



# Teacher communication strategies in an effort to prevent bullying at the Mangunan Purwomartani experimental elementary School Kalasan Sleman

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## ABSTRACT

### Keywords

Bullying  
Bullying Factor  
Form Of Bullying  
Communication Strategy

Bullying is an aggressive act carried out repeatedly by one person or group of people who is stronger or more powerful towards another person with all forms of oppression or violence carried out intentionally with the aim of hurting, even if it is carried out continuously. This research aims to determine teachers' communication strategies in an effort to prevent bullying as well as knowing the factors that cause bullying and the forms of bullying that occur at the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman. One of the factors causing bullying is that it is triggered by negative attitudes. Meanwhile, the form of bullying is carried out verbally, physically, socially and emotionally. So that victims of bullying feel depressed, traumatized and helpless. This certainly has a big impact, especially for students, where the student learning process experiences obstacles so that the teaching and learning process does not run optimally. For this reason, teachers need to have a communication strategy in an effort to prevent acts of bullying by providing firm and clear guidelines against bullying as well as making agreements with students about the consequences of bullying in a participatory manner. Communication strategy is planning the delivery of messages through various communication elements such as frequency, formality, content and communication channels so that the messages conveyed are easily received and understood and can change attitudes or behavior in accordance with communication objectives.

## 1. Introduction

Bullying is rampant in every school, whether elementary, middle and high school (Yuliana & Muslikah, 2021). Bullying is an act carried out aggressively with all forms of oppression or violence carried out deliberately by one person or group of people who are stronger or more powerful against other people who appear to tend to be weaker or different from other people, which is carried out continuously either verbally or non-verbally with the aim of hurting (Van Hee et al., 2018). Verbal bullying usually takes the form of insults or hate speech, while non-verbal bullying usually takes the form of physical violence (Johansson & Englund, 2021).

Bullying is better known as insults, bullying, exclusion, intimidation and others (Hamiza Wan Ali et al., 2019). There are even cases of bullying that occur at school, such as brawls, abuse by seniors against juniors, theft and so on (Auemanekul et al., 2020). Bullying not only has a negative impact on the victim but also has a negative impact on the perpetrator. Students who engage in bullying behavior from an early age will have the potential to become criminals early on or later in life (Sulfemi & Yasita, 2020).

School Bullying is aggressive behavior that is carried out repeatedly by someone or a group of students who have power, against other students who are weaker with the aim of hurting that person (Ulfiyah, 2018). Academically, victims look less intelligent than people who are not victims or vice

versa (Pandie & Weismann, 2016). Bullying behavior is a form of aggressive behavior. Like teasing, insults and threats are often an inducement that can lead to aggression (Rosita & Prathisara, 2021).

Therefore, elementary school education has a very important role in developing potential and forming students' positive mindset and character. Schools should provide a safe, comfortable, peaceful, enjoyable learning atmosphere and avoid bullying behavior in order to achieve educational goals. This is in accordance with the contents of Permendikbudristek No. 16 of 2022 concerning process standards for early childhood education, basic education levels and secondary education levels in article 12 paragraph (2) point a. But in reality, schools are still unable to realize this because various deviant behaviors often occur among students which can affect the smooth teaching and learning process at school, one of which is bullying behavior (Faturani, 2022).

Of course, this has a big impact, especially for students in elementary schools where the student learning process experiences obstacles so that the teaching and learning process does not run optimally (Hamiza Wan Ali et al., 2019). Apart from that, loss of self-confidence, the emergence of a feeling of trauma, extraordinary fear, the emergence of health problems, damage to friendships, damage to self-existence, decreased achievement and decreased academic interest in students (Jandevi & Zareen, 2020). Of course, this cannot be underestimated because it concerns the students' future.

According to the 1945 Constitution, primary school education is an effort to educate and realize the life of a nation that is devout, loves and proud of the nation and state, is skilled, creative, has good character and is polite and is able to solve problems in its environment which are then developed in accordance with the educational unit, regional potential, and socio-cultural at the basic level for children aged 7 to 13 years.

A child's character is a gift from God whose characteristics and attitudes are different. Therefore, the role of parents at home is very necessary to always pay attention to their children so that they are not easily influenced by negative things. Apart from that, as a parent at school, of course the role of the teacher is very necessary. Because the teacher's role is not only as a teacher, but also as a coach. In this way, teachers can prevent bullying behavior by providing direction and developing students' morals and behavior. Teachers have an inseparable role and function, including the ability to educate, guide, teach and train (Fajri, 2020). Teachers are mentors, based on their experience and knowledge about learning, they must be responsible for the education and development of their students (Sahuddin et al., 2023).

Character education is very important, especially for the younger generation. Not only does it just instill and deepen knowledge, but school education can also strengthen the character of the younger generation. Character education itself is an important aspect because it teaches religious norms, morality and other norms (Hangabei et al., 2021). Because understanding and acting according to applicable norms makes the younger generation strong characters (Naeem et al., 2015). Where this character is very important for the development and progress of the nation. Apart from that, with character education students will find it easier to find their identity. So, students become aware of the character that exists within the student.

This research aims to determine teachers' communication strategies in an effort to prevent acts of bullying at the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman and to determine the factors that cause bullying at the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman, using a qualitative approach method by examining problems that can produce descriptive data through interviews, observation and documentation. Therefore, researchers want to examine teacher communication strategies in an effort to prevent bullying at the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman.

## **2. Method**

The method used is a qualitative approach. This means that the problem being studied can produce descriptive data. The qualitative descriptive approach is a research approach where the data collected is in the form of words, pictures and not numbers (Nada rahmi et al., 2022). This data can be obtained from interviews, field notes, photos, video tapes, personal documentation, notes, memos and other documentation (Moelong, 2017). Data collection techniques use interview techniques, field observations (observations), and documentation. In this case, the researcher conducted an interview

with the school principal as an informant regarding bullying cases that have occurred in the school environment. The location of this research is the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman, located on JL Kenanga, RT.02/RW.01, Cupuwatu II, Purwomartani, Kec. Kalasan, Sleman Regency, Special Region of Yogyakarta. The tools used to collect data in this research were cellphones as recording tools and interview guides. Data collection techniques in this research used interview techniques, field observations and documentation. The interview in this research aims to collect information about the teacher's strategy. What is the teacher's communication strategy in an effort to prevent bullying at the Mangunan Purwomartani Experimental Elementary School, Kalasan, Sleman. Observations are carried out by observing what the teacher gives to students who are perpetrators of bullying or who are victims of bullying. Apart from that, what do teachers do to overcome bullying? Furthermore, documentation in this research was taken during interviews with informants. After all the data has been collected, selective selection will be carried out according to the data problems raised in the research.

### 3. Result and Discussion

#### 4.1. Presenting the Results

Mangunan Purwomartani Experimental Elementary School Kalasan Sleman is a simple school with a new awareness that is intelligent, fair and prosperous by accommodating poor children to be able to go to school. This school uses the national curriculum using learning methods that are contextually appropriate, activate children and are fun. The learning carried out here uses project-based learning so that students can actively search for information, make decisions, design solutions and reflect on what students have done. Meanwhile, during the research implementation process carried out by researchers at the Mangunan Purwomartani Experimental Elementary School, Kalasan, Sleman, regarding teacher strategies in an effort to prevent acts of bullying that occur in schools.

Teacher strategies are the methods used by teachers in an effort to prevent acts of bullying that occur at school. Teacher strategies are used as a benchmark for the teacher's success in preventing acts of bullying that occur at the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman. The strategies implemented by teachers in overcoming bullying behavior in schools include finding out the root of the problem first, paying attention and carrying out extra supervision of students while they are in the school environment, intervening directly, inviting creative thinking and providing opportunities for students to say what you are feeling right now. It is hoped that the various strategies implemented will be able to provide changes in students' behavior for the better.

The role of teachers in schools is as employees in official relations, as subordinates to their superiors, as educators in relation to students, as regulators of discipline and as substitutes for parents. On the other hand, in relation to their duties as teachers, teachers are informants, organizers, motivators, directors, initiators, transmitters, facilitators and mediators. The function of a teacher is to control, lead and direct teaching time. Teachers are also referred to as subjects (actors, main actors) in teaching. Therefore, teachers have duties, responsibilities and initiatives in conducive teaching. Meanwhile, students are directly involved so they are required to be active during the learning process. Students are called the second teaching object, Because teaching is created after there is some direction and input from the first object (teacher) and the readiness of the students themselves is very necessary for the creation of the teaching process. The following is the principal's explanation regarding efforts to prevent bullying at the Mangunan Purwomartani Experimental Elementary School, Kalasan, Sleman:

Get to know the root of the problem first: In dealing with bullying behavior, teachers must first look at the reasons why students can carry out bullying actions and the reasons why students can become victims of bullying. In this way, teachers can solve bullying problems well. Bullying can be overcome by finding out where the root of the problem is and finding out the causes of students carrying out bullying behavior themselves and by establishing good communication between students who bully and victims of bullying. Provide attention and carry out extra supervision of students while they are in the school environment: By overcoming bullying behavior, teachers must pay extra attention and supervise students while they are in the school environment. In this way, the activities carried out by students while at school can be monitored clearly. Apart from that, it is strong evidence that students who are perpetrators of bullying cannot make excuses or victims of bullying do not feel

afraid when they want to report what they are feeling. In this way, bullying behavior that occurs at school will decrease.

**Direct Processing:** By dealing with bullying behavior, teachers process or intervene directly when bullying behavior occurs at school. So bullying behavior in schools is rarely seen or does not develop clearly. "Because what is built is that teachers need to be sensitive to the things that children do, for example the term eh, short, short, short, well, this also needs to be sensitive, even a community of children in the class is also built, in the sense that if you are uncomfortable with something, you can immediately tell someone ", teacher, this teacher becomes a friend as well as being the first rescue given by the children and the children need it". From the interview dialogue above, it can be concluded that teachers must be sensitive to what students do, both positive and negative. Even the teachers themselves are always ready to be friends and become the first rescue if children feel uncomfortable with something by building a children's community.

**Inviting Students to Build Reasonable Thinking:** Inviting students to how to build students' reasoning to think is a principle of the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman. That way students tend to be more. Focus and try to build rational thinking. In this way, bullying behavior is rarely seen or even rarely heard in the school environment.

**Provide opportunities for students to say what they are feeling right now:** Of course teachers must provide opportunities for students to express what they are currently feeling while at school. In this way, optimal learning can be created while building reasoning in thinking. "In building a community, children build a critical thinking process and then process emotions so that children have the opportunity to say or express what they are feeling. And of course this is an important thing in direct management." From the interview dialogue above, it can be concluded that to build a critical thinking process and then to process emotions towards students, the teacher gives students the opportunity to say or express what they are feeling.

#### **4.2. Create a Discussion**

**Definition of Bullying:** Bullying is an aggressive act that is usually carried out by someone to intimidate other people who are considered weaker. Bullying refers to negative behavior that is intentionally carried out to hurt or make an individual feel difficult and uncomfortable (Eldiorita & Layyinah, 2019). This behavior occurs repeatedly from time to time and occurs in relationships where there is no balance of power or strength (Menin et al., 2021). Someone who is considered weak often becomes a target for bullying. Victims of bullying will find it difficult to defend and protect themselves. This social deviant behavior can occur anywhere, both in the school environment and the work environment.

**Forms of Bullying:** Forms of bullying consist of verbal, physical, relational and cyberbullying. Forms of bullying include criticizing, slandering and saying bad words to hurt other people. Physical bullying such as hitting, kicking, slapping and other physical violence. Relational bullying such as ignoring, isolating, and other actions that avoid other people. Meanwhile, cyberbullying is an act that hurts other people through electronic media, such as intimidating via video recordings and defaming someone's good name through electronic media or social media (Zakiyah, Ela Zain Humedi, Sahadi Santoso, 2017). The following forms of bullying include:

**Verbal forms of bullying:** This form of bullying takes the form of verbal action using words that can humiliate and hurt the victim, such as insulting, criticizing, threatening or harassing. **Physical forms of bullying:** This form of bullying takes the form of physical acts, such as hitting, kicking or physically abusing. **Emotional Form of Bullying:** This form of bullying is emotional harassment which can cause victims of bullying to become anxious, afraid and stressed through threats, intimidation or insults. According to Ulfiah (2018) bullying is divided into three forms, namely:

**Physical:** Bullying or actions to harm other people accompanied by physical contact. This type of oppression is the most visible and most identifiable among other forms of oppression. Forms of physical bullying include kicking, pinching, slapping, spitting, hitting, breaking objects, shouting, biting, pinning, scratching and ear piercing. **Verbally:** Bullying or actions to hurt others verbally or by using verbal language. Forms of verbal bullying include calling inappropriate names, insulting, spreading bad rumors, threatening, speaking harshly and criticizing cruelly.

Psychologically: Psychological bullying is the systematic weakening of the victim's self-esteem through exclusion or neglect and humiliation. This type of bullying is most difficult to detect from the outside.

According to Menin et al., (2021) bullying is divided into five forms, namely: (a) Direct physical contact (hitting, pushing, biting, grabbing, kicking, locking someone in the room, pinching, scratching, squeezing and damaging other people's belongings). (b) Direct verbal contact (threatening, embarrassing, degrading, disturbing, giving inappropriate). (c) Names (Name Calling), sarcasm, degrading, criticizing, insulting, intimidating and spreading gossip). (d) Direct nonverbal behavior (looking sarcastically, sticking out your tongue, showing). (d) condescending, insulting or threatening expressions, faces which are usually accompanied by physical or verbal bullying. (e) Indirect nonverbal behavior (Ignoring someone, manipulating a friendship to the point of destruction, intentionally isolating or ignoring, sending anonymous letter). (f) Sexual harassment (sometimes categorized as physical or verbal aggressive behavior).

According to Bozyiğit et al., (2021) there are several forms of bullying, including: (a) Physical: Examples are biting, hair pulling, hitting. Kicking, locking and intimidating the victim in a room or by circling, twisting, punching, pushing, scratching, spitting on, threatening and destroying the victim's property rights as well as using weapons and acting criminal. (b) Non-Physical: Divided into verbal and non-verbal forms, namely: Verbal, For example, telephone calls with elements of insults, bullying, blackmail, threats or intimidation, inciting, saying dirty things to the victim, pressuring, spreading ugliness about the victim. Non verbal, Divided into direct and indirect : Indirect. Among them are friendship manipulation, alienating, not including, sending inflammatory messages, cheating and hiding. Direct: For example, movements (hands, feet or other body parts) are rude or threatening, growling, stomping threatens or frightens.

According to Riadi (2018) bullying has three forms, first, verbal bullying such as mocking or criticizing, insinuating, calling names and spreading slander. Second, physical bullying includes kicking, hitting, pushing, damaging or stealing other people's belongings or ordering other people to attack the victim. Third, non-verbal/non-physical bullying, such as threatening and showing strange or uncharacteristic behavior, prohibiting other people from joining the group, manipulating friendships and threatening via email.

Bullying Factor: Bullying can occur as a result of children who often behave deviantly, aggressively and enjoy committing violence. Furthermore, factors from the child's social environment, family parenting patterns, climate in schools and media in the form of the internet, television and other electronic media have a negative influence on children's development (Eldiorita & Layyinah, 2019). Bullying can occur due to misunderstandings involving prejudice between the parties interacting. Bullying is not an act that happens by chance, but is influenced by various factors.

The following factors cause bullying, including: (a) Using physical force to intimidate, Having a large body and a strong physique is often abused by children get what they want by carrying out acts of bullying. So they will control the situation so that the other children feel weak. (b) Lack of attention from the school regarding bullying behavior that occurs. Lack of attention or supervision, especially from the school, towards bullying behavior that occurs. Of course this will become a habit for students while at school. With minimal supervision from the school, bullying behavior will continue to occur. (c) Lack of attention from parents and the surrounding environment, There are some parents who are too free to educate their children and always free their children to do anything that makes their children happy. So children will feel free to do whatever they like without feeling guilty. Apart from that, parents are busy which makes children feel lonely and lack attention. Therefore, to get more attention, the child will engage in bullying behavior. By getting a warning from the teacher's side, the children felt happy because they had received attention.

According to Johansson & Englund (2021), the factors that cause bullying include: (a) Family, Bullying behavior often comes from problematic families, for example parents who often punish their children excessively, or a home situation that is full of stress, aggression and hostility. Therefore, children will learn bullying behavior when they observe conflicts that occur with their parents, and then imitate them towards their friends. If not. there are strict consequences from the environment for his experimental behavior, then he will learn that "those who have power are allowed to behave aggressively and that aggressive behavior can increase a person's status and power." From here

children will develop bullying behavior. (b) School, Sometimes schools often ignore the existence of bullying, as a result, students who are perpetrators of bullying will receive reinforcement for their behavior for bullying other children. Bullying is growing rapidly in the school environment, often providing negative feedback to students, for example in the form of unconstructive punishments that do not develop a sense of appreciation and respect among fellow school members. (c) Peer Groups, When children interact at school and with friends around the house, they are sometimes encouraged to carry out bullying. Some children engage in bullying in an attempt to prove that they can belong to a certain group, even though they themselves feel uncomfortable with the behavior. (d) Social Environmental Conditions, Social environmental conditions are one of the causes of bullying behavior. One of the social environmental factors that causes bullying is poverty. Those who live in poverty will do anything to fulfill their daily needs, so it is not surprising in the environment In schools, bullying often occurs between students. (e) Television shows and print media, Television and print media shape bullying behavior patterns in terms of the broadcasts they display. A survey conducted by Kompas showed that 56.9% of children imitated film scenes they had watched, in generally they imitate his movements (64%) and his words (43%). According to Astuti (2008), the factors that cause bullying include:

Differences in class (seniority), economics, religion, gender, ethnicity or racism. Usually arises because there are differences in strata or economic levels from the majority who are in that environment which causes bullying behavior to emerge. The tradition of seniority, as a place where bullying behavior emerges, which is most visible during student orientation where upperclassmen always show that they are the most powerful because they have been at school for a long time compared to their lower class, so that their lower class has to obey what their older class says.

Seniority, as a form of bullying behavior, is often extended by students. itself as a latent event. For them, the desire to exercise seniority is entertainment, conveying revenge, envy or seeking popularity, continuing tradition or showing power. Families that are not harmonious can be a cause of bullying behavior. If parents often fight and even show violence in front of their children, the children will follow what the parents do to them. child, this will also make the child have aggressive behavior. A disharmonious school situation can have an influence on the emergence of bullying behavior, such as if the teachers are inadequate in providing supervision to students and there are rules that are made only as a formality. but not used properly.

Individual or group characteristics such as: (1) Revenge or envy, (2) There is a spirit of wanting to control the victim with physical power and sexual attraction. (3) To increase the perpetrator's popularity among playmates. (4) Perception of the wrong value of the victim's behavior, due to low self-confidence.

**Impact of Bullying:** The impact experienced by victims of bullying is experiencing various kinds of disorders which include low psychological well-being where the victim will feel uncomfortable, afraid, low self-esteem and worthless, poor social adjustment where the victim feels afraid of going to school and even not wanting to go to school and withdrawing from society (Olweus et al., 2019).

The following are the impacts of bullying on victims, including: (a) Academic Performance Decreases. Often victims of bullying have difficulty focusing on the learning process directly and adapting to the school environment. This can certainly cause declining academic performance, increasing absenteeism and decreasing interest in education. (b) Relationship and Social Disorders. Bullying can damage the victim's social relationships, so that the victim finds it difficult to trust other people, has difficulty interacting socially, and friendships are destroyed. Apart from that, it can cause victims to experience social isolation, feel lonely and reduce their overall quality of life. Of course, this has a long-term impact on the quality of the victim's relationships and social interactions in the future. (c) Physical Disorders, Bullying can cause victims to experience physical injury, either directly through physical abuse or indirectly through long-term stress. Physical injuries experienced include bruises, bruises and more serious injuries. In addition, long-term stress can harm the immune system and increase the risk of disease. (d) Impaired Achievement, Bullying can cause victims to experience difficulties in achieving academic achievement. Victims will find it difficult to concentrate in class, are often absent and unable to participate in school activities. (e) Mental Disorders, Bullying can trigger mental disorders in victims. Victims will experience depression, anxiety disorders, eating disorders, and even post-traumatic stress or what is called post-traumatic stress disorder. It is possible

that the victim will carry out extremist actions by hurting himself, committing suicide or taking revenge using violence.

According to Ningrum & Bahri (2020), bullying has an impact on victims, perpetrators and witnesses. The impact on victims, perpetrators and witnesses includes: (a) Victims of bullying, The impacts often experienced by victims of bullying include physical and psychological pain, low self-confidence, feelings of shame and trauma, feeling alone, always feeling guilty about what they do, afraid coming to school, choosing to isolate oneself from school, experiencing fear of social life, experiencing mental disorders and even the desire to commit suicide. (b) Perpetrators of Bullying, The impact often experienced by perpetrators of bullying is feeling that there is no risk for those who carry out violence over bullying, aggression or threatening other children. Perpetrators of bullying as adults have greater potential to commit criminal acts and will have problems related to their social life. (c) Witness Bullying. The impact often experienced by witnesses is that they experience feelings psychological stress and unpleasant feelings threatened and fear arises of becoming the next victim of bullying. Witness. Bullying also often experiences disruption in the form of decreased achievement, as a result. They are more focused on finding ways to avoid becoming the next victim of bullying rather than focusing on school academic work.

#### 4. Conclusion

From the results of this research, bullying often occurs in every school with the same form of bullying. In fact, every student has certainly been a victim or perpetrator of bullying with the same factors and impacts. Therefore, bullying is certainly not something that happens rarely and is trivial. Therefore, of course this can make it easier for teachers to understand the forms, factors and impacts of bullying that occurs in the school environment. That way, teachers can more easily deal with acts of bullying that occur in the school environment. That way teachers can be more selective again in supervising each student to avoid acts of bullying. From the results of interviews, observations and documentation that have been carried out at the Mangunan Purwomartani Experimental Elementary School, Kalasan, Sleman, there has only been one case of bullying that has been heard by the teacher and principal.

This is due to the teacher's actions in an effort to overcome bullying by directly intervening in the field and then the teacher gives students the opportunity to express or say what they are feeling, because for teachers this is an important thing because it really influences students' critical thinking patterns and processing. emotional. Therefore, the role of the teacher is certainly very much needed, apart from being a teacher and also as a parent at school. In this way, students can have more freedom to talk about the problems they experience while at school so that they can avoid and prevent acts of bullying. In this way, teachers can realize their strategies in an effort to prevent bullying at school. The strategies in an effort to prevent acts of bullying at the Mangunan Purwomartani Kalasan Sleman Experimental Elementary School include getting to know the root of the problem first, paying attention and carrying out extra supervision of students while they are in the school environment, intervening directly, inviting them to think creatively and providing opportunities. for students to say what they are feeling at the moment. In fact, the main principle of the Mangunan Purwomartani Kalasan Experimental Elementary School, Sleman, is to build reasoning thinking while managing students' emotions.

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