

## PEMBINAAN AKHLAQ DENGAN MODEL MCCB

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### Abstract

This study strengthens teacher literature on efforts to overcome bullying in Madrasah. Bullying is a matter that can be a stumbling block for schools in presenting humanity. Teachers need supplementary knowledge on fostering students' morals with the MMCB model. The results of the community service provide an overview that teachers increasingly understand the MMCB model and how to anticipate and handle it. Teachers also seem enthusiastic about the material. The first material is about bullying behavior at school, which includes understanding the forms, causes, and how to overcome bullying attitudes. The second material is about Moral Development, which consists of understanding morals, types of morals, how to strengthen morals, and the role of teachers and parents in fostering children's morals.

**Kata Kunci:** *Coaching, morals, mcb*

### Introduction

Teachers are essential in helping students develop their morals and character ("Teachers' Model In Building Students' Character," 2020). Their function greatly influences living activities, such as the country's morals and intellect (McKenzie, 2018). Through constructive criticism and a supportive learning environment, teachers assist children in gaining a strong sense of self-worth, self-discipline, and identity (Thornberg et al., 2024). However, they face several challenges when performing their responsibilities, including managing pupils' verbal and nonverbal acts of violence.

Bullying is defined as acts of violence or intimidation. Although bullying can take many different forms, verbal bullying is the most prevalent type and often precedes forceful and intimidating acts (Palade & Pascal, 2023). Name-calling, insults, defamation, criticism, sexual harassment, threats, and other behaviours are examples of these behaviours (Hertinjung, 2013). Bullying begins with simple remarks, yet they can harm students' self-esteem (Sares-Jäske et al., 2023). According to the aforementioned findings, bullying is an action an individual or group takes against a weaker party to cause them distress for a specific amount of time.

Increasing teacher knowledge of the Multidimensional paradigm of Coping with Bullying (MMBC), a bullying prevention paradigm, is one way to reduce the likelihood of bullying. When deciding how to respond to bullying behaviour, the MMBC model is a valuable tool. Cognitive restructuring, self-soothing, externalising, physical and cognitive distancing, problem solving, asking for help or advice, and seeking encouragement are the eight bullying prevention methods included in this decision-making paradigm. The item labelled "Strengthening Teacher Literacy Regarding the Multidimensional Model of Coping with Bullying in Elementary Schools" is therefore something the devotee is eager to reinforce.

### Empowerment Methods

ABCD, or asset-based community development, will be used in the community service project at MI Nurul Karim. ABCD is a method of community empowerment that begins with the community's assets as a strength, concentrating on needs rather than issues. Fifteen teachers at MI Nurul Karim in West Lombok are the target of this service. This community service activity uses the FGD method and workshops to allow teachers to gather appropriate data. Preparation, execution, and monitoring are the three phases that make up this community service project. The MMCB workshop materials used during the session were produced during the preparation exercise.

### Result and Discussion

Several strategies must be employed during the moral development implementation process to maximise outcomes and accomplish the objective. The frequently employed techniques include all

means of fostering moral character and techniques that can be applied to implementing moral growth, including: a) Habituation, which is a continuous and initial procedure. A person's personality can accept any attempts to shape through habituation, according to al-Ghazali, whom Abuddin Nata cited. In other words, if individuals are used to doing evil, they will eventually become wicked people. Because of this, al-Ghazali suggests that morals be taught by preparing the spirit for good deeds or conduct.

When used with younger pupils, habituation is thought to be highly successful. They are easier to govern with their daily behaviours since they still have a strong "recording" or memory, and are in an immature personality state. According to the convergent theory of student development, which Binti Maunah discusses in her book *Methodology of Islamic Religious Teaching*, a child's personality can be shaped by their surroundings and by nurturing their innate potential. Therefore, to adequately accomplish educational goals, pupils' basic needs must be focused on (Binti Maunah, 2009).

Furthermore, the habituation strategy effectively transforms children's bad habits into constructive ones. However, habituation will be more effective if it is supported by positive role models who are older. B) As an example, Exemplary things are those that are replicable. Thus, someone can mimic the speech and behaviour of another person. Exemplary, or exemplary examples, is a method employed in Islamic education. The Messenger of Allah provides a good example for anybody who remembers Allah frequently and waits for Allah's kindness and the arrival of the Last Day (QS. Al-Ahzab, 33:21).

The verse above suggests that Rasulullah SAW is a good example of panutan or a teladan tertinggi for all Muslims. Because the beliau has already accepted the sifat of all of this keteladanan. Rasulullah SAW thus turned into the greatest gift that humanity has ever received. According to Ulil Amri Syafri's book *Pendidikan Karakter Berbasis Qur'an*, Abu Fath al-Bayanuni, a professor at Universitas Madinah, concurs, saying that in principle, Allah employs this idea of keteladanan as a guide for humanity to follow.

## Conclusion

Bullying is a problem that can hinder schools' efforts to show humanity. For this reason, educators must understand how to use the MNCB model to help kids develop their morality. According to the community service results, instructors are becoming more knowledgeable about the MNCB model, how to prepare for it, and how to deal with it. They also appear to be excited about the subject matter. Understanding bullying, its types, its causes, and strategies for overcoming bullying attitudes are all covered in the first section on bullying behaviour at school. The second section on moral development covers understanding morals, their sorts, how to enhance them, and the role that parents and teachers play in helping children develop morals.

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