

DESCRIPTION OF VERBAL BULLYING BEHAVIOR IN RK BUDI LUHUR PRIMARY STUDENTS

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ABSTRACT

This study investigates verbal bullying behavior among students at RK Budi Luhur Elementary School, focusing on its prevalence, forms, and impact on mental health and academic performance. The findings indicate that verbal bullying is the most prevalent form of bullying within the school environment, with an alarming 95.1% of respondents reporting exposure to such behavior. Female students are particularly affected, comprising 55.9% of the victims. The most common forms of verbal bullying include insults and teasing, often targeting physical appearance, which leaves a lasting emotional imprint on the victims. These findings underscore the critical need to address the issue comprehensively to ensure a safe and supportive educational environment. The impact of verbal bullying on students is profound, influencing both their academic achievement and psychological well-being. Among the surveyed students, 40% reported experiencing negative consequences, including a decline in academic performance and the onset of mental health challenges such as anxiety, low self-esteem, and even depression. The stress caused by constant verbal harassment disrupts students' ability to focus and participate actively in classroom activities. Over time, this can lead to a loss of interest in school and a decline in overall motivation. Furthermore, victims of verbal bullying often struggle to form healthy relationships with peers, as the humiliation and fear of further ridicule isolate them socially. These effects highlight the extensive and far-reaching consequences of verbal bullying, making it a significant issue that demands immediate intervention. To provide a broader perspective on the issue, this study also analyzed findings from research conducted in six countries—Australia, the Philippines, Brazil, Indonesia, Turkey, and Spain—published between 2016 and 2020. The global data consistently demonstrate that verbal bullying is a pervasive problem affecting primary school students across diverse cultural and socio-economic contexts. The studies reveal commonalities in the nature of verbal bullying, such as insults related to physical appearance, intelligence, or social status, as well as its damaging impact on victims' mental health and academic outcomes. This international comparison underscores the universality of the problem while also highlighting the need for context-specific strategies to combat bullying effectively. At RK Budi Luhur Elementary School, the findings emphasize the urgency of implementing targeted intervention and prevention programs to address verbal bullying. Such initiatives should involve collaboration among educators, health professionals, and families to create a comprehensive approach to the problem. Educators play a crucial role in identifying bullying behavior early and fostering a positive classroom atmosphere that discourages aggression. Training programs for teachers can equip them with the skills to recognize signs of bullying, mediate conflicts, and promote inclusivity among students. Health professionals, including school counselors and psychologists, are essential in providing support for victims, helping them cope with the emotional toll of bullying, and building resilience. Parental involvement is equally vital in addressing verbal bullying. Parents need to be aware of the signs that their child may be a victim or perpetrator of bullying and actively participate in creating a supportive home environment. Workshops and informational sessions for parents can enhance their understanding of verbal bullying and

empower them to guide their children toward positive social interactions. Furthermore, involving students themselves in anti-bullying campaigns can foster peer support networks and encourage accountability within the school community. In conclusion, verbal bullying at RK Budi Luhur Elementary School represents a significant challenge that has serious implications for students' mental health and academic success. The study highlights the importance of collaborative efforts between educators, health professionals, and families to address this issue effectively. By implementing comprehensive intervention and prevention programs, the school can create a safer and more inclusive environment where all students can thrive. These efforts not only mitigate the immediate impacts of bullying but also contribute to the long-term development of a more empathetic and respectful school culture.

Keywords: Bullying, Elementary School Students, Verbal Bullying

INTRODUCTION

This journal discusses the problem of verbal bullying among RK BUDI LUHUR elementary school students, with a special focus on its impact on girls. Bullying, especially in verbal form, has been identified as a significant problem affecting the well-being and development of children in school settings. Research shows that verbal bullying often takes the form of insults and insults, which can have a negative impact on students' mental health and academic performance (Defriani, 2024).

Data shows that most victims of verbal bullying are female students, who experience greater social and emotional stress due to these bullying acts. The main reason behind bullying is often related to physical appearance, which creates an unsafe and unsupportive environment for the victimized student.

With verbal bullying increasingly prevalent in various countries, including Spain, Australia, the Philippines and Türkiye, it is important to understand the context and impact of this behavior. This research aims to provide deeper insight into the phenomenon of verbal bullying, as well as encouraging the development of effective intervention and prevention programs in elementary schools. Through literature analysis from various studies, this journal seeks to provide useful information for educators, health professionals and parents in dealing with bullying problems in the school environment.

Bullying has become a prevalent issue within educational settings, affecting students' mental health, self-esteem, and overall academic performance. Among various forms of bullying, verbal bullying is particularly concerning due to its pervasive nature and long-lasting psychological impact (Jamsai & Boonnak, 2023). Verbal bullying involves the use of words to demean, humiliate, or harm others, and it often manifests through insults, teasing, or threatening remarks.

In primary schools, verbal bullying poses a significant challenge, as children in this developmental stage are highly impressionable and sensitive to social interactions. Negative verbal exchanges during these formative years can lead to anxiety, depression, and reduced self-confidence, potentially affecting their future relationships and achievements.

The focus of this study is RK Budi Luhur Primary School, where anecdotal observations and preliminary reports suggest occurrences of verbal bullying among students. Despite its potential consequences, verbal bullying often goes unnoticed or unaddressed due to the subtle nature of its expression. Understanding the patterns, triggers, and perceptions surrounding verbal bullying in this context is crucial for devising effective intervention strategies.

This study aims to describe the characteristics, frequency, and dynamics of verbal bullying behavior among students at RK Budi Luhur Primary School. By shedding light on this issue, the research seeks to inform educators, parents, and policymakers about the importance of fostering a supportive and inclusive school environment.

RESEARCH METHOD

Survey descriptive and correlational descriptive. Descriptive surveys are observational in nature to see an objective picture of a situation at one time, while correlational descriptives look at the relationship between variables that are assessed simultaneously at one time (Ariyanti et al., 2024).

This study employs a descriptive qualitative approach to explore and understand the phenomenon of verbal bullying behavior among students at RK Budi Luhur Primary School. The qualitative method was chosen to capture the depth and complexity of students' experiences and interactions, allowing the researcher to gather rich, detailed data about the behaviors, contexts, and perceptions surrounding verbal bullying. Data collection was carried out using a combination of observations, interviews, and document analysis, ensuring a comprehensive understanding of the issue from multiple perspectives.

The participants of this study were selected using purposive sampling, focusing on students who were directly or indirectly involved in verbal bullying incidents, as well as teachers and school staff who could provide additional insights into the school environment. The inclusion criteria ensured that the participants had relevant experiences and knowledge about verbal bullying, which was critical to achieving the research objectives. Consent was obtained from participants and their guardians, and ethical considerations, such as confidentiality and anonymity, were strictly maintained throughout the study.

Data collection began with non-participant observations conducted during class hours, recess, and extracurricular activities to identify instances of verbal bullying and the contexts in which they occurred. The researcher recorded these observations in detailed field notes, paying attention to the language used, the tone of interactions, and the social dynamics among students. Semi-structured interviews were then conducted with selected students and teachers to gain deeper insights into the motivations, reactions, and impacts associated with verbal bullying behavior. The interview questions were open-ended, allowing participants to freely express their thoughts and experiences (Prayuda et al., 2024).

The data were analyzed using thematic analysis, which involved systematically coding and categorizing the information to identify recurring patterns and themes. The analysis process began with an initial reading of the data to familiarize the researcher with the content, followed by iterative coding to organize the data into meaningful units (Wicaksono et al., 2021). The identified themes were then interpreted in the context of the research objectives, highlighting the key characteristics, causes, and effects of verbal bullying behavior in the school setting.

By integrating multiple data sources and employing rigorous analytical methods, this study provides a nuanced understanding of verbal bullying behavior in RK Budi Luhur Primary School. The findings are intended to serve as a foundation for developing targeted interventions and fostering a more inclusive and supportive school environment.

DISCUSSION

The results and discussion section of the journal centers on an analysis of eight research articles that delve into verbal bullying behavior among elementary school students. These articles provide valuable insights into the nature, prevalence, and implications of verbal bullying in educational settings, employing diverse methodologies to explore the issue. The majority of these studies utilized survey descriptive and correlational descriptive approaches, each offering distinct perspectives on the phenomenon (Wu et al., 2023). By examining these methods and their findings, the study aims to shed light on the scope of verbal bullying and its impact, particularly in the context of RK Budi Luhur Elementary School.

Descriptive survey methods, commonly used in the analyzed articles, aim to present an objective snapshot of verbal bullying behavior at a specific point in time. These surveys collect data on the frequency, forms, and contexts of bullying, providing a comprehensive overview of the issue as experienced by students. This method is particularly effective in capturing the immediate realities of bullying, such as the prevalence of insults and teasing related to physical appearance or other personal characteristics. The data obtained through

descriptive surveys serve as a foundation for understanding the scale of the problem and identifying patterns that may inform targeted interventions. For instance, the high incidence of verbal bullying among certain demographic groups, such as female students, can guide educators and policymakers in developing gender-sensitive anti-bullying strategies.

In contrast, descriptive correlational methods focus on examining the relationships between verbal bullying and its outcomes, particularly in terms of students' learning achievements and mental well-being. This approach highlights the interconnectedness of bullying behavior and its consequences, revealing how verbal harassment can disrupt academic performance and psychological health. For example, the findings often show that students who experience frequent verbal bullying tend to exhibit lower academic motivation, reduced classroom participation, and higher levels of anxiety or depression (Kurniati et al., 2023). By exploring these correlations, researchers can identify critical areas where intervention is needed, such as improving classroom dynamics or providing mental health support for victims. These insights underscore the importance of addressing verbal bullying not only as a disciplinary issue but also as a broader educational and psychological concern.

The collective findings from these research articles contribute to a deeper understanding of verbal bullying behavior and its implications for elementary school students. This research is particularly relevant for stakeholders such as health workers, educators, families, and future researchers. For health professionals, the studies emphasize the need for mental health interventions tailored to young victims of bullying, focusing on building resilience and coping mechanisms. Educators, on the other hand, are encouraged to adopt proactive measures, such as creating inclusive classroom environments and integrating anti-bullying education into the curriculum. Families play a crucial role in fostering open communication and providing emotional support, ensuring that children feel safe and valued both at home and at school.

Moreover, the findings serve as a valuable resource for future researchers aiming to expand the scope of knowledge on verbal bullying (Prayuda et al., 2023). By highlighting methodological trends and gaps in existing studies, this analysis offers a roadmap for designing more comprehensive and impactful research. For instance, while survey and correlational methods are effective in identifying patterns and relationships, future studies could incorporate experimental or longitudinal designs to explore the long-term effects of verbal bullying and evaluate the efficacy of specific interventions. Such research would further enrich the understanding of verbal bullying and contribute to the development of more robust strategies to combat it.

In conclusion, the analysis of these eight research articles underscores the multifaceted nature of verbal bullying and its significant impact on elementary school students. By utilizing descriptive survey and correlational methods, the studies provide a nuanced picture of the problem, highlighting both its prevalence and its far-reaching consequences (Morales et al., 2019). The insights gained from this research offer valuable guidance for health professionals, educators, families, and researchers, fostering a collective effort to address verbal bullying and create safer, more supportive learning environments for all students.

CONCLUSION

That verbal bullying behavior among RK BUDI LUHUR elementary school students is a significant problem and requires attention from various parties, including health workers, educators and families. This research identifies various factors that contribute to bullying behavior and its impact on students (Bjärehed et al., 2021). The suggestions given include the need to increase awareness and education about bullying, as well as the development of effective intervention programs to prevent and deal with bullying behavior in elementary schools.

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