THE ROLE OF THE MUSLIM PERSONAL DEVELOPMENT CURRICULUM IN OVERCOMING BULLYING

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INTRODUCTION

In essence, in this life can not be separated from the pair. There is life and death. There are big and small. High and low. Boy and girl. Good morals and bad morals. Thus Allah created everything very perfectly, even though perfection belongs to Him alone. Moreover, if the status as a human being, of course, has many advantages and disadvantages.

As humans, of course, we cannot be separated from our role as social beings. Interactions that occur between fellow humans must display a person's moral romance. There are good morals and vice versa there are bad ones. In the world of education, the interactions that are built are of course interactions between students and teachers as well as students and students who certainly have different social morals for each individual.

The difference in morals inherent in a person is usually influenced by his environment. This is explained in the RI Law. No. 20 of 2003 concerning National Education System in Article 13 paragraph 1 which mentions three paths of the educational environment; namely formal, non-formal and informal education that complement and enrich each other, including in terms of shaping attitudes and behavior (LAW ON THE NATIONAL EDUCATION SYSTEM, 2003, p. 6).

In its development, in all environments, children will socialize, interact with peers. Peers are generally schoolmates or playmates outside of school. The influence of peers is very large for the social development of children in the late childhood stage, both negative and positive (Izzaty, 2013, p. 115).

Behavior is an action that is obtained from environmental inputs. A good environment will produce good behavior and vice versa a bad environment will produce bad behavior. Because basically humans have brought or have both.

At SDI Al Azhar 13 Rawamangun, especially in class VI, there were several incidents of interaction, both with friends and with teachers, which we judged to be inconsistent with the size of morality, both in words and actions (Andiansyah, 2020). This measure is taken from the standard of religious teachings that teach akhlaqul karimah or good and noble behavior. Good behavior, for example, talking to other people using polite language, with elders with respect, with others or with younger ones, with affection. On the other hand, bad behavior is the attitude of someone who is considered disrespectful, obedient, polite and even acts of berating, cursing and negative things that are directed at the interlocutor. The modern term is bullying behavior.

Bullying behavior can be physical and non-physical. Watik Ideo and The Ideo reveal that bullying is an aggressive act in the form of suppression by using threats, coercion, and even violence. Bullying can be done by one person or group with the aim of wanting to be recognized or in power. Usually, bullying is done not just once. Anyone can be a victim of bullying, but usually the main targets are children who are considered weak, helpless, anxious, look different (physical, race, dress, etc.), newcomers, cowards, or children with low self-esteem (Ideo, Theo, 2016, p. 4).

Bullying itself has several types which include physical bullying, verbal bullying, mental/psychological bullying, and cyber bullying. All types of bullying are dangerous, because the main target of bullying is someone's mentality.

The level of bullying at Al Azhar Islamic Elementary School 13 is not in a condition that causes children to experience severe disorders, so many case reports are reported to the Counseling Guidance (BK) and the Principal. However, as a teacher who sees the symptoms of unfavorable children leading to bullying, the teacher must immediately take the role

of acting as a mediator as well as a mentor at school. The teachers feel cheated by the presence of students who have bullying behavior. Where do they get the bad behaviors that lead to the bullying? Whereas for the Islamic Elementary School environment, students are always trained to get used to good things from the beginning of entering the school gate, until returning to their respective homes.

Bullying behavior is one of the despicable morals in Islamic teachings. Bullying is an injustice towards other people. Several verses of the Qur'an have made it clear that acts of violence or other negative actions should not be carried out. As in Surah Al-Ahzab verse 58:

وَالَّذِيْنَ يُؤْذُوْنَ الْمُؤْمِنِيْنَ وَالْمُؤْمِنٰتِ بِغَيْرِ مَا اكْتَسَبُوْا فَقَدِ احْتَمَلُوْا بُهْتَانًا وَّاِثْمًا مُّبِيْنًا ء

Meaning: *Those who offend the believer and the believer, without doing anything wrong, indeed, they have borne a lie and a real sin.*

Bullying behavior is not only against Islamic teachings and social values, but also against the competencies needed in the 21st century. These competencies include: 1) having good character (religious, nationalist, integrity, mutual cooperation and independence), 2) having 4C abilities (critical thinking, creativity, collaboration, and communication), and 3) mastering literacy (Wayan Widaya, et al, 2019).

Based on data from the Indonesian Child Protection Commission from various sources, namely from direct complaints, investigations and monitoring of cases in the field, the trend of child violations in education such as the iceberg phenomenon of cases that occur may be more than reported, this relates to recording and data collection. which is still less intense, this can be seen from the discovery of cases of violence that have not been reported, therefore the role of overcoming cases of violence requires the cooperation of all parties, including the Educational Institution.

Seeing the phenomena that occur, of course there are factors that cause children to do the bullying. The factors in question include two things, namely internal and external factors. Internal factors related to students/children (aggressive, vindictive, and want to show self-existence/popularity) (Astuti, 2008, p. 54). External factors include family (Puputungan, 2019), school, peers, social environmental conditions (Zakiyah, Humaedi, & Santoso, 2017), and television shows, online games, media (Rondo, Amelia Andrita Alika; Herlina IS Wungouw; Franly Onibala , 2019).

In response to this, school curricula and teachers are urgently needed in tackling, or helping to keep students away from bullying behaviors. If this bullying behavior is not addressed as soon as possible, it can become a snowball that will continue to pile up. Student achievements, the good name of teachers and schools will be at stake and eventually the school will no longer have the public's trust to carry out education.

According to Nana Sujana, the curriculum itself is a program and learning experience as well as expected learning outcomes, which are formulated through knowledge and activities that are systematically arranged, given to students under the responsibility of the school to help personal growth and development and students' social competence (Kartika IM, 2010).

This disturbing phenomenon for all layers makes educational institutions develop strategies to overcome this, this is contained in the curriculum which is considered very influential in influencing students in a positive direction. The curriculum has three roles, namely: 1) a conservative role (related to social values), 2) a critical/evaluative role (social control and emphasizing critical thinking elements) and 3) a creative role (developing the potential that exists in students).

These three roles were developed into the Muslim Personal Development Curriculum (KKPM), which is a curriculum that integrates all forms of learning, both in the classroom and outside the classroom (Ustadz Ludi Imam Mauludi, 2021). With the Muslim Personal Development Curriculum (KKPM) this is one way to prevent bullying that often occurs in schools.

The KKPM curriculum is also expected to be able to answer current concerns by looking at the data from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA) which records cases of violence every year through the online information system (Simfoni-PPA).

From the observations of Kompas.com, as of Friday (23/7/2021), there were 5,463 cases of violence against children (Saptoyo, 2021). This violence is experienced by various age groups of children. Most of the reported violence occurred in children with high school education age or equivalent. Details of the number of violence experienced by children, including: aged 0-5 years there were 665 cases; aged 6-12 years there were 1,676 cases; aged 13-17 years there were 3,122 cases. So, from Kompas.com's monitoring, as of Friday (23/7/2021) there were 5,463 cases of violence against children. Of the total cases of violence against women and children, as many as 5,198 cases occurred in the household sphere (Saptoyo, 2021). Of the many cases of violence that occurred in the household sphere, it could have been carried over to the school environment, including SDI Al Azhar 13 Rawamangun, because all students of SDI Al Azhar 13 Rawamangun are part of the household, so if there are students from SDI Al Azhar 13 Rawamangun Rawamangun, who gets violence in the household, could be a place for him to release it.

Based on this, the researchers are interested in researching the conditions that exist at SDI Al Azhar 13 Rawamangun, whether violence in the home or surrounding environment can be the influence of bullying cases which can eventually spread to the school, because this condition occurs due to many factors, both internal and external factors, so that after knowing the extent of the influence of bullying in SDI Al Azhar 13 Rawamangun, this paper hopes to be a reference that can be used to overcome the influence of bullying on students at SDI Al Azhar 13 Rawamangun.

RESEARCH METHODS

This study uses a qualitative approach. This means that researchers conduct an assessment of the problems that will produce descriptive data. The qualitative approach in question uses the type of case study research, a case study regarding the bullying experience of class VI students of class 23 during their study period from grades I-VI.

This study focuses on the results of observations where humans are the main source of this research and the results are in the form of descriptions or statements and what actually happens in the field. In this case, the purpose of the research is to analyze bullying, find the factors that cause bullying, explain the role of the Muslim Personal Development Curriculum (KPPM) in preventing bullying and its impact on students, and evaluate the supporting and inhibiting factors of the Muslim personal development curriculum. KPPM) in preventing bullying at SDI Al-Azhar 13 Rawamangun.

This research was conducted for one full month. The activities carried out by the researchers were interviewing school principals, vice principals in the field of religion, counseling guidance teachers, Islamic religious education teachers, homeroom teachers and sixth grade students at SDI Al Azhar 13 Rawamangun.

The activities in question are broken down into four parts, namely: the first week of activities the researcher conducted interviews with counseling guidance teachers and made observations of students, the second week the researchers conducted interviews with the principal and deputy principal of the religious sector and made observations in schools and took documentation obtained at school, in the third week the researchers conducted interviews with Islamic religious education teachers, homeroom teachers for grade VI, made observations on acts of bullying students at school, interviewed students who were victims of bullying and the perpetrators of bullying themselves, and in the last week, namely In the fourth week, researchers conducted observations on the impact of school efforts through the Muslim Personal Development Curriculum (KPPM) in preventing bullying.

Data collection techniques consist of three methods, namely interviews, observation and documentation. The data analysis technique used is the Miles and Huberman analysis technique which includes: 1) data reduction (a form of analysis that sharpens, categorizes, directs, discards something that is not needed and organizes data so that conclusions can be drawn and verified in the end), 2) data presentation (information arranged in short form, charts, and narrative text), and 3) draw conclusions (this conclusion is the finishing stage of stages 1) and 2)).

The technique of testing the validity of the data uses triangulation techniques. There are three types of triangulation techniques used, namely method triangulation (interviews, observations and documentation), data source triangulation (visible observations, written documents, archives, historical documents and notes) and theoretical triangulation (comparing the theoretical perspectives relevant to the findings or conclusions obtained). generated).

RESEARCH RESULT

This study discusses the role of the Muslim Personal Development Curriculum (KPPM) against bullying. The specific findings obtained from the results of interviews and observations are as follows:

a. Muslim Personal Development Curriculum (KPPM)

There is a background that causes SDI Al-Azhar 13 Rawamangun to use the KPPM curriculum, namely:

1. The Spirit of the Founders of Al Azhar to provide educational services to the entire community.

This is based on an interview excerpt to Mr. Winarto, S.Pd, as the Head of SDI Al-Azhar 13 Rawamangun School, he said, "Efforts to accommodate all Indonesian Muslims who have different characters and understandings are due to the establishment of the Islamic Boarding School Foundation (YPI) Al Azhar started with the establishment of TPQ under the auspices of the Al Azhar Mosque in Kebayoran. So that this curriculum is made as a guide for worship, education, and the formation of etiquette and morals for all schools under YPI Al Azhar (Winarto, 2021).

From the results of this interview, we can understand that YPI Al Azhar has a passion for providing services to the entire community, but does not want to be limited by differences in Community Organizations (ORMAS), understanding, etc., so that from this spirit the founders took the initiative to create educational institutions. Islam with a curriculum that provides guidelines for worship, the formation of adab and akhlaqul karimah that can be accepted by all Indonesian Muslim communities.

2. Curriculum Characteristics of Al-Azhar

As stated by Mr. Ludi Imam Mauludi S.Pd.I as the deputy head of the school for religious affairs, he gave an explanation regarding the background of KPPM during the interview that:

"From the beginning of the establishment of YPI Al Azhar school as an Islamic Private Public School, education policy makers at YPI Al Azhar realized that YPI Al Azhar must have an Islamic education curriculum and Al Qur'an education, as a characteristic of the Al Islamic Boarding School Foundation (YPI). Azhar." (Ust. Ludi Imam Mauludi, 2021).

From his narrative, we can understand that the creation of religious material in the Muslim Personal Development Curriculum (KPPM) which separates Islamic Religious Education (PAI) material from Al-Qur'an Education is an effort to maximize achievement in the content provided and become a distinctive or differentiating school under the auspices of YPI Al Azhar with other schools.

Every curriculum must have an important role in the world of education, the KPPM curriculum has nine roles, namely:

1) Centered on the potential, development, needs and interests of students and their environment.
2) Diverse and integrated.

3) Respond to the development of science, technology and art.
4) Relevant to the needs of life.
5) Thorough and continuous.
6) Lifelong learning.
7) Balance between national interests and regional interests.
8) Reflecting 21st century learning (communication, collaboration, critical thinking and problem solving, creativity/innovatin).
9) Strengthening adab education.

All the roles of KPPM in the world of education are certainly implemented in schools to see how the results will be obtained. In implementing the Muslim Personal Development Curriculum (KPPM) at SDI SDI Al Azhar 13 Rawamangun, the principal, Mr. Winarto S.Pd, made a pattern in determining policies, the following is his answer during an interview. "In the preparation of the Muslim Personal Development Curriculum (KPPM), YPI Al Azhar has a curriculum development team at Al Azhar Center Kebayoran, which makes the basis or pillars in the formation of a Muslim's adab, such as adab to Allah, adab to the Qur'an, adab to the Prophet. , adab to Islam, adab to yourself, adab to others, adab to the environment and daily etiquette. From the basic curriculum for the formation of Islamic adab and akhlaqul karimah set by the development team from the YPI Al Azhar center, then it is distributed to all Al Azhar Schools in Indonesia, which will later be developed in each school based on the needs of each school. And I formed a development team, namely a team consisting of the vice principal, homeroom coordinator for grades I-VI, PAI teacher coordinator, Tahfizh, BK, B. English, Math, Science, sports, arts and IT (Winarto, 2021).

From the results of the interview, there is a pattern that he did after following the directions based on the guidebook for strengthening adab education from the YPI Al Azhar center. The pattern he did at SDI Al Azhar 13 Rawamangun, namely:

1) Create the structure and tasks of the SDI Al Azhar 13 Rawamangun development team.
2) Creating the structure and content of the class VI curriculum

Basically, the core of the KPPM curriculum is adab education. The strategy used in implementing adab education greatly affects the moral development of students. SDI Al-Azhar 13 Rawamangun implements KKPM with a strategy of adab education, the strategy in question is as follows.

1) Preparation of the adab education strengthening program by schools.
2) Dissemination of guidebooks for strengthening adab education to all school stakeholders.
3) Strengthening adab education through example.
4) Strengthening adab education in the form of delivering principles, doctrines, logics, stories, and directions that make students stronger in their beliefs.
5) Application of etiquette in learning
6) Habituation with direct practice so that it becomes a habit (habit).
7) Arrangement of a conducive environment with rules and regulations for the growth of adab.
8) Cultivation of awareness of things that damage one's adab.
9) Supervision and evaluation of the implementation of the strengthening of adab education.
10) Humanistic Reward and Punishment.

The adab education strategy is implemented through:

1) Preparation of technical guidelines for strengthening adab education by schools.
2) Setting up a conducive environment with rules and regulations for the growth of etiquette.
3) The form of delivery of principles, doctrines, logics, stories, directions that make students stronger in their beliefs. All campus stakeholders which include leaders, staff, teachers, extracurricular coaches, extracurricular trainers, employees, security and parents of students must strengthen etiquette in the areas they are responsible for.
4) Habituation with direct practice so that it becomes a habit (habit) and becomes entrenched.
5) Exemplary all campus stakeholders, including leaders, staff, teachers, extracurricular coaches, extracurricular coaches, employees, security and parents.
6) Cultivation of awareness of things that damage one's manners.
7) Giving rewards in the form of material or speech (appreciation).
8) Providing individual punishment that upholds human dignity (humanist).

The implementation of etiquette education activities at SDI Al Azhar 13 Rawamangun cannot be separated from routine evaluations carried out by teachers to students, principals to teachers and supervisors to school principals, as stated by Pak Winarto as head of SDI Al Azhar 13 rawamangun, he said:

"I evaluated this curriculum, assisted by two leaders, by supervising the administrative completeness, the KBM process and also asking the BK teacher about things that happened in the classroom. The thing that becomes the KPPM assessment instrument is the attitude of the teacher, therefore, if there is a teacher who does not show good manners or has noble character, I will discuss this with the deputy principal and I will record this note in the case book, so that if the school comes supervisor from YPI Al Azhar, we handed the book over to the supervisor." (Winarto, 2021).

Monitoring and evaluation is also important to be carried out as a material consideration in determining whether the activities carried out are going well or not, so that if there is a need for a revision of the Civil Service Education activity, the central curriculum team has material that can be used as an evaluation, this is as the answer from Mr. Ludi Imam Mauludi, S.Pd.I, as deputy principal of SDI Al Azhar 13 Rawamangun, said:

"This evaluation was carried out by YPI Al Azhar's DIKDASMEN when conducting supervision, one of the things assessed was the implementation of the KPPM curriculum, so from this evaluation there were book revisions every year and new programs adapted to school needs, one of which was the application of adab. " (Ust. Ludi Imam Mauludi, 2021).

From these two statements, the authors can conclude that periodic monitoring and evaluation carried out by teachers to students, principals to teachers and YPI Al Azhar supervisors to schools is one of the keys to the successful implementation of the Muslim Personal Development Curriculum (KPPM) at SDI Al Azhar 13 Rawamangun.

Types of Bullying at SDI Al Azhar 13 Rawamangun

Based on the results of interviews and observations made to students, there are three types of bullying at SDI Al Azhar 13 Rawamangun, namely:

1) *Bullying* Verbal

From the results of the author's interview with one of Arafah's sixth grade students (E) named Lubianka Panuti Dias or commonly called Lubi, Ananda Lubi, he said:

"Yes sir, I was bullied by my friends in grade II, at that time I was teased by my friends for about a week, because I was a transfer student from outside. I even cried because of how my friends treated me at that time." (Dias, 2021).

From the results of this interview the writer can analyze that there has been a case of verbal bullying, as seen from Lubi's experience in class II, when Lubi just moved schools to SDI Al Azhar 13 Rawamangun, for one week Lubi was teased by his friends because he was a transfer student and did not have many friends, even because of the jokes of her friends at that time, Lubi once cried because she couldn't stand the behavior of her friends.

2) *Bullying* Mental atau Psikologis

From the results of the author's interview with one of the students of class VI Medina (B) named El Rafif Irslan or who is usually called Rafif, Ananda Rafif said:

"Yes sir, I was bullied by my friends in second grade, at that time I wanted to play ball with them on the field during recess, but they forbade me to join, because I was not as good as them at that time. It took a long time, about 1 semester. Being treated like that by friends, I am very sad." (Irslan, 2021). And also the results of the author's interview with a class VI Makkah (A) student named Muhammad Nazhif Daulay or commonly called Nazhif, Ananda Nazhif said:

"Alhamdulillah, as far as I remember, I was never bullied by my friends, but I have experience in grade III that I saw my friend during scouting activities want to move to my group because in his group he was shunned, this is a bit longer, several meetings like that, As far as I know he wants to move because he is not liked by his friends because he is considered not to want to do the assignments from the supervisor." (Daulay, 2021). From the results of interviews with 2 students of SDI Al Azhar above, the author analyzes that there have been cases of mental or psychological bullying; one against Rafif, which he experienced himself, that when in grade II, Rafif wanted to play football with friends. his friends, but at that time his friends forbade Rafif to play, this happened because Rafif's friends thought that Rafif was not worthy to play with them, due to the actions of these friends Rafif felt very sad and even cried because he couldn't stand it the behavior of his friends, this could have disturbed Rafif's mental or psyche so that he lost his confidence and did not dare to show his talent.

The next case of mental or psychological bullying was an experience that Nazhif had seen with one of his friends, that his friend was not allowed to join his scout group, even though the division of this group was a provision that had been set by their scout supervisor, due to the treatment of his friends, he If he wants to change groups, the author argues that this student's desire to change groups is because his friends don't recognize his existence, this if left unchecked will disturb the child's mental or psychic, because he can lose his confidence.

3) *Cyber Bullying*

From the results of the author's interview with one of Mina's sixth grade students (C), Muhammad Affan or commonly called Affan, Ananda Affan said:

"Yes sir, I was bullied by my friend in grade VI, at that time I was sent a message degrading me via chat zoom, and the message made me sad."

From the results of Affan's experience when participating in classroom learning activities through the zoom application, Affan once received a message containing negative words via chat zoom, and the negative message made Affan feel sad, the negative message through the zoom application, according to the author's analysis, is a form of cyber bullying. because it is channeled through an online device, this if left unchecked will make the victim no longer dare to express his wishes through social media.

Factors that Cause Bullying

According to the author's view based on the results of interviews with the leaders and teachers of SDI Al Azhar 13 Rawamangun, there are 2 factors that cause bullying, namely internal factors and external factors.

1) Internal Factor

Internal factors are factors that come from within oneself, based on experience, motivation and the need for opinions, this can be seen from the characteristics inherent in children and shown by the perpetrator. Based on the observations of the Counseling Guidance (BK) teacher, the traits in children that lead to bullying in students at SDI Al Azhar 13 Rawamangun are:

a) Aggressive Nature

This is based on the tendency of children who have physical-motor advantages, there is even one child who has climbed a mango tree to a height, and this child is involved in silat activities to channel his excess energy (Adiati Solikhah, 2021).

From the results of interviews and observations in the field, the authors found that the aggressive nature of children is an internal factor that causes children to do bullying.

b) The nature of wanting to show self-existence/popular

From the results of the interview with Ibu Dewi, she said; "Because of the lack of attention from their parents, the child's parents are busy working and even have to go out of town and leave their child to someone else, so at school the child vents on a whim to his friends." (Dewi Alawiyah, 2021).

From the results of interviews and field observations, the authors found that the nature of wanting to show self-existence/popularity in children is an internal factor that causes children to do bullying, but this happens because there are supporting factors, such as the lack of children getting attention at home from their parents.

2) External factors

External factors are factors that come from outside themselves, this is caused by environmental factors.

a) Family factor

Family factors are one of the factors that can lead to bullying at SDI Al Azhar 13 Rawamangun, such as lack of attention from parents, parents have to work out of town and children are entrusted to their grandparents, dual parenting patterns that are different between both parents and grandparents. or his grandmother, lack of a mother or father figure, because parents have to divorce, as stated by Mrs. Adiati as a BK teacher, she said:

"Busy with work and even have to go out of town and leave their children with their grandmothers and grandfathers. The parenting pattern is double, the children are left to their grandmothers and grandfathers, while the education applied between the two is different. Not getting a father figure, there are students whose parents are divorced, their children go to their mothers and rarely see their fathers." (Adiati Solikhah, 2021).

From the results of the interview above, the authors found that family factors could be the cause of SDI Al Azhar 13 students doing bullying, because the family could not maximize its role in providing assistance in the growth and development of children. The non-maximal role of the family is also caused by several factors, namely: economic factors, divorce, multiple parenting and poor communication.

b) School Factor

School as a social environment for students at SDI Al Azhar 13 Rawamangun can be a factor causing bullying, this is because the school is a place for students who have problems with their family environment, as conveyed by Dewi's mother, she said:

"Because of the lack of attention from their parents, the child's parents are busy working and even have to go out of town and leave their child to someone else, so at school the child vents on a whim to his friends." (Dewi Alawiyah, 2021).

Ketiadaan penjagaan guru dalam mengawasi semua kegiatan murid, seperti pada jam istirahat, jam persiapan shalat dhuhur, peralihan kegiatan dari satu kegiatan pada kegiatan lainnya menjadi celah bagi murid untuk melakukan tindakan *bullying,* sehingga tanpa disadari intensnya tindakan *bullying* yang dilakukan menjadi sebuah kepribadian murid tersebut, sebagaiman yang disampaikan oleh ibu Annisa, beliau mengatakan:

"Environmental factors (family, school, community). The atmosphere that is always built in everyday life greatly affects a person's personality." (Annisa Berliana, 2021).

From the results of these interviews the authors to several teachers the authors found that school can be a factor causing bullying, this is caused by problems that exist in the family environment are vented to their friends at school.

c) Watch factor or Online Game

The ease with which the students of SDI Al Azhar 13 Rawamangun in using television or gadgets in their respective homes is partly not matched by supervision and restrictions on access, so that there are students that the writer observes imitating negative expressions in online games addressed to their friends.

The Role of the Muslim Personal Development Curriculum (KPPM) in Preventing Bullying

In handling bullying cases, the KPPM curriculum has 3 important roles, namely:

1) Conservative Role

In a conservative role, KPPM has several strategies, namely:

a) Habituation of 8 values of etiquette in each activity

Habituation of the 8 values of etiquette carried out in each of the activities in question are: 1) Adab to Allah, the indicator is that children must be accustomed to being grateful, then the teacher reminds them of the many blessings from Allah, 2) Adab to the Qur'an, the indicator is that students must read and memorize the Al-Qur'an. Qur'an, the teacher conducts recitation activities at 07.45-08.55 WIB, 3) Adab to the Apostle, the indicator is that students love Rasulullah SAW, then the activity, students are accustomed to praying when their name is mentioned, 4) Adab to Islam, the indicator is that students are proud of their grades. - Islamic values, then the activities are holding competitions and listening to fairy tales on Islamic holidays, 5) Adab to oneself, the indicator is that students must have a confident attitude, the activity has a pledge at 07.30-07.35 WIB which is scheduled to take turns, 6) Adab to fellow students, the indicator is that students like to donate to help their brothers and sisters in need, the activity is donating at 07.55-08.00

WIB, 7) Adab to the environment The indicators are that students can maintain cleanliness, their activities are to dispose of garbage in its place, 8) Daily etiquette, the indicators are that students get used to eating before praying, before breaks students pray before eating led by the class leader.

b) Teacher Discipline

The absence of the teacher in providing material is an opportunity for bullying to occur, because the absence of a teacher means that students lose supervision, this can be anticipated by SDI Al Azhar 13 Rawamangun, because teachers have to attend school at 07.00-15.30 WIB in normal times and for pandemic conditions from 07.00-14.00 WIB, As for if there are teachers who are unable to attend, then the school has an inval teacher who is ready to replace the teacher who is unable to attend. Even if there are teachers who lack discipline, the Head of SDI Al Azhar 13 Rawamangun will immediately follow up.

c) Have Rules that are Easy to Understand Can be Implemented and Appreciate For Students Who Can Obey It.

The establishment of rules in all activities at SDI Al Azhar 13 Rawamangun is a form of implementation of the Standard Operating Procedures (SOP), because in determining the activities and their coordinators at work meetings (RAKER), the leadership asks all coordinators to make Standard Operating Procedures (SOPs).) which is one part of the SOP is the rules and technical socialization to parents, and students who obey the rules will be given appreciation.

2) Critical/Evaluative Role

a)   Upaya repressive

Repressive efforts are made when students do bullying or behavior that is not in accordance with the implementation of the KPPM curriculum. This repressive role is carried out by reprimanding and advising, and technically this can be done from friends to friends, from teachers to students, from leaders to teachers and from supervisors to school leaders, because realizing a school with a civilized climate is a shared responsibility. However, if given a warning and advised that it has not yielded results, then the student will be given punishment by reciting istighfar 20-50 times, if there is no change then by reading the Qur'an as much as 1-2 pages, if it has not changed too, will be asked to copy the Qur'an as much as 1 page.

b) Curative efforts

The curative effort in tackling bullying at SDI Al Azhar 13 Rawamangun in question is an effort to restore or help students involved in bullying to return to normal development or in accordance with applicable norms. So that students grow awareness and avoid despair. Prevention or control is carried out through special coaching or individuals who are experts in the field.

In curative handling, the SOP is carried out by the deputy principal, if the vice principal has not been resolved, it will be transferred to the principal, as stated by Mr. Winarto as the principal, he said:

"In handling bullying cases, schools have made a complaint line, students go to the homeroom or field teacher, if it can't be handled, then the field teacher or homeroom teacher directs the BK teacher, if it is not complete, the BK teacher directs the class person in charge, namely the deputy head. school, if it has not been completed can also be directed to the leadership. In handling cases by the leadership, the leadership prepares a case conference. Sometimes the student's guardian wants the case to be resolved by the leader, this is allowed when possible (Winarto, 2021).

From the experience of Mr. Winarto in handling cases related to bullying, when faced with victims and perpetrators, he brought a third party, namely a professional in his field if needed.

3) Creative role

a) Integrated KPPM in All Subjects and Habituation of 8 Adab

The KPPM curriculum has preventive measures against bullying, this can be seen from the provision of positive advice based on the verses of the Qur'an, hadith and the words of scholars who are integrated with all lessons, so that every meeting there is advice given according to the theme or material. Daily habituation is based on 8 adab habituation material standards, namely adab to Allah SWT, adab to the Qur'an, adab to Rasulullah SAW, adab to Islam, adab to oneself, adab to others, adab to the environment and daily adab to make children have good habits. well whose hope this habit can be a character that sticks with them.

b) Presenting Material in an Attractive Way

Saturation in learning and teaching activities can cause discomfort in the learning atmosphere, so students carry out activities outside of learning, even bullying, so from this, SDI Al Azhar 13 Rawamangun, which was evaluated by the management of YPI Al Azhar center, conducted routine training activities for all teachers. , as well as according to subject teachers in the form of a teacher working group (KKG), as well as training held by the Islamic Student Dormitory Foundation (YAPI), as the YPI Al Azhar Cooperation Foundation, providing the training needed by teachers so that the presentation of the material becomes more interesting.

c) Good Communication Between School and Parents

The sustainability of the homeschool program is a form of bullying prevention effort, therefore SDI Al Azhar has a parents meeting program (early year meeting) with all guardians of students, in this program the school socializes the KPPM curriculum to all parents. Then the school formed a WA group as a communication forum for the sustainability of the program and provided worship watchbooks so that the form of school habituation could be continued at home. In addition, the school initiated the guardian of students to create an inter-parallel parent community called the class coordinator (KORLAS) and a community of all parents of students called jam'iyyah so that the implementation of the KPPM curriculum can be fully supported by parents.d)   Fasilitas Yang Menunjang Seluruh Implementasi Kurikulum Pengembangan Pribadi Muslim (KPPM).

The whole series of KPPM implementations will not run well without being supported by good facilities, in the provision of facilities, YAPI provides quite well, this can be seen from the submissions submitted by schools in supporting the implementation of KPPM to YAPI can be fulfilled quickly, such as procurement zoom pro so that KBM can be monitored from 07.00-12.30 WIB by the teacher.

The Impact of the Implementation of the Muslim Personal Development Curriculum (KPPM) on the sixth grade students of SDI Al Azhar 13 Rawamangun

The impact of the implementation of KPPM is the realization of students who have good manners and have noble character, as stated by Mr. Winarto, S, Pd, he said:

"When students get used to etiquette and good manners in their daily lives, students will speak good words, behave politely, are easily reminded when they are wrong, because sometimes they don't know what they are doing or they just go along with it." (Winarto, 2021).

So that from the realization of this, it will be a factor in reducing bullying cases at SDI Al Azhar 13 Rawamangun, as stated by Mr. Ludi Imam Mauludi as deputy head of SDI Al Azhar 13 Rawamangun, he said:

"In my opinion, the lack of reporting of bullying cases can be influenced by the implementation of KPPM, because in KPPM there is provision of religious material and etiquette, so that students know which morality is commendable and which morality is masmumah (which is not commendable)." (Ust. Ludi Imam Mauludi, 2021).

Lubi and Rafif also felt the positive impact of implementing the Muslim personal development curriculum, as stated by Rafif and Lubi:

"Usually the teacher gives an explanation of adab and morality according to the theme given to us, and relates it to our daily habits. And I remember also, one of the teachers reminded us to always be patient, because Allah loves those who are patient. This strengthened me, and now that I am practicing diligently, my friends have finally accepted me to join them." (Irslan, 2021).

"There, sir, usually the teacher gives an explanation of etiquette and morality according to the theme given to us, and relates it to our daily habits. And I also remember that one of the teachers reminded us to always forgive the mistakes of others, because Allah loves those who forgive. This strengthened me to forgive my friends who had made fun of me at that time." (Dias, 2021).

From the experience of Rafif and Lubi as victims of bullying, they could feel the impact of the implementation of KPPM, that they were given advice to be patient and forgiving Muslims, and after some time their friends did not bully Rafif and Lubi anymore. As for the bullies they will be reminded that as a Muslim, they must be able to keep their hands and their tongue, From 'Abdullah bin 'Umar *radhiallahu 'anhuma, the Prophet sallallaahu 'alaihi wa sallam said,*

المسْلِمُ مَنْ سَلِمَ المسْلِمُوْنَ مِنْ لِسَانِهِ وَيَدِه , و المهاجِرَ مَنْ هَجَرَ مَا نهَى اللهُ عَنْهُ

"The so-called true Muslims are those who have survived other Muslims from their tongues and hands. And those who emigrated are those who emigrated from things that were forbidden by Allah." (HR. Bukhari no. 10 and Muslim no. 40) (Munirah & Munirah, 2016).

Supporting and Inhibiting Factors of KPPM Implementation

1) Supporting Factor

There are many supporting factors for the implementation of KPPM at SDI Al Azhar 13 Rawamangun, namely:

a) Good cooperation between school stakeholders consisting of the Head of YAPI, Chair of YPI Al Azhar, Principal of SDI Al Azhar 13 Rawamangun, teachers, employees and parents of SDI Al Azhar 13 Rawamangun students.

b) HR teachers and employees who work professionally in carrying out their duties, both main tasks and functions (tupoksi) according to their fields, as well as in carrying out additional tasks given by the principal.

c) Routine training provided periodically by YPI Al Azhar and YAPI Rawamangun to increase ability in providing educational services to students.

d) Evaluation and monitoring through a supervision program that is carried out regularly by the central YPI Al Azhar through supervisors to school principals and teachers, supervision from YAPI Rawamangun through the director of YAPI colleges, through school principals to teachers.

e) Good socialization is given to parents so that parents understand the concept of the KPPM curriculum.

f) Good support from parents, to continue and control the habituation that is usually done at school, it can be done at their respective homes.

g) Suggestions and inputs to schools and foundations given by parents, either directly, or through the class coordinator (korlas) or through jam'iyyah.

h) The availability of good facilities by the Islamic Student Dormitory Foundation (YAPI) and their maximum use in implementing the KPPM curriculum.

2) Inhibiting Factor

The inhibiting factors that hinder the implementation of the KPPM curriculum are several factors, namely:

a) The insertion of material for strengthening adab when the homeroom teacher or field teacher outside PAI and the Qur'an is not delivered, this is due to the teacher forgetting when teaching because he is too busy in conveying the theme (Winarto, 2021), or because the teacher has little time to insert material for strengthening adab (Annisa Berliana, 2021).

b) The unpreparedness of students to receive material for strengthening adab, this is because students think that this material is not important to them (Annisa Berliana, 2021).

c) Lack of time to handle students who must be handled specifically by BK teachers, because the time for handling these students uses the homeroom teacher or field teacher's study time (Dewi Alawiyah, 2021).

d) Parents who cannot continue and monitor the habit of etiquette at home because of the opportunities they do not have (Adi Swandana, 2021)

e) The temptation factor for students' lust, from the facilities they have at home such as gadgets, computers/PCs to be played without being limited by time, so they put aside the habit of etiquette at home.

f) Lack of direct control by the teacher, this is caused by distance limitations because learning is still remotely, because of this the teacher cannot directly correct things that are lacking or reprimand if something is wrong.

CONLUSION

With the implementation of the Muslim Personal Development Curriculum (KPPM) at Al Azhar schools, it is hoped that it will overcome the problem of reducing character values in the midst of Indonesian society, including cases of bullying. Bullying cases that occurred at SDI Al Azhar 13 Rawamangun consisted of verbal bullying, mental/psychological bullying and cyber bullying. The factor of bullying at SDI Al Azhar 13 Rawamangun is caused by internal factors, namely: aggressiveness and self/popular existence and external factors, namely: family environment, school and online shows or games.

The role of the Muslim Personal Development Curriculum (KPPM) in overcoming bullying consists of 3 roles; conservative, critical/evaluative and creative roles. Supporting factors for the implementation of KPPM are good cooperation factors from all school stakeholders, professional human resources, training and evaluation that are routinely carried out, socialization and cooperation between schools and parents at home are good and good facilities in supporting activities. Muslim personal development (KPPM) is, the teacher forgets to insert KPPM material when teaching, the students are not ready to receive the material, the time is limited for handling students who are complained by the homeroom teacher, some parents are unable to supervise their children in continuing their habituation at home, the temptation of students with existing facilities at home and the lack of direct supervision by teachers in KBM because conditions are still in the COVID-19 pandemic.

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