Analysis of teacher asistance in preventing verbal bullying in students of Muhammadiyah Elementary School Bausasran Yogyakarta

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ABSTRACT

Language is a way for people to communicate between speakers and interlocutors, with language people can understand what they are talking about. This study aims to describe the forms of verbal bullying behavior of students of Muhammadiyah Elementary School Bausasran Yogyakarta and describe teacher assistance in preventing verbal bullying of students of Muhammadiyah Elementary School Bausasran Yogyakarta. This research uses descriptive research with a qualitative approach. The data collection techniques used were observation, interviews, and documentation. This research uses source triangulation and technique triangulation in re-examining the data that has been researched. The results of this study are that Muhammadiyah Bausasran Yogyakarta Elementary School teachers have implemented teacher assistance by using good language politeness to prevent verbal bullying of class IV students. The forms of verbal bullying that occur at Muhammadiyah Elementary School Bausasran Yogyakarta are mocking, making fun of, cheering, humiliating, and giving nicknames. Factors that influence verbal bullying are individual factors, family factors, peer factors, school factors, and mass media factors. The way teachers overcome verbal bullying that occurs in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is by providing assistance to participants by using good language and politeness.

1. Introduction

Education is an indispensable need for humans to be able to survive with the times. Margiati *et al,* state that education is a person's effort to gain knowledge and intelligence that can help them in facing the times [1]. The idea that education has evolved globally is supported by Bahamonde's assertion. The language used effectively conveys good learning [2]. The language conveyed in learning is related to the interaction between teachers and students. According to Gavriilidou et al., language is a means of communication between speakers and interlocutors; with language, people may comprehend one another's thoughts and feelings [3]. Language is a medium used by humans to carry out social interactions [4]. Broadly speaking, the language used by students when communicating with their peers contains expressions conveying messages. Good language is language that does not offend the interlocutor and is delivered politely. Osman *et al,* state that language politeness is the use of language properly and does not offend speech partners [5]. Language politeness is one aspect that must be considered by the speaker in making a sentence that will be conveyed [6]. Language politeness means using language delicately when communicating [7]. In a certain group of people, politeness is

considered the most important social behaviour [8]. Bullying is a form of impoliteness in language [9]. This is in line with Cour *et al,* which states that bullying is an act of hurting a person or group of people so that the victim feels depressed, traumatized, and helpless [10]. One of the forms of bullying is verbal bullying. Pratiwi *et al*, state that verbal bullying is verbal abuse conveyed by reproaching, insulting, cheering, nicknames, names, criticism, and spreading gossip or slander [11]. Fadil states that verbal bullying is a type of verbal abuse that is carried out with words to offend the victim, such as calling with unpleasant calls, cursing, accusing, and insulting [12]. Verbal bullying will have an impact on victims such as losing their self-confidence and the victim's mentality also decreases. Learners who are victims of verbal bullying usually have low self-confidence, and they often believe that what the perpetrator says is true [13].

Verbal bullying is one type of bullying that is easily carried out by someone. Juniawati *et al,* stated that a survey conducted by the Indonesian Child Protection Commission (KPAI) in 2020 the number of verbal bullying acts in Indonesia was 49.2 million [14]. The most common victims of bullying in Indonesia are verbal bullying at 47.3% physical bullying at 29.8%, social bullying at 20.2% and cyberbullying at 2.7% [15]. The Indonesian Child Protection Commission states that verbal bullying actions such as remarks that mentally drop someone by 67% [16]. Bullying that often occurs at Muhammadiyah Elementary School Bausasran Yogyakarta is verbal bullying. Verbal bullying at Muhammadiyah Elementary School Bausasran Yogyakarta occurs not only in the classroom, but also in the school environment during recess and prayer time. Many students initially only joke with their peers, which over time leads to verbal bullying. However, verbal bullying can occur due to family factors, such as broken homes. Verbal bullying can have an impact on changes in the character of students, one of which is caused by poor language politeness. Poor language politeness can make students very easily commit acts of verbal bullying. Teacher assistance carried out at the elementary school uses language politeness. Because verbal bullying is a very easy action to do and the bully only uses verbal to carry out the action. So that with bad language can make the victim become hurt and even feel traumatized. So the teacher provides special assistance to the perpetrators of verbal bullying by giving advice and teaching how to speak properly and correctly in accordance with language politeness. The use of language politeness when talking to interlocutors can indirectly prevent offense, pressure, cornered and even hurt. So Muhammadiyah Elementary School Bausasran Yogyakartaimplements teacher mentoring by using language politeness. Based on the description contained in this background, the purpose of this study is to describe the form of verbal bullying behavior of students of Muhammadiyah Elementary School Bausasran Yogyakarta and describe teacher assistance in preventing verbal bullying of students of Muhammadiyah Elementary School Bausasran Yogyakarta.

2.Method

This research uses descriptive research with a qualitative approach. Qualitative research is research that uses a naturalistic approach to seek and find an understanding of phenomena in a particular context setting. This research uses descriptive qualitative research which aims to examine descriptive data that is poured in the form of reports or descriptions. The data source used is teacher assistance in preventing verbal bullying in students at Muhammadiyah Elementary School Bausasran Yogyakarta. The data collection techniques used were observation, interview, and documentation. Observations were made to observe teacher assistance in preventing verbal bullying, observe communication activities to assess language politeness that occurs in the classroom and observe student responses during teacher assistance. Interviews involved principals, teachers, and students as participants. Data analysis followed the Miles and Huberman approach, which involves collecting, reducing, presenting, and verifying or drawing conclusions. The data analysis procedure was conducted as follows: (1) Data Collection: Information was collected through observation, interviews with principals, teachers, and students, and documentation. After data collection was completed, all data obtained was compiled into a comprehensive data set; (2) Data Reduction: After data collection, researchers synthesized and interpreted the results of observations, interviews and documentation; (3) Data Presentation: The collected data is presented in the form of descriptive narratives, providing a comprehensive overview of the findings; (4) Verification or Conclusion: The final conclusion is drawn based on the data that has been analyzed, explaining the role of the teacher as a companion in overcoming verbal bullying by applying language politeness.

3. Results and Discussion

Based on the research data that has been presented to find out the form of verbal bullying behavior that exists at Muhammadiyah Elementary School Bausasran Yogyakartaand teacher assistance in preventing verbal bullying of students at Muhammadiyah Elementary School Bausasran Yogyakarta, it will be described in the following discussion:

2.1. Forms of verbal bullying behavior that exist at Muhammadiyah Elementary School Bausasran Yogyakarta.

The results of the research show that there are forms of verbal bullying behavior that occur in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta. Verbal bullying behavior is an act of violence through words. This is reinforced by a statement from the principal, Mr. SW, during an interview on March 04, 2024, he stated that during recess and dzuhur prayer, he often saw students directly committing acts of verbal bullying such as sticking their tongues out, sneering, mocking, making fun of, cheering, humiliating, looking sarcastically, silencing their playmates, and giving nicknames. The principal also stated that verbal bullying often occurs in the upper grades, namely grade IV. Grade IV students are in a transitional phase from children to adults and are very easy to influence, so grade IV students follow the behavior of their seniors whether it is good or bad behavior and they cannot yet distinguish whether the actions they have taken will harm others or not. Form of verbal bullying behavior is an action carried out by cheering, denouncing, giving nicknames, insulting, spreading gossip or slander, and humiliating [11]. Bauman *et al* stated that verbal bullying is a form of bullying behavior that is very easy to do, so this form of verbal bullying behavior can be used as the first step toward further violence [17]. This form of verbal bullying behavior can occur due to a lack of supervision by the school. Because of the lack of supervision from the school, the perpetrators of verbal bullying behavior become more powerful. The forms of verbal bullying behavior carried out by the perpetrator's BP, RS, and YA are mocking, making fun of, cheering, humiliating, and giving nicknames. This form of verbal bullying behavior is in accordance with the opinion of Sofyan *et al,* [18] which states that verbal bullying is an action that can hurt someone's feelings through such as mocking, making fun of, and giving nicknames. Verbal bullying is the easiest action to take because it starts with joking and ends up making the victim embarrassed.

In class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, there are three victims of verbal bullying, namely NI, MH, and NM. They get verbal bullying actions by being mocked, made fun of, cheered, humiliated, mocking parents' names, given nicknames, and seen sarcastically. Candrawati *et al* stated that students who are victims of verbal bullying will experience a decrease in learning motivation, emotional disturbances, and even anxiety [19]. From the act of verbal bullying that has been carried out by the perpetrator in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, the victim becomes shy, quiet, and difficult to adapt to other friends and even the victim also becomes less active in learning. This form of verbal bullying behavior is very easy to do because the perpetrator only starts with words that make the victim become offended or hurt. Afriani et al, assert that verbal bullying is aggressive behavior carried out intentionally by perpetrators who have power over weaker individuals or groups with the aim of hurting the victim, such as creating an unpleasant atmosphere for the victim. Verbal bullying actions are carried out for no apparent reason with the aim of making others depressed [20]. From the results of the research that has been carried out, there are factors that influence verbal bullying, namely:

1) Individual Factors

Individual factors greatly influence the existence of verbal bullying by perpetrators in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta. This can be seen from the characteristics of the perpetrators and victims in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, which makes the perpetrator choose the victim to be the target of the actions that have been taken. The following are the characteristics of the perpetrators and victims of verbal bullying, namely:

- Characteristics of perpetrators of verbal bullying in class IV Muhammadiyah Elementary School Bausasran Yogyakarta: There are three perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, with the initials BP, RS, and YA. Each perpetrator has the same characteristics to become a perpetrator of verbal

bullying. BP is a male student who has a good physical character and has the same body stature as other students, namely not too fat, not too thin, and not too tall. The way BP dresses when coming to school, BP is very neatly dressed, but when the break time arrives BP starts to unbutton the top shirt. Non-physically BP is a child who has a high temper because BP is easily offended by the words or actions of his friends that are not in accordance with his wishes. BP often fights with other friends, because BP likes to be arbitrary in class. RS is a male student who is one of the perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta. RS has a physically good characterization, with a chubby body stature and wavy hair. RS is a little temperamental because RS is easily offended and easily angry. Non-physically, RS is a temperamental child, often angry and irritable. RS gets angry easily if something bothers him, to vent his frustration, RS speaks harshly and carries out verbal bullying actions against a predetermined target. The angry and irritable nature that has been attached to RS makes it difficult to have a sense of empathy with what his friends are experiencing. YA is a female learner who is one of the perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta. YA has a good physical stature. YA's body stature is not too fat and tall. YA is neatly dressed, neatly veiled, and a little tomboyish. Non-physically, YA is a child who has a high temperament and is impatient. YA is easily offended and easily angered by her friend's actions. YA always vented her frustration by saying harsh words and also carried out verbal bullying actions against a predetermined target. From the characteristics of the three perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, have several characteristics, namely: having a stature that is not too big, feeling powerful, irritability, high temperament, and lack of empathy for victims of verbal bullying. Nasikhatun *et al* stated that the characteristics of the perpetrators of verbal bullying are that the perpetrators try to control others, only care about their own desires, find it difficult to see things from other people's perspectives, and do not care about other people's feelings [21].

- Characteristics of victims of verbal bullying in class IV Muhammadiyah Elementary School Bausasran Yogyakarta: In class IV of Muhammadiyah Elementary School Bausasran Yogyakartathere are three victims of verbal bullying, with initials NI, MH, and NM. Each victim has characteristics. NI is a female student, NI is often the target of perpetrators of verbal bullying because NI is a quiet child, shy, and does not dare to get angry. The perpetrator often arbitrarily commits acts of verbal bullying to NI. NI's parents are always mocked by the perpetrator, so NI is often called by her parents' names. NI can only be silent and give facial expressions holding back anger by crying. MH is a male learner, MH is often the target of verbal bullying because MH is always silent if his food is taken by his friends and MH is also often stared at sarcastically by the perpetrators of verbal bullying. In addition, MH is also often teased if MH does not want to share his food. MH never responded to the actions taken by the perpetrator, MH was always silent and never gave any resistance to the perpetrator. NM is a female learner, NM is a quiet child, shy, and does not dare to be angry, so the perpetrator often arbitrarily commits acts of verbal bullying against her. When NM accidentally falls or when NM does not want to be ordered by the perpetrator, the perpetrator often cheers and humiliates NM in front of her friends. The victim of verbal bullying is the person who is bullied and targeted by the bully. Learners who are victims of verbal bullying have characteristics that are physically or psychologically weak. Victims of verbal bullying are usually unable to provide resistance to the perpetrator, are more often silent, and have low self-confidence. The victim of verbal bullying is a person or group of people who are often traumatized by someone's actions, the victim does not have the strength, ability, or opportunity to reject the actions taken by the perpetrator. Victims of verbal bullying at school usually occur in children who are introverted, less adapted to their friends [22].

2) Family Factors

The relationship between family interactions and the perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is one of the factors causing verbal bullying. The perpetrator commits verbal bullying because it is caused by a broken home family or problems in the family so students do not get enough attention. With these problems,

there are usually parents who commit acts of violence or say harsh words in front of their children. So that the perpetrator of this verbal bullying action imitates what his parents have done and looks for a target that he can make an outlet for the problems he is facing. Perpetrators of verbal bullying who come from broken home families or lack of attention from their families. Wardani et al, state that the perpetrators of bullying actions come from troubled families, such as parents who often punish their children excessively [23]. The perpetrators will learn the act of verbal bullying while observing the conflicts that occur with their parents, then the perpetrators practice it on their friends.

3) Peer Factors

The social interaction relationship between peers in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is one of the factors causing verbal bullying. There are perpetrators in class IV of Muhammadiyah Elementary School Bausasran Yogyakartawho often call victims with bad nicknames. So that other students become accustomed to hearing and seeing verbal bullying. As a result, those who initially never gave nicknames or mocked and even made fun of the victim became involved in calling with bad nicknames and mocking the victim. After that, the perpetrator feels proud because the actions he takes get support from his friends who encourage him to commit acts of verbal bullying. Yamada et al stated that peer influence is the most frequent influence on verbal bullying because students will spend a lot of time with their peers and spend a lot of time at school [24].

4) School Factors

- Teachers' responses and actions towards verbal bullying: Based on observations made on March 19 and 26, 2024 in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, it is evident that teachers are not quick enough to provide assistance to verbal bullying that occurs in students. Verbal bullying is carried out by the perpetrator when the teacher is not in the classroom. During break time, teachers do not supervise students, so the perpetrators of verbal bullying feel more powerful to carry out their actions than the victims of verbal bullying. Due to the lack of supervision and assistance provided by the teacher during recess, the perpetrator does not have a deterrent effect when committing acts of verbal bullying.

- Classroom conditions that support the occurrence of verbal bullying: Based on observations made on March 28, 2024, in the school environment of Muhammadiyah Elementary School Bausasran Yogyakarta, it shows that classroom conditions that are far from the teachers' room and principal make the perpetrators of verbal bullying have more power to find victims of verbal bullying. Due to the lack of supervision of teachers and principals, the perpetrators of verbal bullying have the freedom to hurt the victims. The lack of assistance and supervision from the school during recess greatly affects the occurrence of verbal bullying. A good teacher will emphasize mentoring and supervision to his students by showing good and noble behavior with polite speech and behavior so that students can imitate him [25].

5) Mass Media Factor

The relationship between social media interaction and the perpetrators of verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is one of the factors causing verbal bullying. Social media provides a bad example for students, such as the appearance on the screen of many non-educational programs that do not educate at all. Instead, it provides a spectacle with scenes of violence, these non-educational scenes are even imitated by students such as verbal bullying. Not only on the screen, cellphones and TikTok can also provide bad examples. Many videos appear with negative scenes, such as rude speech, threatening, inciting, and hitting. The mass media factor is very dangerous for primary school students. Because the misuse of mass media can have a negative impact on its users. Saputri et al say that the abuse of mass media can provide bad examples for students, such as humiliating, making fun of, mocking, threatening, slapping, fighting, threatening, saying harsh words, hitting, and slapping [25]. In this case, students are very easy to be influenced by the scenes that have been seen, and even with their curiosity, students will practice them.

2.2. Teacher assistance in preventing verbal bullying of students at Muhammadiyah Elementary School Bausasran Yogyakarta

Teachers are mentors for students, so teachers must provide assistance to students to oversee all behavioral actions taken by students. Saputri *et al*, states that teacher assistance is

carried out to provide direction, supervise, control, guide, and advise students [26]. Teacher assistance is very important in dealing with students' learning problems or other problems that are still related to the school environment. Teachers have a big responsibility to students because teachers are second parents in the school environment. The way teachers overcome verbal bullying that occurs in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is by providing assistance to participants by using good language and politeness.

The principal cooperate with teachers to jointly provide assistance in using good language and politeness to students when verbal bullying occurs at Muhammadiyah Elementary School Bausasran Yogyakarta. Assistance using language politeness is very helpful for teachers in dealing with the problem of verbal bullying that occurs in students. Ningsih et al, state that language politeness is an attitude that is marked by language behavior that is calm, gentle, respectful, and has an attitude of humility [27]. So the teacher's assistance by using this language politeness can make it easier for students to understand the reprimands and advice given by the teacher. Assistance provided by teachers to overcome the problem of verbal bullying committed by fourth-grade students of Muhammadiyah Elementary School Bausasran Yogyakarta is by calling the perpetrators and victims of verbal bullying into the classroom. Then the teacher provides assistance by giving reprimands and advice using polite language to the perpetrators and victims of verbal bullying. Ansari et al, state that the assistance provided by the teacher must model good behavior so that with this example, students will see and then imitate the teacher's behavior [28]. The assistance provided by the teacher to the perpetrator of verbal bullying is by giving reprimands, directions, motivation, and advice to the perpetrator by using good language and politeness so that the perpetrator can imitate the assistance provided by the teacher and the perpetrator does not commit verbal bullying again.

Principals and teachers always respond to reports from students or parents when verbal bullying occurs in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta. The school always provides space for discussion to conduct follow-up, and to reveal the truth of the reports that have been received, usually, the school crosschecks the truth. If the report has been proven to have occurred, the teacher will call the perpetrator of verbal bullying and the victim of verbal bullying to be given a warning, advice, direction, and motivation using polite language. However, when the teacher's assistance has been carried out, students still commit acts of verbal bullying, then the school will call the parents of students to be asked to provide assistance when they are in the family environment. To help perpetrators or victims of verbal bullying, those who play a role in providing assistance are principals, teachers, and parents [29]. Teachers always provide assistance to students, when there are students who commit acts of verbal bullying to victims, teachers never get tired of providing assistance by using good language and politeness. Azmi *et al* stated that good teacher assistance can use polite language [30]. With teacher assistance in preventing verbal bullying in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta, teachers always provide examples of how to use good language politeness and ask students to always speak with polite language so as not to hurt the feelings of the interlocutor.

4. Conclusion

Based on the results of the research and discussion of "Teacher Assistance in Preventing Verbal Bullying of Students of Muhammadiyah Elementary School Bausasran Yogyakarta" it can be concluded that teachers of Muhammadiyah Elementary School Bausasran Yogyakartahave implemented teacher assistance by using good language politeness to prevent verbal bullying in class IV students. The forms of verbal bullying that occur at Muhammadiyah Elementary School Bausasran Yogyakarta are mocking, making fun of, cheering, humiliating, and giving nicknames. Factors that influence verbal bullying are individual factors, family factors, peer factors, school factors, and mass media factors. The way teachers overcome verbal bullying that occurs in class IV of Muhammadiyah Elementary School Bausasran Yogyakarta is by providing assistance to students by using good language and politeness. Thus, the role of teachers in providing assistance to students by using language politeness to overcome bullying can be applied by all primary school teachers.

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