

Verbal bullying in the school environment: A literature-based analysis of teachers' strategies

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Abstract

Many primary school students continue to experience or engage in bullying at school, particularly verbal bullying such as insults and teasing. This behavior negatively impacts students' psychological well-being and learning processes. Teachers play a crucial role in preventing bullying through effective learning strategies and character education. This study aims to analyze teachers' strategies in addressing verbal bullying using a literature review approach. The findings indicate that effective strategies include: early identification of bullying behavior, implementation of anti-bullying programs, and reinforcement of core values such as empathy and responsibility, and strong classroom management. In addition, educational sanctions serve as an important deterrent. These strategies are essential in creating a safe and supportive learning environment for all students.

Keywords: verbal bullying, teacher strategies, character education, classroom management

Abstrak

Banyak siswa sekolah dasar masih mengalami atau terlibat dalam tindakan perundungan di sekolah, terutama perundungan verbal seperti penghinaan dan ejekan. Perilaku ini berdampak negatif terhadap kesejahteraan psikologis dan proses belajar siswa. Guru memiliki peran penting dalam mencegah perundungan melalui strategi pembelajaran yang efektif dan pendidikan karakter. Penelitian ini bertujuan untuk menganalisis strategi guru dalam menangani perundungan verbal dengan menggunakan pendekatan studi pustaka. Hasil penelitian menunjukkan bahwa strategi yang efektif meliputi: identifikasi dini terhadap perilaku perundungan, penerapan program anti-perundungan, penguatan nilai-nilai inti seperti empati dan tanggung jawab, serta manajemen kelas yang kuat. Selain itu, sanksi edukatif juga berperan



penting sebagai efek jera. Strategi-strategi ini penting untuk menciptakan lingkungan belajar yang aman dan mendukung bagi semua siswa.

Kata Kunci: *bullying verbal, strategi guru, pendidikan karakter, manajemen kelas*

INTRODUCTION

Bullying is a type of violence that is always perpetrated by children with more power than other children with less mental and physical strength. Bullying is a form of aggressive action perpetrated by a physically stronger child or against a less physically strong child repeatedly. Bullying is considered inappropriate behavior and if left untreated, can lead to more severe aggression (Putri, 2025).

In Indonesia, bullying is a terrible problem that occurs from preschool to university level. Mahriza (2021) examines bullying behaviors among preschoolers and teachers' preventive responses. Using interviews and observations, it found that children engage in verbal and physical bullying, and then teachers respond through rational, value-based, and emotional actions, such as separating children, giving warnings, and offering comfort. Similarly, according to research results from the Program for International Students Assessment (PISA, 2018), Indonesia is in the fifth lowest position out of 78 member countries of the Organization for Economic Co-operation and Development (OECD). In addition, Indonesia is in the fifth lowest position of all member countries because the number of students experiencing bullying is 41.1%, with the number of students experiencing bullying far above the national level. In addition to being bullied, students in Indonesia admitted that 22% were insulted and had their belongings stolen. In addition, 18% said they were pushed by friends, 15% said they were intimidated, 19% said they were ostracized, and 14% said they were threatened, and 20% were students whose bad news was spread by the bully (Ramadhanti & Hidayat, 2022).

Teacher strategy can be interpreted as the teacher's efforts to plan and carry out activities to achieve certain learning objectives. Teacher strategy can be interpreted as an effort, method, or plan of activities made by a teacher to build a successful educational process so as to enable the achievement of certain learning objectives. In addition, a teacher can be considered a learner strategy (Fatimah et al., 2024).

By identifying the main causes of bullying, punishing bullies, providing guidance, support, and warnings to bullies, and implementing educational character development programs, educators can avoid bullying. Bullying can be stopped through educational character by warning students who commit offenses, acting decisively, providing guidance and warnings to children who

commit offenses, and letting students make decisions. Punishment will be applied until the call to the parents (Larozza et al., 2023).

Based on the literature review and information obtained, it was found that bullying, especially verbal bullying, is still common in the elementary school environment (Pebriana & Supriyadi, 2024). For example, students who have physical deficiencies or are considered different are often the target of ridicule, nicknames, and insults by their peers. In some cases, students also claim to feel intimidated because bad news about them is spread by the bully (Mahendra Setia Nugraha et al., 2025). This phenomenon shows that bullying behavior not only affects the victim psychologically but can also disrupt the learning process at school. Teachers are expected to have special strategies in helping students deal with bullying at school, especially verbal bullying received by students, so that the phenomenon of bullying decreases because verbal bullying will disturb students' emotions and interfere with the learning process.

Previous research has examined teacher involvement in combating bullying at school, for example research conducted by Maria Natalia Bete and Arifin, The tasks played by educators in schools have developed into tasks that must be fulfilled by all educators (Refa Choirur Rizki et al., 2024). Teacher involvement in bullying to students, namely as a figure who guides, advises, and helps them develop in order to solve problems or situations related to bullying and to reduce bullying that occurs in schools so that student behavior can improve for the better. In addition to carrying out the teacher's duties that have been highlighted so far, the teacher's responsibility in the teaching and learning process also includes helping students feel comfortable by solving problems that arise in the classroom (Maria Natalia Bete, 2023).

This research has a renewal value from the previous assessment, namely by focusing on verbal bullying and on strategies that can be applied by teachers to deal with and prevent verbal bullying in schools. The purpose of this study is so that teachers have their own strategies with verbal bullying problems that occur both in the school environment and in the classroom (Puji et al., 2024).

METHOD

This research uses Literature research is a method of collecting data by researching and analyzing various literature or sources of information relevant to the research topic. It involves the use of scientific journals, books, articles, and other documents to support or build a theoretical framework in the research (Salwa Fadhillah et al., 2024).

This research method also has the aim of reviewing, reviewing, evaluating and re-examining parallel research so that it can answer the objectives and research questions set by the researcher. Researchers selected several relevant articles then selected them and grouped them to the expected research objectives (Dwi Prasetya & Hadi Utama, 2024). The first step in conducting a literature study research method is to determine the topic, after the author determines the topic of study he wants to research, and then starts looking for reference sources that are relevant to the topic.

The author also makes sure to look for reference sources that are guaranteed validity and credibility. The next step is to select reference sources. The author ensures that the selected reference sources are related to the theme or research topic, the contents are clear and easy to understand, and can be proven empirically or accounted for if there are personal statements or opinions in them. Another thing to consider in choosing regular sources is to ensure that the information conveyed in them is current or in accordance with current developments, and comes from credible sources. Then, the author organizes the reference sources that have been found in a coherent and systematic manner to facilitate the search for the information needed later. The next step after selecting literature sources is to read and analyze the reading sources that have been determined. This is to avoid errors in quoting certain data or information. After reading and analyzing the reference sources, the next step is to take notes. Note the important points along with the reference sources found in the reading. This will help streamline the time for checking sources. The final step in conducting the literature study research method is drawing conclusions. In this case, the author connects the results of the analysis or study found with the topic or research problem being conducted.

RESULT AND DISCUSSION

Definition of Verbal Bullying

One form of bullying that can be identified through hearing is verbal bullying, which includes the use of language that offends or humiliates the victim's dignity. For example, using profanity, insulting, yelling, slandering, accusing, public staring, name calling, and spreading rumors (Duwita et al., 2024). Elements of bullying as stated by Coloroso, bullying has four components, including:

a. Imbalance

A person who is stronger than his age, more articulate, has a higher social position, and comes from a higher caste whereas his victim usually has some

vulnerability and comes from a lower caste. Bringing individuals together in positions of authority early on, enormous power is created.

b. Intent to injure

This act of bullying can result in psychological and physical harm. Physical wounds are inflicted, and the victim's psychological suffering is felt. This indicates that the perpetrator previously intended to harm the victim.

c. Threat of further aggression

Bullying is an activity that occurs consistently. The perpetrator and victim are both aware of whether the act will be repeated in the future. Some may argue that bullying is an ongoing activity.

d. Terror

The purpose of bullying behavior is to make someone feel threatened. There is a definite purpose of terror. The purpose of bullying behavior is to instill fear or a sense of threat in others, with a clear intent to intimidate. Bullying affects not only the victims but also has consequences for the perpetrators (Amalia & Haryati, 2023).

Verbal bullying is one of the most common forms of bullying that occurs in school environments. It includes behaviors such as name-calling, insults, defamation, harsh criticism, racial and personal slurs, and mocking remarks. Other forms include sexually suggestive comments, threats, intimidating messages, false accusations, and the spread of harmful and untrue rumors. Verbal bullying is among the easiest types of bullying to carry out, yet it often serves as a gateway to more severe forms of bullying, including physical violence. When schools or communities lack proper supervision, verbal bullying can escalate unchecked. Often dismissed as harmless jokes, these behaviors are in fact deeply harmful and persist when not taken seriously (D. R. S. Ningrum et al., 2023).

Verbal bullying also has an impact on the perpetrator and the victim. The consequences for the perpetrator of verbal bullying include: frequent use of profanity due to irritability, lack of empathy, habitual use of harsh and foul language, and feeling satisfied with these actions. Bullying practices and realizing that it is acceptable. The following are some of the impacts that verbal bullying has on victims, embarrassment if insulted by being called out, fear of being threatened, low social status, lack of initiative, and low academic grades are the result of the treatment carried out by the perpetrators of verbal bullying (Hidayat et al., 2022).

Verbal bullying is a form of aggressive behavior that often occurs in the school environment, including in elementary school students. Verbal bullying can take the form of mocking, shaming, giving demeaning nicknames, threatening, and yelling (Rossa Lina et al., 2024). Mocking is an act done with words to demean or laugh at someone's shortcomings, such as mocking physical appearance, academic ability, or family background. Meanwhile, shaming is often done intentionally to make the victim feel embarrassed in front of others, for example spreading untrue stories or insulting in front of their friends (Azhari & Rahmawati, 2024). Giving degrading nicknames, such as "fat," "stupid," or "skinny," is also a form of verbal bullying that can hurt a person's self-esteem. In addition, verbal threats such as scaring by saying bad things that might happen if the victim does not comply, can create a deep sense of fear. Yelling is also a verbal act that is often done to show dominance and intimidation towards the victim. All of these forms of action not only damage the psychological condition of the victim, but also create an unsafe and uncomfortable environment at school, thus requiring serious attention from various parties (Ihsan et al., 2024).

Bullying behavior has had a negative impact on schools, resulting in fewer children attending school. Sometimes there are only a few students who get bad ratings. Instead of increasing, the number decreases. This problem is because the community is aware of the negative incidents that occur in the school. Many children complain and report bullying, but the school has not been able to address the problem thoroughly. As a result, students who are victims of bullying choose to quit and transfer to other schools (Muktiali et al., 2024).

Teacher Strategies in Overcoming Bullying

Teacher strategies are steps that must be taken by teachers to overcome bullying. Teacher strategies in dealing with students who bully at school include: identifying the root of the problem first, disciplining each bullying behavior, and providing verbal reprimands, services or appeals, gratitude, and follow-up. Various tactics are expected to improve (Ningrum & Purnomo, 2024). The following are strategies used by teachers to overcome bullying that occurs in schools:

1. The first step in preventing bullying is for teachers to be able to recognize the early signs of bullying. Because they often interact directly with children every day, teachers can act as the eyes and ears of the school, which see changes in behavior or symptoms of anxiety that may lead to bullying. The first important step in solving the problem of bullying is the

teacher's capacity to recognize and react to these indicators (Choiriyah et al., 2024).

2. Effective bullying prevention strategies include implementing anti-bullying programs. In schools that involve everyone, from staff and professors to the children themselves. This program aims to raise awareness, foster a culture of mutual observation, and provide victims of bullying with a safe way to report incidents (Gunarni et al., 2025). With this anti-bullying program, students are expected to respect all parties in the school and minimize bullying.

The achievement of anticipated educational goals is guaranteed by the role and position of the instructor in educational communication. Children also have various challenges in communicating science (Sulaeka & Susanto, 2023). Every young person grows and develops in various rhythms and variations based on their nature, without considering whether their actions are commendable, and without understanding whether they are successful or not. He learns with methods that are acceptable to him considering his opportunities, abilities, and skills and his knowledge of himself. The role of the teacher as a companion in the teaching and learning process is always awaited. Every educator must be aware of the challenges and try to find solutions (Munjidah & Hanif, 2022).

3. Character Education Program.

Character education is a learning process that focuses on developing values, ethics, morality, and character, with the aim of shaping students' ability to distinguish and determine right and wrong actions in everyday life. Efforts to strengthen character education are increasingly being promoted as a response to the moral crisis that has begun to appear in society, thus encouraging the government to establish a national policy on national character development for the period 2010-2025. This policy is a renewal step in education that involves various elements of life, such as families, educational institutions, and the community environment. Since character building is a long-term process that lasts throughout a person's life, character education should ideally begin at an early age (Dwi Ningsih & Tursina, 2023).

Character education programs can play a key role in preventing bullying by teaching values such as respect, responsibility, and empathy. This approach helps students understand the impact of their actions on others and encourages them to be part of the solution, not the problem. Training for teachers and staff is also essential to ensure that they have the

skills and knowledge necessary to deal effectively with bullying incidents (Idris et al., 2024).

4. Classroom Management.

Classroom management goals are specifically separated into two categories: teacher and student goals. Student Goals: Students should be encouraged to take personal responsibility for their actions and learn self-control. They should also be helped to understand what constitutes appropriate classroom behavior and that teacher reprimands are warnings and not angry outbursts. Foster a sense of responsibility to engage in assigned tasks and activities (Victorynie, 2017).

Impact of Bullying.

The physical and psychological well-being of victims may be affected by bullying behavior. Depression and social isolation are possible consequences for certain victims. Thoha and Zulqurnain stated that bullying behavior only causes children to have low self-esteem, fear of being threatened, and feel alone. This shows that he has difficulty focusing when studying, interacting with others, does not like going to school, has difficulty socializing, and lacks self-confidence so that it is difficult to consider improving his academic achievement (Oktaviany & Ramadan, 2023).

First is on the mental side. Victims often feel humiliated in front of their peers, experience pressure from being scolded, and feel fear and experience trauma that varies from individual to individual. This encourages victims to withdraw from the social environment, reluctant to socialize, and even to have thoughts of ending their lives. Second is on the emotional side. Victims lose interest in many things, become quiet, more sensitive, and afraid to socialize, and experience a significant decrease in self-confidence. Third is from the physical side. The impact can leave physical marks and cause excessive fatigue, which ultimately leads to severe stress. As a result, victims lose their appetite and experience health problems more often (Husna Asri et al., 2022).

Bullying will have a negative impact on the child's behavioral condition. Because bullying behavior does not provide a sense of security and comfort, it causes victims to feel afraid, inferior, and worthless so that it is difficult to focus in class and interact with others (Nasution, 2024). As a result, children no longer consider education fun; instead they experience trauma and fear.

Based on the data above, teachers are very important in creating a safe and encouraging learning environment, especially in dealing with verbal bullying (Nurlela et al., 2024). Teacher strategies in dealing with verbal bullying are very important in creating a conducive learning environment. The following

are strategies implemented by teachers to handle and prevent bullying: recognizing the signs of bullying, implementing anti-bullying programs, strengthening character education, effective classroom management, and providing educational sanctions (Hidayati, 2024).

CONCLUSION

Bullying, especially verbal bullying is a serious problem that often occurs in elementary school environments. This behavior has a negative impact on the victim's psychology and can disrupt the learning process. Teachers have a very important role in preventing and handling bullying behavior through various effective strategies.

Strategies that teachers can do include recognizing early signs of bullying, disciplining student behavior firmly, providing guidance and warnings to perpetrators, and implementing character education programs. Character education programs that teach values such as empathy, responsibility, and respect have proven effective in building a positive school culture that is free from bullying.

In addition, good classroom management is also needed to provide a safe and conducive educational environment. With the active role of teachers, support from parents, students, and the community, bullying can be minimized, thus building an inclusive educational atmosphere and supporting optimal child development.

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