



Analysis of the Impact of Verbal Bullying on Elementary School Children

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Abstract

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Education is a process, method or act of educating. Education aims to change a person's behavior or attitude by shaping the attitude or behavior of that person. The purpose of this study was to find out the teacher's knowledge about verbal bullying, identify various forms of verbal bullying and the behavior shown by perpetrators, victims and spectators of verbal bullying that occurred at SD Negeri Pulosari 01, Karangtengah District, Demak Regency. This type of research is qualitative research. The method in this study uses observation techniques, interviews and documentation. From the findings of this study indicate that verbal bullying is when someone uses aggressive spoken language that is done with the intention of demeaning, slandering, and embarrassing. Bullying of students during empty class hours, recess time, or during school hours. Victims and perpetrators can suffer the negative effects of verbal bullying. The impact on victims is 1) Psychological Problems; 2) Sleep Disorders; 3) Unable to socialize; 4) decreased learning outcomes. While the impact on the perpetrator is getting punished. Some things students need to do when they see verbal bullying are 1) Don't be intimidated; 2) Report to adults; 3) Reprimand the perpetrators of bullying; and 4) Accompany the victim. Suggestions in this study are cooperation between the school and parents of students in optimizing the prevention of verbal bullying behavior. Parents can convey the bullying they are experiencing, and schools open up opportunities to discuss finding the best solution.

Keywords: Primary school children; Impact; Verbal Bullying.

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INTRODUCTION

Education is the foundation of a nation. A great nation begins development from its education. Likewise, the Indonesian nation has a noble goal to create a better society. The function of education is contained in article 3 of Law no. 20 of 2003, concerning the National Education System that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The government has launched an education program that is able to accommodate all talents and intelligence to form better human resources.

Education is a process, method or act of educating. Education aims to change a person's behavior or attitude by shaping the attitude or behavior of that person. Behavior will shape one's personality. Personality is related to patterns of social acceptance. As in his book, Djaali (2011: 1) reveals that someone with a personality according to the pattern adopted by society will get good acceptance. Conversely, if a person has a personality that is contrary to the pattern adopted by society, then

he will be rejected by the society in which he lives. Education functions to shape the personality of each student so that they can be accepted by the community where students live. So far, education in schools emphasizes only academic success. In fact, another success that is no less important is the success in shaping the personality of students.

Efforts to implement optimal education in schools, various supporting factors are needed. One of these factors is conducive classroom and school conditions for students, namely conducive physically and non-physically. Physically conducive includes the condition of buildings, facilities and the environment that can support the success of education. While what is meant by non-physically conducive is the maintenance of the school atmosphere. A school is categorized as non-physically conducive if the school is able to create a peaceful atmosphere. Novan (2012: 98-105), reveals that a peaceful school has 9 criteria, namely free from conflict and violence, has peace, is comfortable and safe, provides attention and affection, is able to work together, is accommodative, has obedience to rules, is able to internalize religious values and good relations with society. Peaceful conditions are a necessity for every school. However, in reality there have been several cases that have caused a school to no longer be peaceful for its students.

Ahimsa (2012) conducted a study in 6 major cities in Indonesia (Novan, 2012: 19-20), regarding acts of violence in schools. The results showed that in the cities of Medan and Surabaya there were acts of physical violence committed by students. Meanwhile, in the cities of Palembang, Samarinda, Makasar and Kupang, acts of physical violence perpetrated by teachers occurred. Quoted from the detik news edition of 21 May 2011, a survey conducted by Amrullah Sofyan from Plan Indonesia showed that 300 samples consisting of elementary, middle and high school students in two sub-districts in Bogor, found 15.3% elementary students, 18% participants Middle school students and 16% of high school students said they had experienced acts of violence at school. Of the total sample, 14.7% of acts of violence were committed by teachers and 35.3% by peers. Based on surveys conducted by several of these institutions, it appears that quite a number of students have experienced cases of violence, both perpetrated by teachers and by their peers.

There are differences in the intensity of acts of violence in a student. There are students who experience repeated acts of violence, some do not. If acts of violence occur repeatedly to one student, then this kind of violence can be categorized as school bullying. The phenomenon of bullying began to receive serious attention in the 1970s, the pioneer was Olweus from the University of Bergen in Scandinavia (Novan, 2012: 11). The word bullying itself comes from the word bully which means bullies or people who bully weaker people (Hassan and Echols, 2007: 87). Bullying can also be described as the word bull which means bull. Bullying means an aggressive behavior that is carried out by a person or several people towards someone who is considered weaker with the intention to injure and is carried out continuously.

Bullying can be done by teachers to students, students to other students and a group of students to other students. As quoted from the May 8 2013 edition of the Detiknews website, there was a case in Sydney, Australia. A 13-year-old girl decided to commit suicide due to unpleasant treatment. At first he tried to defend his friend who was subjected to violence from other students, but as a result of his

actions, he also received the same treatment. Similar cases also occurred in Indonesia. Quoted from the October 27, 2008 edition of *Suaramerdeka.com*, a 13-year-old girl committed suicide because she could not stand the teasing from her friends who called her the son of a porridge seller. Seto Mulyadi from the National Commission for Child Protection (KPAI), noted that in 2007 there were 221 acts of physical violence by teachers against their students (Huraerah, 2012: 105). One example of this case is a grade II elementary school student in Samarinda who did not want to go to school because she was afraid of her teacher. The teacher acted cruelly because the girl could not read. Several reasons are used by teachers as justification for what is done to their students. These reasons are, the teacher's lack of appreciation for what is being done or not having a constructive emotional bond with their students, the teacher's desire to pursue curriculum targets and the teacher's desire to apply discipline to students (Huraerah, 2012: 106). Whereas violence committed from one student to another student or from a group of students to another student, can be caused by seniority factors, seniority traditions, family factors that are not harmonious, school situations that are not harmonious, the individual character itself and the perception of values wrong for the behavior of victims of bullying (Retno, 2008: 4-5).

In the preliminary study conducted on August 10, 2020, the researchers conducted interviews with class VI teachers at the Pulosari 01 Public Elementary School, Karangtengah District, Demak Regency. In the interview obtained two data. First, teachers still do not understand the term school bullying. Second, two cases of school bullying were found. The first case of school bullying was the exclusion of a student who had lots of head lice, let's call him LM. Friends around LM felt uncomfortable and chose to stay away from LM. This exclusion has negative impacts on LM, such as feeling inferior, ashamed and depressed because they feel they don't have friends.

The second school bullying behavior is teasing. Apart from being shunned or ostracized, the teacher also explained that there was a male student, let's call him JS, who repeatedly teased LM causing LM to cry. According to the teacher, JS should have become a junior high school student. This age difference is one of the causes of the delinquency committed by JS. The teacher thinks that JS is not afraid of his classmates because he is older and bigger than his classmates.

Bullying is often not taken seriously by parents, parents tend to delegate these cases to teachers. According to Steven, (Retno, 2008: 7) bullying will become more frequent due to the lack of response from parents and teachers. This confirms that parents and teachers often allow and take for granted what happens to children and their students. A teacher has limitations in seeing and observing one by one the problems faced by students. Based on these points, it can be concluded that a child has the right to receive protection and education according to his age, needs and intelligence. In this study, these points confirm that verbal bullying should not be accepted by a student. Every student has the right to receive protection from any act of verbal bullying, whether committed by the teacher or other students.

METHODS

This type of research is descriptive research. Nasution (2013: 9) explains that qualitative research is very descriptive, namely collecting as much descriptive data

as possible which is contained in reports and descriptions. Dantes (2012: 51) defines descriptive research as research that seeks to describe a phenomenon systematically, as it is, carried out to obtain current information. Thus, this study presents data in the form of a description of the handling of cases of verbal bullying and what forms of verbal bullying often occur in students of SD Negeri Pulosari 1, Demak Regency. The research location taken was Pulosari 01 Public Elementary School, Pulosari Village, Karangtengah District, Demak Regency, Central Java Province. This location was chosen to continue the initial analysis of verbal bullying behavior that occurred at Pulosari 01 Public Elementary School, Pulosari Village, Karangtengah District, Demak Regency, Central Java Province. The research was carried out in January 2023 after the researchers received permission to collect data from the field.

Data collection methods used in qualitative research are interviews, observation, and documentation studies. An observation will be easier to do if a researcher makes an observation guide. As for this study, the form of interviews used was semi-structured interviews because they are more suitable for qualitative research. A semi-structured interview is a form of interview that gives the researcher the freedom to ask questions and arrange the flow and setting of the interview. The characteristics of semi-structured interviews are (1) Open questions, but there are limitations to the theme and flow of the conversation. (2) The speed of the interview can be adjusted. (3) Flexible but controlled. (4) There is an interview guide (interview guideline) as a benchmark in making interview questions. (5) The purpose of the interview is to understand a phenomenon. Coding on the data source, namely Bustanul Solikhin, S.Pd., M.Pd. (KS/Principal), Sri Rahayu S.Pd. (G/Teacher of grade IV), Ahmad Said Maulana (B1/Perpetrator of bullying), Chabibbur Rohman (B2/Perpetrator of bullying), Ahmad Saputra (B3/Perpetrator of bullying), Rizky Pangestu (K1/Victim of bullying), Agyan Kurniawan (K2/ Victim of bullying), Keyla salsabila (T1/audience of bullying), Dewi Putri Halisa (T2/audience of bullying), Khanza azizah (T3/audience of bullying), Fatimah azzahra (T4/audience of bullying), and Imel wijayanti (T5/audience of bullying) . Documentation data was obtained through photos and written materials at SD Negeri Pulosari 01, Demak Regency.

Sugiyono (2015: 121-131) said that to test the validity of data in qualitative research one of them uses a credibility test. One way to test credibility is through triangulation, so in this study the credibility test for data validity used the triangulation technique. Sugiyono (2015: 273-274) explains that triangulation is checking data from various sources through various methods and times which include the following methods.

- a. Source triangulation, which is a way of testing the degree of trust in data through several sources, then describing, categorizing, and analyzing which views are the same as which are different. In source triangulation, the researcher tested the credibility of the data about the impact of verbal bullying at SD Negeri Pulosari 1, Demak Regency, which was done by checking the data that had been obtained through several sources from interviews with school principals, teachers, and students, then the results of verbal bullying observations . Here is a source triangulation image.

- b. Technical triangulation, namely technical triangulation, is that researchers use different data collection techniques to obtain data from the same source. From the interview, it was checked by observing the impact of verbal bullying on elementary school-aged children at SD Negeri Pulosari 1, Demak Regency. The flow of technical triangulation implementation is described as follows.

RESULTS & DISCUSSION

Results

Research conducted at SD Negeri Pulosari 1, Demak Regency, regarding the analysis of the impact of verbal bullying on elementary school-age children at SD Negeri Pulosari 1, Demak Regency, was assisted by participants, namely the principal, class teacher and students. The subject studied was verbal bullying in elementary school age children.

1) Interview results

The following are the results of research found by researchers through interviews, observation and documentation to determine the impact of verbal bullying on elementary school-aged children at SD Negeri Pulosari 1, Demak Regency.

a) Results of the principal's interview

Interviews were conducted with school principals and class teachers at SD Negeri Pulosari 1, Demak Regency. All data were obtained from direct interviews with data sources and a number of prepared questions. Based on excerpts from an interview with the Principal of SD Negeri Pulosari 1, the rules regarding sanctions for students who commit verbal bullying include providing educational sanctions such as giving additional assignments, and making a statement of behavior related to what has been done with a statement from the signature of the perpetrator and the parents. Forms of verbal bullying that students often do are threatening, harassing, mocking, demeaning, calling names that are not appropriate. The rules regarding sanctions for students who commit verbal bullying certainly have stages, by summoning the victim, the perpetrator, the spectator or the sanctions for the incident to be questioned, then asked to apologize, and admit their actions. If it is the third time, a warning will be given by the school, and the next step is the school will use mediation by contacting or inviting parents. To reduce acts of verbal bullying, the school provides socialization about the understanding of bullying and its impact on victims, perpetrators, and spectators of verbal bullying.

b) Results of interviews with grade IV teachers

Interviews were conducted with fourth grade teachers at SD Negeri Pulosari 1, Demak Regency regarding the impact of verbal bullying on elementary school-age children. All data were obtained from direct interviews with data sources and a number of prepared questions. Verbal bullying is an act of contempt, humiliation, slander and embarrassment. The cause of bullying in students is when class time is empty, during recess, or during school hours. Forms of verbal bullying that often occur include ridiculing, insulting, slandering, demeaning, and calling names that are not appropriate. The teacher's actions in responding to students who bully the first thing the teacher does is find out the causes of the bullying case, by calling the victims, perpetrators, and spectators or sanctions to ask for information about what has happened, victims, perpetrators and spectators must tell the truth, victims and

perpetrators must apologize and forgive each other. Then students are given a warning and the teacher gives sanctions. Sanctions are carried out in the form of supportive sanctions such as giving additional assignments, continuing to make agreements not to repeat the case. In the case of bullying, the impact is closely related to the acquisition of learning outcomes, as shown in the following interview excerpt. Cases of bullying greatly affect the acquisition of learning outcomes, because usually as a victim they feel depressed, annoyed and sad and don't want to go to school. This makes the victim miss the lesson.

c) Results of interviews with victims of bullying

Interviews were conducted by students of class IV. The following are the results of class IV interviews with codes K1 and K2 as victims of bullying. Based on excerpts from the interview, K1 did not know the cause of the bullying, because B1, who had a nosy and ignorant attitude, suddenly mocked and insulted K1, which made K1 angry and cried to the point of not wanting to go to school. But K1 will forgive B1's actions, as long as they want to admit mistakes and apologize for what they have done. Whereas in K2, students feel inferior but have a strong mental condition, he admits that it is not easy to communicate well. The form of bullying that is accepted is in the form of being pushed and insulted with the word stupid, K2 tries to be indifferent and doesn't care when ridiculed. K2 stated that he forgave the bullies if the teacher had given them sanctions.

d) Results of interviews with perpetrators of bullying

Interviews were conducted by students of class IV. The following are the results of class IV interviews named Ahmad Said Maulana (B1), Chabibur Rohman (B2), and Ahmad Saputra (B3) as perpetrators of bullying. Based on interview excerpts, B1 is nosy and mischievous with friends because K1 is the son of a garbage truck, so B1 is nosy with K1. The form of bullying that is done is insulting and ridiculing. The impact that was obtained after bullying B1 was shunned by his friends. To student B2, he did verbal bullying because K2 had low learning ability and did not want to communicate fluently. B2 did not feel that he was also often ridiculed and unaccompanied by his classmates, so he retaliated against K2, the form of bullying that was carried out was in the form of pushing and insulting K2 with words that demeaned his cognitive ability. However, B2 stopped making fun of K2 after being reprimanded and sanctioned with a statement not to mock him again. B3 students do bullying because it's just for fun and likes it when K1 chases and is bullied. The form of verbal bullying that B3 did to K1 was insulting him by calling K1 a trash child. Student B3 has already apologized and will not repeat it again. If B3 repeats again it will not be accompanied by a classmate.

e) Results of interviews with bullying audiences

Interviews were conducted by students of class IV. The following are the results of class IV interviews as spectators or bullying sanctions T1, T2, T3, T4, T5. Based on the results of the interviews, it was concluded that the bullying observers stated that bullies B1, B2, and B3 mocked and insulted victims K1 and K2 with inappropriate words. K1 was insulted because he came from a family with low economic standards, while K2 was insulted because he was considered not fluent in communication and did not easily understand learning. The bully audience has taken the appropriate action, namely reporting to the teacher when bullying occurs.

2) Observation Results

Based on the results of the observation that K1 experienced hurt feelings or his heart because he was insulted and ridiculed as "stinky". In K2, he experienced hurt feelings or his heart because he was insulted and called "stupid". K1, after being bullied, skipped school due to fear of going to school. Likewise with K2, after being bullied, he skipped school due to fear of going to school. The impact is that K1 and K2 have lowered their achievements in the academic field because they are lagging behind in lessons.

Discussion

From the findings obtained by researchers during the research process, it was explained that the impact of verbal bullying on targeted students was found. Before discussing the impact of verbal bullying on students. Researchers took data about school knowledge about verbal bullying. Verbal bullying is aggressive speech acts done with the intention of controlling, showing power, causing harm, terrorizing, or just having fun. Verbal bullying can also be in the form of actions that are carried out intentionally in the form of acts of humiliation, humiliation, slander and embarrassment.

Verbal bullying occurs when someone uses spoken language to gain power over their victim. Bullying of students during empty class hours, recess time, or during school hours. Students often engage in bullying in the form of threatening, mocking, demeaning, and using inappropriate names. Verbal bullying can occur due to causes in the form of body size, physique, communication skills, gender to social status. In addition, there are students who abuse the power imbalance for the benefit of the perpetrator by disturbing or isolating the victim. Victims and perpetrators alike can suffer the negative effects of verbal bullying. Impact on victim, including low self-esteem, inability to interact and socialize properly, tendency to anger, and mood swings. While the impact on the perpetrator is getting punished. Bullying behavior can occur in schools with an unsupervised environment, weak rules and sanctions, and school members who do not care about bullying that occurs in schools. Bullying students will feel that bullying behavior is commonplace.

The rules for imposing sanctions on student perpetrators who are involved in verbal bullying at SDN Pulosari 01, Karangtengah District, Demak Regency, namely the assignment of additional work and writing behavioral statements related to behavior with the signatures of parents and perpetrators. School efforts to deal with verbal bullying include making rules regarding sanctions for students who do verbal bullying, and conducting outreach about verbal bullying. During the sanctioning stages, the victim, perpetrator, bystander, or sanctioned of the incident were all summoned for questioning, and they were then asked to apologize and admit their actions. If it is the third time, the school will issue a warning and use mediation by contacting or inviting the parents as the next step.

The teacher's action towards students who do bullying is to first find out what causes bullying by calling victims, perpetrators, and spectators to find out what happened. Victims, perpetrators, and bystanders must tell the truth, and victims and perpetrators must forgive each other. After that, the teacher gives sanctions and gives warnings to students. Supportive sanctions include continuing to make an

agreement not to repeat the case and assigning additional responsibilities, or giving punishment according to the school's agreement.

Cases of bullying greatly affect the acquisition of learning outcomes, because usually as a victim they feel depressed, annoyed and sad and don't want to go to school. This makes the victim miss the lesson. Following below are the impacts of verbal bullying.

1) Psychological Problems

After bullying occurs, victims often show various psychological symptoms. Depression and anxiety disorders are the most common conditions. Additionally, bullying can negatively impact mental health by causing them to experience feelings of sadness, low self-esteem, loneliness, and a loss of interest in activities they normally enjoy.

2) Sleep Disorders

Suppression also has a negative effect on sleep, which is obvious. In addition, victims of bullying often have difficulty sleeping well at night. Even if you can sleep, you may have nightmares during that time.

3) Can't Blend in with the People Around

The inability to mingle with the people around you is one of the effects of verbal bullying that you need to be aware of. Bullying affects students, who are indirectly placed in a lower social class than their peers. Victims of verbal bullying will also experience feelings of loneliness, neglect, and low self-esteem as a result of this.

4) Disruption of achievement and decreased learning outcomes

Students are more likely to have difficulty struggling to achieve academic goals as a result of other bullying. They will also have difficulty paying attention in class, often skip classes, and be ostracized from many school activities.

5) Hard to Trust Other People

The victim's inability to trust others is a negative effect of verbal bullying. When a child is subjected to verbal bullying, it is difficult for them to trust other people.

Here are some things students need to do when they see bullying:

1) Don't join the bullying

Sometimes, children don't understand that one form of bullying is making fun of or ridiculing their friends. The children laughed along with the perpetrator because they thought it was funny. Parents and teachers should explain what is meant by bullying. Teach children not to laugh at victims or take part in bullying. When someone bullies, a positive response such as laughing actually makes the bully feel less guilty. Students were instructed not to participate in bullying and not to respond positively to the bully when they witnessed bullying.

2) Report to an adult

Students are asked to explain what happened and report the bullying to an adult, such as a teacher or parent. Students will be able to safely assist in the fight against bullying in this way. Bullying can happen online or in person, though not always physically. Therefore, if students find photos, videos or comments on social media that are considered bullying, students are taught to inform their parents or teachers at school. Also, ask him not to share the video or photo.

3) Reprimand the bully

Students are trained to dare to rebuke the bully. Often, the person carrying out the act will stop the student from reporting if the bully doesn't like it. However, teachers should instruct students that only when they feel safe can they directly address the bully. Students should immediately report bullying to an adult if it involves physical violence or appears to be extremely violent.

4) Embrace the victim

Someone who has been bullied can be protected from future bullying by keeping them company. Victims of bullying are encouraged to invite their classmates to sit together in class, have lunch together, or play together during recess. The victim will not despair because she will know that she is not alone and that someone cares for her, besides stopping the bullying from happening again.

Several efforts have been made by SDN Pulosari 01, Demak Regency, to deal with bullies, including:

- 1) Listen to how they tell the story.
- 2) Remind them of the anti-bullying rules and guidelines that have been set at school or grade level, and emphasize inappropriate and unacceptable behavior.
- 3) Help them by learning why they bully others (eg, do they have problems at home, don't pay attention, have they been bullied in the past, etc.).
- 4) Share the child's emotions to show compassion and empathy.
- 5) Give specific punishments to help them learn from the experience. To educate children to behave better, the consequences they receive must be appropriate, reasonable, logical, and respect children as wrongdoers.
- 6) The child must correct his mistakes. For example, the abuser may apologize to the bullied child, do something nice to make him feel better, help him finish something he was working on, repair or replace something he stole, etc.
- 7) Recognize and appreciate all positive behavior changes, including admitting mistakes.
- 8) Explain that they have to follow the rules to get right from school. This right, for example, to participate in school activities, extracurricular activities, study tours, sports lessons, art performances, or other activities that children find interesting and appropriate so that they continue to fight for goodness.
- 9) Talk to their parents and agree on a strategy for doing good together.

When parents and teachers introduce children to various aspects of social life or the norms of social life, encourage them to apply these norms in everyday life, and provide examples of how to do it well, these actions will have a positive impact on children's behavior.

CONCLUSION

Verbal bullying is when someone uses aggressive verbal language which is done with the intention of demeaning, slandering, and embarrassing. Bullying of students during empty class hours, recess time, or during school hours. Victims and perpetrators can suffer the negative effects of verbal bullying. The impact on victims is 1) Psychological Problems; 2) Sleep Disorders; 3) Unable to socialize; 4) decreased learning outcomes. While the impact on the perpetrator is getting punished. Some things students need to do when they see verbal bullying are 1) Don't be intimidated; 2) Report to adults; 3) Reprimand the perpetrators of bullying; and 4) Accompany the victim.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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