another can fill each other's gaps in the educational process, starting from materials, methods and also approaches to teaching (Kasmawati, 2020). At MTs Nu Nurul Huda Kudus, collaboration is carried out not only between teachers within the institution, but also more broadly in synergy with other institutions through MGMP. Ibu Sari said that:

> " Selain rapat bulanan untuk mengevaluasi kinerja guru, juga kami melakukan kerjasama antar lembaga. Hal ini juga merupakan himbaun dari madrasah. MGMP merupakan sesuatu yang wajib bagi guru-guru di sini. Oleh karenanya kami selalu melakukan lamporan kegiatan MGMP kepada kepala madrasah waktu diadakan rapat evaluasi bulanan di madrasah." (Wawancara, 2022b).

Third: Carrying out the control function, in this case the madrasa head has held monthly meetings to evaluate teacher performance, semester meetings to evaluate and also improve teacher competence in integrating spiritual values into the learning process. Apart from that, the head of the madrasah has also controlled the presence of teachers and directly controlled the learning process, where the Head of MTs NU Nurul Huda Kudus has monitored the learning process activities carried out by teachers, even though the intensity is low (Observasi, 2021). This was also acknowledged by Mr Zaini that:

> "Untuk mengontrol guru-guru dalam proses pembelajaran setiap hari saya lakukan, walaupun hanya sesekali. Khawatirnya nanti ada kelas yang kosong. Oleh karenanya kehadiran guru selalu saya pantau setiap hari. Kurikulum dan RPP guru selalu saya croscek terlebih dahulu sebelum digunakan dalam proses pembelajaran." (Wawancara, 2021).

Apart from controlling teacher attendance and performance, the principal also controls the curriculum and teacher lesson plans which are used as references in learning. This kind of control needs to be carried out, because with control the learning

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process can better achieve its goals. Control is an important component in quality management, this control can be used as a reference in carrying out evaluations (Hidayat Sutisna et al., 2023). So with control followed by assessment and ending in evaluation, the quality of education can be improved. This is based on the main concept in management that every organization and institution requires quality management to maintain organizational sustainability (Gremyr et al., 2021).

A spiritual Approach in Anti-Bullying Based learning at MTs NU Nurul Huda, Kudus

Learning Based on a Spiritual Approach in class VII

Learning based on a spiritual approach at MTs NU Nurul Huda Kudus in class VII focuses on Islamic education (Al-Qur'an Hadith, Fiqh, SKI, Moral Akhlak) (Dokumentasi, 2022). The focus on spiritual-based learning on PAI subjects in class VII is due to the assumption that class VII students are in a transition period from children to teenagers. This was explained in detail by Hurlock that individuals aged 12-18 years are individuals who are in the adolescent phase and have an unstable condition, especially in the emotional aspect (Hurlock, 1972). From this it is known that students in class VII MTs NU Nurul Huda are students with an average age of 12/13 years so that at this time students need special treatment to form their emotional stability. Mr Zaini said that:

> "Penangan Siswa kelas VII harus lebih serius dibandingkan dengan kelas VIII dan IX, sebab mereka baru lulus MI yang dikatakan masih anak-anak, sekarang mereka masuk MTs. Fokus Utama adalah membenahi akhlak dan karakter mereka, sebab banyak sekali kasus-kasus kenakalan Siswa itu ketika memasuki masa-masa ini." (Wawancara, 2021).

Mr. Zaini's explanation has provided an illustration that adolescence is a very crucial period in shaping the character of students. Therefore, it is necessary to carry out appropriate treatment so that students grow up with good morals. Thus, the survey results show that a lot of violence and bullying cases in Indonesia occur when students enter adolescence. In fact, the survey results stated that 50% of bullying cases

occurred in junior high schools (Rosa, 2023). Therefore, Islamic Religious Education (PAI) is a subject that has great potential that can be used to shape students' morals, especially in the early stages of students' transition from childhood to adolescence.

Implementing a spiritual approach in Islamic education tends to be easier to implement, because it directly contains elements of understanding related to morals, values, morals and ethics. This was stated by Effendy that Islamic religious education can be effectively used to shape students' religious character, because PAI learning contains materials that direct students to behave and act in accordance with Islamic norms (Effendy, 2022). As also at MTs NU Nurul Huda Kudus, Islamic learning contains learning materials that lead to the formation of Islamic moral values, morals and character (Dokumentasi, 2023b). This is very useful, because an individual's closeness to their god can have an impact on ethical social behavior (Hamjah et al., 2020).

In PAI learning based on a spiritual approach at MTs NU Nurul Huda Kudus, the teachers use story, example, lecture, discussion and practice methods (Dokumentasi, 2023b). However, according to Nurdianzah, the method of example and direct experience is the most appropriate method for forming adolescent character (Nurdianzah et al., 2023). So that the cultivation of religious character in class VII of MTs Nurul Huda Kudus through a spiritual approach to PAI learning has automatically been carried out and included in the material (Documentation, 2023b). Meanwhile, in optimizing the instillation of religious values which can have an impact on the formation of anti-bullying attitudes, teachers often provide reinforcement through: stories that are correlated with current conditions and direct experiences in worship (Observasi, 2021). So in Islamic learning in class VII with a spiritual approach, the teacher only reinforces the material presented.

Learning Based on a Spiritual Approach in Class VIII

Learning based on a spiritual approach at MTs NU Nurul Huda Kudus in class VIII focuses on general education (science, social studies, citizenship)

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(Documentation, 2022). The focus of spiritual-based learning on general subjects in class VIII is a development of spiritual-based Islamic learning in class VII. Mr Zaini said that:

> "Kami memfokuskan pembelajaran dengan pendekatan spiritual pada kelas VIII, hanya pada materi umum saja, seperti: IPA, IPS, Kewarganegaraan, pengembangan dari kelas VII yang difokuskan pada pembelajaran keIslaman. Harapanya, supaya Siswa semakin memahami bahwa semua ciptaan Allah, termasuk ilmu pengetahuan juga ada hubungannya dengan Agama Islam. Hal ini penting untuk diterapkan, karena juga berperan menanamkan akhlak yang mulia untuk Siswa." (Wawancara, 2021).

Mr. Zaini's explanation has provided an illustration that all knowledge can be used to shape the morals of students. Therefore, at MTs NU Nurul Huda Kudus, learning is being developed based on a spiritual approach to general subjects. Sutarto said that science learning can be used to form social and spiritual attitudes (Sutarto, 2017). Therefore, general education or science has great potential that can be used to shape students' morals.

General subjects at MTs NU Nurul Huda Kudus include: Natural Sciences, Social Sciences, Citizenship which uses a spiritual approach. The spiritual approach in general education is applied with the concept of correlating learning material with phenomena that occur from an Islamic perspective. This was stated by Karpin that the spiritual approach in general learning is very possible to use in forming students' faith, knowledge and morals, because there is a lot of learning material in it which is indirectly integrated with the wisdom contained in the Al-Qur'an and hadith. (Karpin, 2018). As also at MTs NU Nurul Huda Kudus, when studying science, there is a lot of learning about the anatomy of the human body, which can easily be connected to the verses about creation. Meanwhile, for social studies subjects, they discuss a lot of social theories and patterns of human relationships. So this is closely related to how religion regulates values and norms in society. Meanwhile, for citizenship subjects, many people also study how to be a good citizen, so this is also related to how religion regulates it (Dokumentasi, 2023b). From here, an integrative education model was

finally formed, namely integrating subject content with Islamic religious values, through the Al-Qur'an and hadith. Harahap said that there are many verses in the Koran that relate to science and also life phenomena. Therefore, integration between the two is an adequate option in forming an Islamic generation (Harahap, 2018).

In general or science learning based on a spiritual approach at MTs NU Nurul Huda Kudus, the teachers use story, lecture and discussion methods (Documentation, 2023b). However, to optimize the instillation of religious values which can have an impact on the formation of anti-bullying attitudes, teachers have carried out integration, namely by delivering material, stories or discussions by linking each learning theme with verses from the Koran and hadith (Observation, 2021).

Instilling religious values through the integration of general subjects with the Koran and hadith in shaping student character is very important to form an anti-bullying attitude at school. Because religious values include: solidarity, empathy, compassion, and obedience to Islamic teachings which provide grace to all creatures (Kusuma, 2018). This is contrary to bullying behaviors that lack a sense of empathy, togetherness and love for others.

Learning Based on a Spiritual Approach in Class IX

Learning based on a spiritual approach at MTs NU Nurul Huda Kudus in class IX focuses on local content. Local content at MTs NU Nurul Huda includes (Javanese, Ke-Nu-an, Tajwid/BTQ), but of the three, only Ke-Nu-an uses a spiritual approach in its learning (Documentation, 2022). The focus of spiritual-based learning on nu-ness subjects in class IX is an additional coverage of the spiritual approach in learning. Mr Zaini said that:

> "Untuk kelas IX memang tidak menjadi prioritas kami dalam membenttuk karakter. Kami akui bahwa memang untuk kelas IX, kami lebih mmenekankan pada kelulusan anak didik dalam ujian madrasah. Namun kami meyakini bahwa anak-anak lulusan dari madrasah ini sudah memiliki karakter yang baik, sebab dari kelas VII dan VIII telah dilakukan pengembangan karakter secara serius dan mendalam. Jadi meski pada kelas IX hanya pada satu mata pelajaran

yang terintegrasikan dengan pendekatan spiritual, saya rasa itu sudah cukup." (Wawancara, 2021).

In learning Nu-ness based on a spiritual approach at MTs NU Nurul Huda Kudus, teachers use direct experience, stories, lectures, discussions (Dokumentasi, 2023b). Just like in Islamic subjects, the material in Islamic subjects is also full of Islamic teachings. Therefore, integration tends to be easier to do. A teacher only reinforces the material presented with the realities of social life (Observasi, 2021). This is an effective way to foster a sense of empathy and care for the social environment, as well as helping students develop social awareness, as is the implementation of the concept of contextual learning (Kadir, 2013).

Results of Implementing a Spiritual Approach in Anti-Bullying Based Learning at MTs NU Nurul Huda Kudus

Spirituality is a concept that essentially helps humans in establishing a relationship with Allah SWT. Therefore, this spiritual concept is closely related to self-purification as a consequence of the demands of a servant's relationship with Allah (Hanin Hamjah et al., 2020). Self-purification as a consequence of a servant's relationship with God simultaneously also has an impact on relationships between humans or creatures. As Brofenbrenner expresses this kind of relationship as an exo system relationship model, that is, the relationship does not touch the individual directly but has an impact on the individual (Bronfenbrenner, 1979). In this case it can be seen that the great personality of the Prophet Muhammad was a manifestation of divine qualities (Afifah, 2022). The spirituality taught by the Prophet Muhammad SAW is spiritual which manifests in a real and concrete personality. This is characterized by high levels of honesty, integrity, discipline, firmness in upholding principles, being able to overcome all forms of obstacles and sadness, etc. Therefore, to see the results of a spiritual approach to learning, the results of student report cards and observations of student behavior and interaction patterns are used, as well as several statements from students and the school.

Learning with a spiritual approach at MTs NU Nurul Huda Kudus has made students have good spiritual and social competencies. Here's the diagram:

Diagram. 1 Achievement of Student Competencies

Pretty
Good   60-69

Good   70-79

Verry
Good   80-90
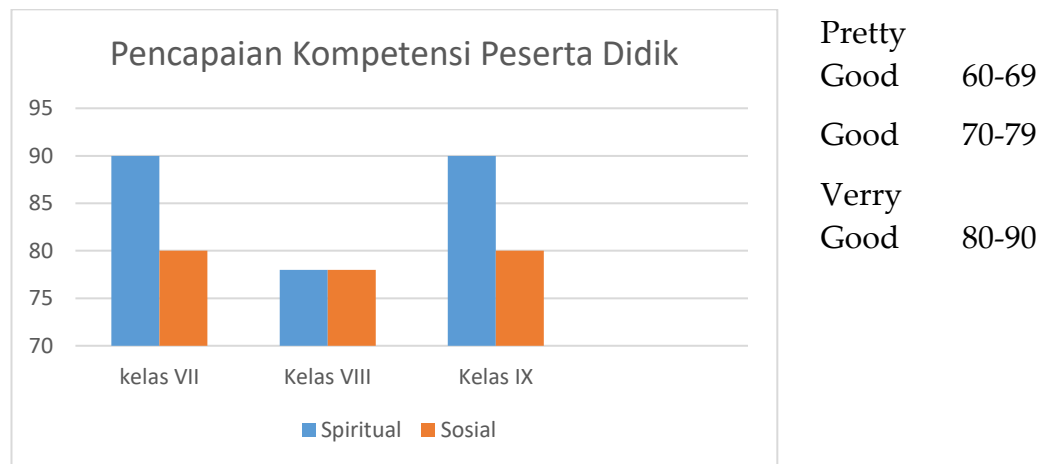
Sumber: (Dokumentasi, 2023a)

The diagram shows that the spiritual and social attitudes of students at MTs Nu Nurul Huda Kudus have decreased and increased. It can be seen that the social and spiritual competence of class VII students can be categorized as very good. As the diagram shows, students in VII have an average score of 80 in social competence and 90. Meanwhile in class VIII it shows that students have an average score of 78 in spiritual competence and 78 in social competence. Meanwhile, class IX students have an average score of 90 in spiritual competence and 78 in social competence. Even though the decline in students' attitude competence in class VIII is still classified as a good average score, serious treatment is still needed from the school, so that students continue to develop with excellent character and morals. This also shows that the spiritual approach is very effectively applied in Islamic learning in forming spiritual and social attitudes. Meanwhile, the spiritual approach in general learning has a good level of effectiveness. Mr Zaini said that:

"Anak-anak kelas VII cenderung lebih mudah diarahkan dan patuh pada guru, kalau anak-anak kelas VIII sebenarnya juga cukup patuh dan masih tergolong sopan, namun yang namanya anak-anak, kalau ada yang nakal, kita anggap wajar. Dan alhamdulillah di sini tidak pernah ada siswa nakal yang sampai dipanggil ke kantor, artinya masih dalam batas-batasnya. Kalau untuk kelas IX,

memang kami selalu melakukan pendekatan-pendekatan, agar siswa berperilaku baik, karena menjelang kelulusan dan anak-anak sini masih mempercayai ketaatan beribadah, juga keharmonisan hubungan sosial bisa membantu mereka sukses dalam ujian madrasah." (Wawancara, 2021).

Adelia Khanza mengatakan bahwa;

"Untuk menuju kesuksesan, maka kita harus rajin belajar, berbakti pada orangtua, bapak dan ibu guru, dan yang paling penting harus rajin beribadah dan berbuat baik pada teman-teman." (Wawancara, 2022a).

The explanation by Mr. Zaini and Adelia Khanza emphasized that the growth of students' social and spiritual relationships is not only influenced by a spiritual approach to learning, but also students' belief in the belief that good social and spiritual relationships can bring success. These students' beliefs do not weaken the concept of a spiritual approach to learning to improve anti-bullying-based learning, but instead strengthen this concept. This is because the meeting of a belief and appropriate knowledge can further strengthen the belief. Because with habituation and reinforcement of Islamic teachings, Islamic teachings can be internalized within individuals (Pratama, 2019) (Azizah et al., 2023). In this case, it can also be seen that in every discussion lesson, students at MTs Nu Nurul Huda Kudus always respect when their friends speak, namely by listening and not interrupting the conversation before it is finished (Observation, 2021).

This learning climate has led to a consensus that togetherness, brotherhood, unity, love are something that must be maintained and maintained. This educational culture is a form of resistance to the widespread conditions of bullying in schools, especially in junior high schools. By eliminating bullying in schools, the quality of education will develop well. Islamic education which is based on spiritual understanding plays an important role in realizing education full of togetherness, brotherhood, unity and love. Because in Islam there are divine and social values (Nurdianzah, 2020), which are the foundation for students in building vertical and horizontal relationships.

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CONCLUTION

A spiritual approach to learning is very necessary to instill religious character in students which has an impact on anti-bullying behavior at school. This is because in the spiritual approach there are divine and social values that guide students in building relationships with Allah SWT and also with their social environment. Therefore, at MTs Nu Nurul Huda Kudus, a spiritual approach has played an important role in creating an anti-bullying educational climate. In its implementation, in a structured manner, the school principal must carry out his function as a manager. Apart from that, the effectiveness of this learning can be seen from several methods used by the teacher, namely; lectures, discussions, stories, and examples. This spiritual approach can be effectively combined in strengthening learning material in a spiritual approach to learning. The importance of learning with a spiritual approach to student development is the internalization of noble religious teachings. So that it can form good behavior and keep students away from bullying behavior which currently still often occurs among Indonesian students.

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