
VERBAL BULLYING AND MENTAL HEALTH IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Bullying is a dangerous problem in education today, especially for students. Most students are victims of bullying from their schoolmates. Bullying in students that is carried out continuously will have an impact on mental health. Many victims of bullying have not received an education, so they do not dare to reveal it to teachers or parents. This condition makes it difficult for teachers to monitor and follow up on bullying cases at school. This study aims to determine what causes children to be bullied and the impact of bullying behaviour on fourth-grade students of SD Muhammadiyah 1 Sragen. This research uses a qualitative case study type. Data collection techniques used observation, questionnaires, interviews, and documentation. Primary data sources were obtained from observations and interviews with students, teachers and parents. The secondary data sources are through records and journals. Based on the results of research at SD Muhammadiyah 1 Sragen, the results show that the form of bullying behaviour is direct verbal, physical, and psychological bullying. The factors that cause this case are influenced by parenting style, play environment, socialization and mass media. So that this treatment has an impact on the behaviour of victims who are traumatized, become quiet, not confident, and have feelings of fear. This fourth-grade student showed that it was too severe, for example, cursing with parents' nicknames, slapping hands on the head, and fighting with friends. Efforts made by parents and teachers to increase children's supervision of relationships are through the parent-teacher meeting evaluation program.

Keywords: Verbal Impact, Bullying, Mental Health.

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INTRODUCTION

Education has a very important role in shaping the character of each individual, especially students, to make them ethical individuals. Teachers as educators also play an important role in supervising students at school in this character formation process aimed at producing quality human resources (Salsabilah et al., 2021). In the learning process, teachers and students are very determining factors. Teachers are important in providing education (Maryana et al., 2021). The role of the teacher is very important in determining the success of learning objectives because it can directly develop, influence, and increase students' intelligence and skills (Andriani et al., 2020). Students will notice the teacher's personality and imitate the teacher's behaviour. Students will imitate what they see in their environment, so teachers and school principals must show examples of good disciplinary attitudes (Novitasari & Abduh, 2022).

The Minister of National Education Regulation Number 23 of 2006 states that basic education aims to lay the foundations of intelligence, knowledge, personality, noble morals and skills for living independently and following further education. With education, a person can develop the potential

to solve a problem in the future by bringing the knowledge obtained through the educational process (Sujana, 2019).

Education is a process of character formation so that each individual can overcome changes and problems. However, in the world of education, according to Nurhidayah (2023), there have been many deviations in student behaviour with frequent violence, which is usually called bullying, namely events that can bring down a person's good name. With this, according to Warist Al Wasi (2023), schools should be a place or forum for students to receive proper education and opportunities to learn. However, on the other hand, a student gets unpleasant treatment, which can cause damage to mental health or even loss of life. Therefore, schools must provide a comfortable and safe place for students in the teaching and learning process (Minsih & Galih, 2018).

According to Wahyani (Yuwono et al., 2022), developments that can influence character development in elementary school children are a very important period. At elementary school age, children experience rapid development of thought patterns. Character education is an approach to improving students' moral character (Sukitman et al., 2016). Character education only happens slowly but requires example and adjustment. The adjustments are tolerance, deliberation, good behaviour, independence, etc. Students will naturally do good things during this adjustment process.

Bullying is an important problem and can even be dangerous and disruptive in the world of education across the globe (Amalia et al., 2015). This problem needs special attention from teachers and parents. The behaviour carried out by a bully will have a physical and mental impact on the victim, both verbal and non-verbal bullying (Professional et al., 2023). Apart from that, children in elementary school are very easily offended and misunderstood by their peers when it comes to words (Ramadhanti & Hidayat, 2022).

According to Mei Wiji Amelia (2023), bullying can influence the value of academic and non-academic results. During the learning process, according to Novitasari and Padila (2023), victims of bullying behaviour tend to be passive and reluctant to socialize with others and prefer to be alone. Two factors influence bullying, namely internal and external factors. These internal factors arise within oneself; for example, someone prefers to be alone and lacks confidence in their appearance. Meanwhile, external factors influence bullying, namely factors that arise from outside a person, for example, influence from the environment, family, friends, social media, etc. So the perpetrator can carry out bullying as he pleases.

According to Kartika (Setiowati et al. (2020) states that with bullying behaviour, perpetrators do not hesitate to bully or discriminate against their friends by insulting their parents' names and doing things that should not be done to victims or friends. Classmate. Therefore, this behaviour is considered a joke, and they can easily embarrass each other in front of the general public without thinking about someone's feelings and mental state. Nurlia and Suardiman (2020) explain the impact of bullying behaviour on victims, resulting in a lack of concentration, studying at school, anxiety, and fear, which can disrupt their mental health. However, the impact of bullying is that the school needs clear intervention and punishment and appropriate rules in dealing with bullying. The impact of this bullying is that schools can implement programs, namely guidance services and counselling, to reduce or overcome bullying behaviour so that it does not affect physically or mentally (Arum et al.).

According to Pratiwi et al. (2021), data collected by UNICEF (2015) shows that 40% of children experience bullying at school, 32% experience physical violence, and 72% of children become

witnesses or victims of violence. According to KPAI data (2022), it is clear that there were 5,953 cases of violence against children that occurred in Indonesia in 2021. Among these cases, there were 1,138 cases of children being victims of physical and psychological violence. This means that there are still many children who are victims of violence or bullying, whether from their parents, friends or their environment.

Based on many facts presented in previous research, it is evident that many children are involved in bullying cases, especially verbal bullying. This occurs due to a lack of supervision by teachers and parents in social situations. Therefore, the research aims to identify and analyze the factors causing children to become victims of bullying and its impacts, as well as to understand and analyze teachers' efforts in addressing verbal bullying behavior. Thus, the benefit of this research is to raise awareness among the public, especially teachers and parents, about the importance of supervising children in social situations. By understanding the factors causing children to become victims of bullying, they can pay more attention and understand the need for appropriate interventions. The findings of this research can serve as a basis for the development of more effective policies in preventing and addressing bullying cases in schools. Teachers and school authorities can utilize the research findings to design more effective anti-bullying programs.

METHOD

In this research, researchers used a qualitative approach. Qualitative research is research carried out with events that occur (naturally) by understanding phenomena (Fadli, 2021). This research approach is a case study. According to Abduh (2023), a case study is collecting data by providing an in-depth description of a case so that you can obtain rich information on specific aspects to identify the case or phenomenon being studied. Research focuses on the causes and impacts of verbal bullying on children's mental health. The subjects in this research were high-grade I students and the fourth-grade homeroom teacher.

Data collection and retrieval methods include observation, questionnaires, interviews, and documentation. Interview process: This research was conducted at SD Muhammadiyah 1 Sragen, a driving school implementing an independent curriculum. The interview involves researchers asking questions about the factors that cause bullying, the impact on mental health, and efforts to overcome bullying behaviour. Regarding this research, the interviews were open-ended. Observations were carried out by observing the activities of class IV students during break times and learning activities. Documentation is carried out when students fill out questionnaires in class to ensure data accuracy, and triangulation is used to validate further the information collected from informants.

The data analysis technique in this research uses data collection, data reduction, and conclusion (Rofiah, 2022).

1. Data collection

The initial research stage involves searching for data through questionnaires, observations, and direct interviews with the parties to be researched and reinforced with documentation.

2. Data reduction

Data reduction is selecting, focusing on simplifying, abstracting and transforming data that emerges from written notes in the field.

3. Data presentation

The data obtained is compiled and then presented in text form, which allows conclusions to be drawn.

4. Drawing conclusions

In the final stage, data analysis verifies the data to draw recommended interactive conclusions.

RESULTS AND DISCUSSION

The research process researcher observed the class IV room of SD Muhammadiyah 1 Sragen. After the researchers made observations, they used questionnaires and interviews with respondents (bullying victims, bullying perpetrators, and fourth-grade classroom teachers) and documented the results. So, data was obtained regarding verbal bullying in fourth-grade students at SD Muhammadiyah 1 Sragen. Bullying behaviour often occurs among schoolchildren. Bullying is an action that is carried out repeatedly by someone or a group of people who are stronger physically or mentally to hurt and harm other people without considering someone's feelings (Oktaviani & Ramadan, 2023). This bullying has a very bad impact, both now and in the future. Considering the negative impact of bullying, schools need to carry out outreach programs to prevent bullying for teachers and parents.

If viewed from the observation and interview process that has been carried out, students who carry out bullying in class IV are quite high, which illustrates that the forms of verbal bullying that occur at SD Muhammadiyah 1 Sragen include:

- 1) In bullying, usually, the victims are weak students, or you could say quiet students; sometimes, the perpetrators make physical contact when carrying out the bullying. For example, touching shoulders, pinching or pulling clothes, kicking, pushing, borrowing other people's belongings by force, and destroying other people's belongings.
- 2) In bullying, usually, the victims are students who can be said to have differences with other friends, such as having a body that is less than perfect, skin colour that gives rise to ridicule, including giving nicknames after parents' names, cheering and shouting, calling friends' names ugly names so that they become the laughing stock of their classmates.
- 3) Bullying is carried out to systematically weaken the victim's self-esteem through exclusion, intimidation and discrimination (Ismail, 2019).

The research results outline several studies: 1) the causes of children being bullied, 2) the impact of bullying on victims, and 3) Teachers' efforts to overcome verbal bullying behaviour.

Causes of Children Being Bullied

Based on interviews with fourth-grade students, the results obtained:

a) Results of interviews with victims who were bullied:

Student A : "Because her child often cries, sis, that is why she is being bullied."

Student B : "Because her child has small hands on the other side."

Student C : "I do not know, sis; suddenly, he said I was using the name my parents called me, sis."

Student D : "That is what it is, Miss E, suddenly likes to damage my things"

Student E : "When taking a break, Sis suddenly pushed me, even though I did not do anything to her."

b) Results of interviews with perpetrators of bullying victims :

- Student A : "Wong e nganyelke yo sis, cry and cry."
Student B : "Usually Kui Wes does not work, sis, but kid, Gapopo."
Student B : "Grandma, do not nudge me, I will tell you, sis."
Student C : "Your body odour isn't good, sis."

Using the interview results from various answers, it can be concluded that the perpetrators of bullying are those who cry, have disabled body parts, make fun of their parents by name, damage other people's things, and push their bodies with force.

Based on the findings of interviews with fourth-grade students at SD Muhammadiyah 1, which were conducted using interview techniques, starting from the causes of bullying. Thus, it can be concluded that the results of interviews with victims of bullying and perpetrators of bullying show a lack of supervision from the class IV homeroom teacher because bullying behaviour is carried out during break times in class, while teachers return to the office during breaks. In the classroom, during break time without supervision from the teacher, classroom conditions will produce a lot of danger because students will engage in bad behaviour. One of the things that is deviant is student delinquency, for example, bullying, and many factors influence it, including internal factors and external factors from within the student (Amalia et al., 2015). In line with Fauzi's research (2018) said that apart from, it can be seen from the causes of bullying carried out by perpetrators against victims are several factors, including a) Family factors, which can influence bullying where low family function children often witness violence in the family, lack of attention from parents, then parents who pamper their children too much so that children have the power to bully and children get used to experiencing violence at home, b) Environmental factors, this factor can be caused by peers including children playing with friends who commit violence, especially bullying and Children are used to seeing violence in their surroundings. c) School factors, namely, lack of supervision from teachers. d) Social media factor: this factor if we look at social media, non-educational programs nowadays are less educational shows with violent scenes in soap operas, but instead, children imitate them. Anullyng is high, both verbal and non-verbal, and in this scene, both verbal (Alfiah, 2019).

The impact of bullying behaviour

Based on interviews regarding the impact of bullying behaviour on victims of class IV students, the following results were obtained:

c) Results of interviews with victims of bullying

- Student A : "It hurts when I get kicked; sometimes I am scared about going to class."
Student B : "I would be stupid, sis, if they bullied me."
Student C : "I want to lock myself away, sis. I don't want to be friends with anyone."
Student D : "I do not dare tell my parents I am being bullied."
Student E : "My grades have dropped, sis, because after being bullied, my self-confidence has decreased."

Using the results of interviews from various answers, it can be concluded that victims of bullying behaviour, on average, do not want to share their stories with their parents for reasons of fear, and each of the victims experiences the impact of bullying, which can disrupt children's development, emotional intelligence and can affect the mental health experienced by children

(Nasution, 2021). As confirmed by the following table from a victim interview, there are several indicators from a series of instruments that detect children affected by bullying as follows:

Table 1. Indicators of the Impact of Bullying on Elementary School Children

Scope of Development	Indicator	The Visible	
		Yes	No
Social-Emotional	Not confident	✓	
	Feeling excluded in class	✓	
	The child becomes gloomy.	✓	
	Crying when bullied	✓	
	Likes to rebel	✓	
	Stubborn	✓	
	Feeling indifferent when being bullied	✓	
	Afraid to interact with friends	✓	
	Damaging surrounding objects	✓	

Based on the indicator table above regarding the impact of bullying on fourth-grade students at SD Muhammadiyah 1 Sragen. These results indicate that victims of bullying experience the impact of changes in student behaviour from inside and outside school. The results of the table above show that students who are victims experience significant changes that can be seen from within the child, which can hinder their social-emotional development. The indicators in the table above, such as the impact of bullying, are used as research instruments to determine its impact on bullying behaviour. This research is also supported by relevant research such as research conducted by Wahyuni, Vitri and Pransiska (2019) explaining that there are indicators of bullying that occurs in children at an early age in the form of verbal and non-verbal, such as beating or destroying things around you, crying and being afraid, and also uncontrolled emotional changes.

From the explanation above, this, apart from behaviour, occurs due to physical contact. Discrimination or bullying can also take the form of verbal. This can have a negative effect that causes poor emotional development in children, especially for fourth-grade students at SD Muhammadiyah 1 Sragen. Therefore, it can be proven by research results from Solikhin (2021) that bullying behaviour can have a negative effect on the victim; not only that, the victim will also become quieter, slower, and cry easily. Meanwhile, a bully's behaviour shows an unruly, stubborn attitude, and he often damages objects around him.

Children who are victims of bullying behaviour at school often receive treatment that is considered normal for their age. Initially, the teacher thought that the behaviour carried out by the perpetrator towards the victim was just ordinary joking behaviour carried out by fellow friends. Therefore, there is a need for guidance in the form of outreach regarding the effects of bullying on children. This is in line with the results of research conducted by Santoso (2018), explaining that the impact of bullying requires outreach to teachers, parents and the surrounding community to understand that bullying is very dangerous in every school. With this socialization, bullying behaviour can be prevented and avoided (Firmansyah, 2021).

Teachers' Efforts in Handling Bullying Behavior

Based on interviews regarding teachers' efforts to deal with bullying behaviour among teachers, the following results were obtained:

d) Results of interviews with class IV homeroom teachers:

- Teacher : "Usually in my class bullying takes the form of hurting you verbally and physically, for example, calling your friends bad names, calling your parents names, you often get reprimanded every day, but you keep repeating it, sometimes fighting, likes to push so, can hurt verbally and physically."
- Teacher : "Actually, it has been a long time since I submitted a letter to the police station specifically to handle bullying cases, but there has been no follow-up from the police, and there is no socialization program for parents here either. This was just planned, Miss, regarding socialization for parents of students, but not yet. Know the date."
- Teacher : "If there is verbal bullying at any time, inform, advise, give warnings from the respective class teachers, and this bullying case has not yet reached the Principal."
- Teacher : "The problem is that if you tell them, it will come out again, but it won't sink into their minds and there are no services here, sis, so it's a bit difficult if the children want to tell stories."

Using the results of interviews with homeroom teachers, it can be concluded that the teacher's efforts to overcome bullying behaviour are by advising, informing, and giving warnings, but the school has not provided sanctions related to cases of bullying behaviour (Fitria Rosmi et al., 2023).

One of the efforts teachers can make to overcome bullying behaviour is to supervise students. This is done by giving warnings to students who behave badly, coaching students who are perpetrators of bullying, teaching and giving examples of what good friends look like, and carrying out interventions by telling the students' parents how their children are developing. At school, meetings are held with the student's parents (Nurhaedah et al., 2020).

CONCLUSION

Based on the results of the data analysis obtained, it was concluded that there were students in the high class at SD Muhammadiyah 1 Sragen who had carried out verbal bullying. The bullying is carried out repeatedly every day by the bullies, starting from recess or during class hours. As educators in schools, teachers have yet to provide full socialization to students in terms of counselling. Many victims complain to teachers about this bullying behaviour, and teachers have tried to resolve it. However, the school has not taken any follow-up action, such as punishment for the perpetrators of bullying. The school still needs to hold a parent meeting program to discuss students' school actions and academic development. The implications of this research highlight the urgent need for schools to implement comprehensive anti-bullying policies and procedures, including providing adequate counseling and support for both victims and perpetrators of bullying. Additionally, it underscores the importance of parental involvement and oversight in addressing and preventing bullying behaviors among children.

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