

ABSTRAK

Permasalahan *bullying* di lingkungan dayah terus meningkat seiring waktu dan kehadiran *bystander* turut memperkuat perilaku tersebut. Data di Aceh Utara menunjukkan jumlah santri *passive bystander* dan *pro bullying* yang masih tergolong tinggi, sehingga peran empati dalam membentuk respon *bystander* terhadap *bullying* penting untuk dikaji. Penelitian ini bertujuan untuk menggambarkan empati pada *bystander bullying* dalam lingkungan dayah di Aceh Utara. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan fenomenologi. Subjek penelitian berjumlah lima santri Dayah di Aceh Utara yang dipilih dengan teknik *purposive sampling* dan terdiri dari dua subjek kategori *pro bullying*, satu subjek *passive*, dan dua subjek *defender*. Teknik pengumpulan data dilakukan melalui wawancara semi terstruktur dan observasi partisipan, data dianalisis menggunakan metode analisis tematik dengan triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa keempat aspek empati, yaitu *perspective taking*, *fantasy*, *empathic concern*, dan *personal distress*, muncul pada seluruh subjek dengan intensitas yang berbeda sesuai kategori *bystander*. Subjek *defender* menunjukkan *perspective taking* dan *empathic concern* yang lebih kuat serta diwujudkan dalam tindakan nyata, sementara subjek *pro bullying* dan *passive* tetap memiliki empati namun seting tertahan oleh *personal distress* seperti rasa takut menjadi sasaran balasan dan dikucilkan. Penelitian ini juga menemukan temuan berupa bias *bystander*, pengalaman subjek sebagai pelaku maupun korban, serta usulan pencegahan *bullying* di dayah. Penelitian ini menyimpulkan bahwa empati berperan penting dalam membentuk respon *bystander* terhadap *bullying*, gambaran empati bersifat dinamis dan dipengaruhi oleh kepedulian, serta kecemasan personal serta peran *bystander* bersifat dinamis dan dapat berubah mengikuti situasi, hubungan relasional, serta nilai yang dianut oleh santri.

Kata kunci: *Bystander Bullying*, Dayah, Empati, Santri.

ABSTRACT

The problem of bullying in Islamic boarding schools (dayah) has continued to increase over time, and the presence of bystanders further reinforces this behavior. Data from North Aceh indicate that the number of students who are passive bystanders or support bullying remains relatively high; therefore, it is important to examine the role of empathy in shaping bystanders' responses to bullying. This study aims to describe empathy among bystanders to bullying in Islamic boarding schools in North Aceh. The research method used is a qualitative method with a phenomenological approach. The study subjects consisted of five Islamic boarding school students in North Aceh, selected using purposive sampling; the group comprised two pro-bullying subjects, one passive subject, and two defender subjects. Data were collected through semi-structured interviews and participant observation, and analyzed using thematic analysis with triangulation of sources, techniques, and time. The results of the study show that the four aspects of empathy: perspective-taking, fantasy, empathic concern, and personal distress, were present in all subjects to varying degrees depending on their bystander category. Defender subjects demonstrated stronger perspective-taking and empathic concern, which were manifested in concrete actions, while pro-bullying and passive subjects still exhibited empathy but were held back by personal distress, such as fear of retaliation and ostracism. This study also identified findings related to bystander bias, the subjects' experiences as both perpetrators and victims, and recommendations for preventing bullying in Islamic boarding schools. The study concluded that empathy plays a crucial role in shaping bystander responses to bullying; the nature of empathy is dynamic and influenced by concern and personal anxiety; and the role of the bystander is dynamic and can change depending on the situation, relational dynamics, and the values held by the students.

Keywords: Bystander Bullying, Dayah, Empathy, Santri.