THE RELATIONSHIP OF *VERBAL BULLYING* TO THE BEHAVIOR AND FORMATION OF CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS IN KUBU RAYA DISTRICT

Tuti Amelia[1], Emi Tipuk Lestari [2]

[1,2]Master of Social Education Program, PGRI University of Pontianak
[1]tutiamelia@gmail.com
[2] tipoeklestari@gmail.com

Abstract

The purpose of this article is to find out whether there is an influence between verbal bullying on the behavior and character formation of junior high school students in Kubu Raya Regency. The type of research used is a descriptive field as the research method. The data used in this study is primary data collected by distributing questionnaires to respondents. The population in this study is all students of SMPN 1 Kubu. The sampling technique in this study is purposive sampling so that the respondents were obtained from 50 students, namely grade VIII students of SMPN 1 Kubu. The findings of this study are that there are 17 who have been victims of bullying, especially verbal bullying, the student is the target of verbal bullying in the school environment. Verbal bullying occurs when they call them by inappropriate names (not their names), give them harsh criticism without further ado, start spreading bad rumors, and give them nicknames that their friends find offensive. The impact of verbal bullying is that students become more introverted as a result of their fear of being the focus of gossip from their peers if they are too prominent, students become more reserved, feel uncomfortable with their classmates, and lack confidence, especially when involved in school-related activities.

Keywords: Verbal Bullying, Behavior, Character Formation

INTRODUCTION

When students are often involved in deviant behavior in the school environment, it causes students to prefer to stay alone in the classroom rather than play and socialize with their peers. This can have a negative impact on student behavior and character and may affect student learning and learning outcomes. *Bullying* is a conventional term for abnormal behavior (Kaliampos et al, 2022). *Bullying* is defined as a series of violent and manipulative deviant acts, including violence and harm, committed by a person or group of individuals against others they believe to be weak for a long time to create an imbalance of power (Noviandari et al, 2022).

Bullying often involves repeated and uneven hostile behavior, causing the victim to feel distressed, all in an attempt to satisfy the bully and damage him. One type of *bullying* is verbal *bullying* , which is when someone is consistently and repeatedly subjected to acts of verbal intimidation. Apart from being carried out in person, this action can also be terrorized over the telephone or by speaking with comments that can offend other people. Victims of verbal bullying may have negative consequences. Sufferers will experience melancholy and lose self-confidence (Hapnita, 2018).

Bullying can occur anywhere and at any time, the school environment is one of the places where *bullying occurs* . A stronger person or group intentionally hitting the victim repeatedly in an effort to create an uncomfortable environment and cause depression in the victim is known as *bullying behavior* (Afriani & Afrinaldi, 2023). According to Jannah et al., (2021), *bullying* is a heinous crime committed intentionally against a person or group of people with the intention of harming others by abusing differences in power and causing bodily or mental illness.

Students who engage in bullying behavior towards other students when it occurs at school. *Bullying* at school has been around for a long time, and strangely, this abnormal behavior often occurs and is accepted as normal or everyday. Peers using *bullying* as a means of control over others in the school environment is a long-standing problem and is now present in elementary schools. (Rahayu & Permana, 2019).

Non-physical (verbal) bullying is *bullying* in the form of insults, slander, criticism, ridicule, and other actions that cause emotional stress to other people with the intention of breaking their hearts (Sari, 2020). The impact of verbal *bullying* is that it cannot be physically observed. *Bullying cases* that often occur in schools are cases of verbal *bullying* that seem innocent to the untrained eye. According to Afriani & Afrinaldi, (2023) verbal bullying can occur when someone abuses another person's words to gain respect and power over them.

Verbal bullying is a common occurrence that is generally seen as a sad and unfortunate event because students who experience it tend to be more closed, feel low self-esteem, behave alone, find it difficult to interact freely with other children, and prefer to interact with certain friends or groups that form their own circle. Students who are bullied usually lack self-confidence, are reluctant to speak, prefer to be alone, and do not want to hang out with other people, according to Setiawan in Nirwana (2024).

bullying can have an impact on students' behavior and character development. Students' emotional, psychological and motivational health are all affected by verbal bullying (Dewi, 2020). These attitudes and actions can impact children's school lives and lead to more significant effects, such as decreased student learning outcomes due to a lack of excitement for learning. Changes in student behavior and character are one of the effects that verbal bullying may cause (Muslihah, 2018).

research by Ani & Nurhayati (2019) provides support for this one. Research findings show a significant relationship between verbal bullying that occurs at school and the development of student behavior. In addition, according to Afriani & Afrinaldi's study from (2023), verbal *bullying* at school has an effect on student behavior, which includes decreased self-esteem, decreased depression, decreased socialization, and decreased academic achievement. The tendency to see themselves as the strongest, the need for respect, lack of resistance from the victim, and the habit of accepting themselves as normal are the causes of verbal *bullying* . That there is a noteworthy correlation between student behavior and verbal bullying in other studies.

Bullying behavior can be caused by the following variables:

1. Family circumstances: According to the findings of several studies, children who have parents who overprotect them are more susceptible to bullying. Depression and stress are caused by various factors, including parents' abnormal lifestyle, parents' divorce, unstable emotions and thoughts, parents insulting each other, arguing in front of children, being unfriendly and never getting along, and so on. -other. Teenagers are more susceptible to imitating negative communication patterns in their daily lives if they grow up in a household that utilizes them as harsh sarcasm.

2. School factors: In this case, the fact that schools often ignore *bullying* strengthens the hand of the children involved in *bullying* . *Bullying* can also occur in schools when there is a lack of ethical advice and oversight from teachers, harsh discipline, weak leadership, and inconsistent policies.

3. Children always imitate actions and phrases from the movies they see, thanks to the media. This can cause children to act violently and rudely, which can ultimately result in children bullying their school friends.

4. *Bullying* behavior can be caused by various variables, including cultural and criminal issues. unstable political climate, unstable economic conditions, bias and discrimination, social unrest, and ethnocentrism. This can incite children and teenagers to develop negative traits including depression, stress, arrogance, and rudeness.

5. Peer Factor: A group of friends who struggle academically will have a negative impact on other friends. acting or speaking badly toward peers and instructors, and skipping classes. When children get involved with their classmates at home and

at school, bullying can occur.

According to Charlise in Afriani & Afrinaldi, (2023) the effects of *bullying behavior* can be psychological, including feelings of isolation, guilt, desire for revenge, anxiety, depression that comes quickly, loss of self-confidence, and difficulty adjusting to the group. In addition, psychological effects include stress, melancholy, anxiety, insecurity, hatred, and a decrease in students' enthusiasm for learning, focus, creativity, and initiative. Over time, it can lead to a decline in academic performance and modification of student behavior.

According to Ani & Nurhayati (2019), behavior is a certain regularity in terms of thoughts (cognition), feelings (affection), and an individual's tendency to act in a way that is related to elements of their immediate environment. Behavior, in general, refers to all actions, including those performed by living creatures. Behavior is an organism's response to its environment through actions and reactions. This implies that when a stimulus is required to produce a response, a new behavior emerges. Therefore, the stimulus will undoubtedly produce certain behaviors as well.

When it comes to shaping humans into noble people, character is the most important component. It is clear that if someone has a high sense of self-worth, they have the potential to develop into a good person who contributes to society and the environment. According to Hidayatullah, as quoted in Khansa et al. (2020), "An individual's character is their unique personality that differentiates them from others and is a measure of their mental toughness, morality, or ethics."

behavior and character are significantly influenced by their educational environment. Formal education refers to an educational environment that is deliberately created and carried out under strict regulations, such as continuous and tiered. School is a place that functions as a means of organizing education and a setting where teaching and learning takes place to achieve certain learning goals. (Ani & Nurhayati, 2019).

Formal education refers to a deliberately created and forced learning environment known as a school, which follows strict rules including continuous and gradual teaching. To achieve its teaching goals, schools also prepare learning processes. The academic environment, which includes the facilities and methods used for teaching and learning, various extracurricular activities, and so on, is also part of the school environment.

According to a survey given to class VIII students at SMPN 1 Kubu, Kubu Raya Regency, 17 of them reported having experienced verbal bullying. Some students make fun of their peers by giving them nicknames that their friends find offensive, giving harsh criticism without further ado, spreading rumors, and so on, which is verbal bullying, these violent activities are easy to carry out but leave no evidence. Therefore, students who experience bullying become insecure and hurt.

Bullying generally occurs frequently. Based on the history of the problem and the results of the related research survey mentioned above, researchers are interested in finding out whether verbal *bullying* among students occurs in junior high schools in Kubu Raya district. In addition, the researcher aims to find out how class VIII students at Kubu Raya Middle School, West Kalimantan, behave and develop their character as a result of verbal bullying. Researchers decided to conduct research "The Relationship between Verbal *Bullying* and the Behavior and Character Formation of Middle School Students in Kubu Raya Regency".

METHOD

The author chose descriptive field research as the method of investigation. Research carried out methodically to collect data in the field is known as field research. Gathering information for descriptive research involves concentrating on determining the specific events to be examined. Thus, minimal or moderate, organized, open-ended, person, or group interview procedures are used during the data collection phase. A qualitative research approach is the approach used (Sugiyono, 2018).

The benefit of conducting research using qualitative techniques is that the findings can be more thorough, clear and comprehensive. The researcher chose this qualitative study because it will use qualitative research methods to describe and assess how verbal *bullying relates* to the behavior and character formation of students. This research

requires specific data, which can only be obtained through qualitative research methods.

The subjects of this study were 50 students of class VIII of SMPN I Kubu Raya who were selected through purposive sampling. The method of assessing research data sources is by synthesizing the criteria of the collected data into a general description of the research objectives. The method for assessing research data sources is the synthesis of collected data criteria into a broad picture of the research objectives. Data reduction, data visualization, and conclusion dryness are three steps in the data analysis process. Data validity is a key concept that has been updated from the validity over reliability paradigm. The level of truth or confidence in a verdict will vary based on the factors used. This study used several data collection methods, including direct observation, interviews, questionnaire distribution, and recording, to obtain primary data.

Table 1 Benchmarks for Questionnaire Result Categories

Mastery Level	Predicate
86% - 100%	Very high
76% - 85%	Tall
60% - 75%	Enough
55% - 59%	Low
≤54%	Very low

Source: Researcher, 2024

RESULTS AND DISCUSSION

SMP Negeri 1 Kubu is a state junior high school located in Kubu Raya Regency on Jl. Suparto No 115. In 1975, this state's first secondary school was founded. The 2013 SMP learning curriculum is now being used at SMP Negeri 1 Kubu. Under the direction of the principal of SMPN 1 Kubu, SMP Negeri 1 Kubu has A accreditation status for junior high school/equivalent level. 50 respondents or class VIII students at SMPN 1 Kubu, Kubu Raya Regency, were the research samples in this study.

Based on the findings of the field survey, which involved asking a series of questions to class VIII students and conducting face-to-face interviews with them, it was determined that out of 50 students in the class, 17 had been victims *of bullying*, specifically verbal *bullying*. 17 students reported that they were targets of verbal bullying in the school environment. The students claimed that their peers called them inappropriate names

(not their own), gave them harsh criticism without mincing words, started spreading unkind rumors, and gave them nicknames that their friends found offensive.

Students who have experienced verbal bullying admit that it affects their character and behavior. Students' behavior changes, preferring to stay alone in class rather than hanging out with their friends. They become more introverted as a result of their fear of becoming the focus of gossip from their peers if they stand out too much. In addition, children who have been targets of verbal bullying also experience character transformations. Specifically, they have a more reserved demeanor, feel uncomfortable around their classmates, and lack self-confidence, especially when involved in school-related activities.

According to the findings of data processing using the percentage method, verbal *bullying* as a whole received an actual score of 8 98 with percentages 64 %, compared to the desired maximum score of 1400 so it is included in the fair or moderate category . The following can be used to explain the relationship between verbal *bullying* and student behavior and character development in detail:

1. *bullying* **that occurs in the school environment for class VIII students at SMPN 1 Kubu, Kubu Raya Regency**
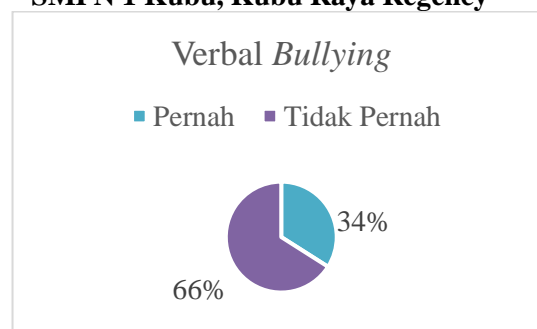

Figure 1. Respondents' answers regarding verbal bullying

Figure 1 illustrates this. Of the students, 34% admitted to having been victims of verbal *bullying* , while the remaining 66% did not report having been victims of verbal *bullying* . Thus, it can be concluded that there are cases of verbal bullying that occur at SMPN 1 Kubu, especially among class VIII students. If this behavior continues, it is feared that it will

affect the student's behavior and character in the future.

Bullying is defined as aggressive behavior that a person often carries out against someone who is weaker with the intention of hurting that person. Bullies feel no sympathy for the people they bully; on the contrary, *bullying* gives them pleasure, which is why they continue to bully others.

Bullying that is carried out verbally or through the use of words that hurt the victim is called verbal *bullying* . For example, criticism, defamation, threats, or using foul language to harm other people.

2. **Behavior of Class VIII Students at SMPN 1 Kubu, Kubu Raya Regency**

A person's behavior is their response to external stimuli because it is the result of their contact with their environment. Behavior is a state of mind that reflects the physical and non-physical components of an individual's opinions, thought processes and behavior. In a broader sense, behavior refers to all actions carried out by living creatures. However, behavior can also be seen as an individual's mental reactions, which are divided into two categories: active form (actual activity) and passive form (no original action).

It was found that students who had been targets of verbal *bullying* had changes in behavior after being monitored. These behavioral changes include students choosing to isolate themselves rather than interacting with their peers, feeling insecure and lacking in self-confidence, and fearing that if they stand out, other students or peers will use them as gossip. In addition, students who experience verbal *bullying* decide to close themselves off so as not to be bullied by the same person in the future.

3. **Formation of Class VIII Students at SMPN 1 Kubu, Kubu Raya Regency**

Character is an important component of the human experience. Everyone has a unique personality, including students. A summary of a student's characteristics, attitudes, and actions in many contexts is their "student character." Character impacts students' daily lives, both inside and outside the classroom.

Student character plays an important role in the learning process. Students with strong moral character will find it easier to overcome obstacles and make the right choices. Character impacts students' social interactions with parents, instructors, and peers. Additionally, students' characteristics may have an impact on their academic performance. Students with strong moral qualities, discipline, accountability, and perseverance, for example, perform better than those with weaker traits.

Findings in research show that verbal *bullying* influences how students develop their character. Students who have experienced bullying tend to change their character in that they become quieter, less self-confident, find it difficult to engage with other people, and become easily agitated. It's important to control verbal *bullying* and develop students' character so they can handle situations like this with more resilience.

4. **The Relationship between Verbal *Bullying* and Behavior and Character Formation in Class VIII Students of SMPN 1 Kubu, Kubu Raya Regency**

Verbal *bullying is very common and easy to recognize.* such as calling someone stupid, insulting , mocking, and insulting . Either with a light tone or not when used. In addition to social settings , such as family and school, verbal bullying can also occur in these settings. Verbal *bullying* occurs when parents, guardians, or members of the child's environment often use language or sentences that demean, offend , or label the child negatively, which causes the child to experience all these humiliations. Students will have relatively low self-confidence after the influence of verbal *bullying* occurs in them, which will also have an impact on their future character , both socially and personally. Sometimes . Calling them names or making fun of them by saying things that make them cry and hurt. .

The relationship between verbal *bullying* and student behavior and character development is that *bullying* is a stimulus, and the behavioral response is

the student's attitude after *bullying* . Researchers who work with victims *of bullying* often find that these students have resentment toward their teachers because the teachers have shouted at them in front of their peers, or even that some students are so bold as to say hurtful things to their teachers.

bullying is a deviant behavior that often attacks elementary school age children. Not only in elementary schools but also in secondary schools and universities. According to research, this type of *bullying* is defined as insults delivered verbally or physically for a specific cause, such as dislike or hostility towards the victim's actions, verbally or physically by parents towards a weak party. Children in elementary school prefer to play with their friends more time. Plus, kids want to hang out with their friends at school. Additionally, this may cause children to form groups or groupings that their peers think are best. Peers, then, also contribute to verbal *bullying behavior* by acting as a detrimental influence, but they do so by actively and passively spreading the notion that *bullying* is ineffective and only takes the form of a joke, which makes *bullying* seem normal if it continues (Putri, 2021) . Not only adults may experience *bullying* , which can lead to poor learning outcomes for students, but elementary school students can also experience it.

The researchers' results of this study showed that 17 students were subjected to verbal *bullying* , which traumatized them and resulted in changes in behavior and character. Students who experience verbal *bullying* report feeling offended and distressed when their classmates use hurtful language, call them bad names or nicknames, make fun of them, and other similar actions. As a result, these students tend to become more closed and reluctant to interact with other people in class. Over time, the effects *of bullying* can make it difficult for victims to build relationships based on trust. The reason is that victims usually have little trust in organizations or individuals close to the perpetrator. Additionally, because they think they will be treated the same way in social settings, bullied students may withdraw from the environment and become alone.

CONCLUSIONS AND SUGGESTIONS

The relationship between verbal *bullying* and student behavior and character development is that *bullying* is a stimulus, and the behavioral response is the student's attitude after *bullying* . Researchers who work with victims *of bullying* often find that these students have resentment toward their teachers because the teachers have shouted at them in front of their peers, or even that some students are so bold as to say hurtful things to their teachers.

The results of the research found that out of 50 class VIII students at SMPN 1 Kubu, there were 17 students who admitted to having experienced verbal bullying. 17 students reported that they were targets of verbal bullying in the school environment. The students claimed that their peers called them inappropriate names (not their own), gave them harsh criticism without mincing words, started spreading unkind rumors, and gave them nicknames that their friends found offensive.

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Findings in research show that verbal bullying influences how students develop their character. Students who have experienced bullying tend to change their character in that they become quieter, less self-confident, find it difficult to engage with other people, and become easily agitated. It's important to control verbal bullying and develop students' character so they can handle situations like this with more resilience.

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