

Factors Causing Verbal Bullying Behavior in Elementary School Students

Fredrich Euricho Abatan¹, Dian L. Anakaka², R. Pasifikus C. Wijaya³

^{1,2,3}Psychology Department, University of Nusa Cendana

e-mail: [1eurichoabatan@gmail.com](mailto:eurichoabatan@gmail.com), [2dian.anakaka@staf.undana.ac.id](mailto:dian.anakaka@staf.undana.ac.id),
[3pcwijaya@staf.undana.ac.id](mailto:pcwijaya@staf.undana.ac.id)

Abstract. Verbal bullying is a form of bullying behavior carried out using words that cause emotional harm, which can negatively impact both the victim and the perpetrator. Elementary schools are one of the places where verbal bullying frequently occurs. This study aims to analyze the factors causing verbal bullying behavior among elementary school students at St. Yosef Catholic Elementary School Atambua 1. This research is qualitative, employing a case study approach. The participants in this study include students who are perpetrators of verbal bullying, victims of verbal bullying, classmates of the victims and perpetrators, the perpetrators' parents, homeroom teachers, and the school principal. Thematic data analysis techniques were used to process the interview results. Based on the data analysis, factors contributing to verbal bullying behavior among students were children's contributions, parenting styles within the family, media influence, the school environment, and the characteristics of the bully.

Keywords: *verbal bullying, elementary school*

Abstrak. Perundungan verbal merupakan perilaku perundungan yang dilakukan dengan menggunakan kata-kata yang membuat orang merasa sakit secara emosional, yang dapat berdampak buruk bagi korban maupun pelaku perundungan. Sekolah Dasar merupakan salah satu tempat dimana perilaku perundungan verbal sering terjadi. Penelitian ini bertujuan untuk menganalisis faktor-faktor penyebab perilaku perundungan verbal pada siswa sekolah dasar di SD Katolik St. Yosef Atambua 1. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Partisipan dalam penelitian ini adalah siswa yang menjadi pelaku perundungan verbal, korban perundungan verbal, teman kelas korban dan pelaku, orang tua pelaku, guru wali kelas serta kepala sekolah. Teknik analisis data tematik digunakan untuk memproses hasil wawancara. Berdasarkan hasil analisis data ditemukan bahwa terdapat beberapa faktor yang menyebabkan perilaku perundungan verbal pada siswa diantaranya faktor kontribusi anak, pola asuh dalam keluarga, media, lingkungan sekolah dan karakteristik pelaku perundungan.

Kata kunci: *Perundungan verbal, sekolah dasar*

Article history:

Received 18 November 2024

Received in revised form 2 January 2025

Accepted 7 February 2025

Available online 28 April 2025

Introduction

Education is a process of increasing one's potential. In this process, a person's potential is converted into competence, which represents the abilities and skills a person must carry out certain tasks or work. Education itself occurs formally and non-formally. Formal education is carried out in a structured, clear manner, such as at school, and non-formal education from outside school, such as in the family and environment (Junindra, Fitri, Mumi, 2022).

Bullying incidents in Indonesia are no longer something new. An elementary school student in Banyuwangi died because of suicide because he was often teased by orphans. The elementary school student became a victim of verbal bullying (CNN Indonesia, 2 March 2023). Not only that, even in East Nusa Tenggara there are cases of bullying that occur among school-aged children. Recently, the community was shocked by the news that an elementary school student in North Central Timor Regency (TTU) died because of being beaten by five of his friends. The 11-year-old student was the victim of physical bullying. Belu Regency is in fourth place with the most cases of violence against children with a total of 34 cases of violence (Simponi DP3A NTT Province, 2021)

Based on data obtained by researchers while talking with a Catholic religion teacher who teaches class V at Catholic Elementary School St. Yosef Atambua 1 said that 2 students in class V reported to their Catholic Religion teacher that they often received verbal bullying from their classmates in the form of ridicule, being ostracized and insulted by their classmates. Based on the results of conversations with the Catholic religion teacher, the researchers were interested in conducting interviews with children who were victims of verbal bullying. The student with the initials KS said that he had been a victim of bullying for a long time. His friends always harassed him with verbal bullying such as cursing, mocking, insulting and even giving him nicknames, starting with several of his classmates who dared to mock, insult, and laugh at him until other students also joined in the teasing.

These students are frequently ostracized by their peers, which includes not receiving invitations to engage in games during school breaks. In addition, the researcher spoke to one individual who had participated in the verbal bullying of KS, discovering that this person merely mimicked the behaviors encouraged by their friends.

Beginning with the bullying phenomenon noticed by researchers from observations and interviews at Catholic Elementary School St. Yosef Atambua 1, the researcher is very interested to uncover this phenomenon further. This research is being carried out to find out the situation and conditions of verbal bullying in Indonesia, especially in Atambua, and to understand the motives behind the verbal bullying.

Therefore, based on the description above regarding the existing problem, the researcher is interested in conducting research related to factors that cause verbal bullying behavior in grade V students at Catholic Elementary School St. Yosef Atambua 1 academic year 2023/2024”.

Method

This research uses a case study approach. Moleong (in Fiantika, Wasil, Jumiaty, et al, 2022) explains that qualitative research is more in-depth in nature so it obtains data that is difficult to obtain with statistical procedures. Qualitative research is also influenced by how the researcher understands and interprets the meaning of an event, interaction, and behavior of a subject in a particular situation. This method aims to obtain in-depth data.

Results

Researchers obtained 5 themes and 12 sub-themes, the first one is the theme of children's contributions which had 3 sub-themes, namely angry, aggressive, and anti-social, the second is the theme of parenting patterns in the family which obtained 2 sub-themes, namely inconsistent parenting and verbal violence from

people. The third theme is media which has 2 sub-themes, namely violent content and verbal violence in games, the fourth theme is school climate which has 2 sub-themes, namely the absence of violence prevention and response teams and lack of supervision in public spaces, then the fifth theme is the characteristics of bullies who have 3 sub-themes, namely not wanting to be disturbed, feeling powerful/dominant and considering other people as weak.

Discussion

This research was conducted to analyze the factors that cause verbal bullying behavior in fifth-grade students at Catholic Elementary School St. Yosef Atambua 1 academic year 2023/2024. Based on the results of interviews with the participants, several factors that describe the causes of verbal bullying behavior were found. This research obtained five themes and twelve sub-themes. These are:

1. Child Contribution

A child's contribution is something within the child that can influence behavior. In the context of factors causing verbal bullying, the child's contribution refers to how things within the child can cause bullying behavior. As was the case with several participants interviewed who revealed that there were things within the perpetrators of bullying that caused verbal bullying behavior such as angry, aggressive, and anti-social children.

1) Hot-tempered

Hot-tempered is a trait that describes someone who is easily angry or offended. The feeling of anger arises because something is not fulfilled as desired or expected, which also shows the nature of bad temper, children become angry easily regardless of the situation.

Based on the results of the interview, it can be concluded that one of the causes of verbal bullying behavior originating from the child's contribution is that students have an angry nature. Anger arises

because of several stimulating situations. However, if the feelings of anger arise excessively and without a clear cause, this action is not justified. Students should be able to get along with fellow students well because educational institutions are places to increase knowledge and strengthen the character of all students.

2) Aggressiveness

Aggressiveness is behavior directed to another individual to cause harm intentionally. Aggressiveness is a person's deliberate action to hurt another person both physically and psychologically.

Based on the results of the interview, one of the causes of verbal bullying behavior originating from the child's contribution is that students have aggressive behavior. Aggressive behavior is also one of the causes of verbal bullying behavior, in which the perpetrator deliberately carries out verbally aggressive actions such as making nicknames, and threats to the victim, which causes the victim to be psychologically injured.

3) Anti-social

Anti-social is an attitude that goes against social customs and public interests or can be said to be behavior that deviates from norms, whether family, school, community, or law rules.

Based on the results of the interview, one of the causes of verbal bullying behavior originating from the child's contribution is that students have antisocial attitudes, where the perpetrator is recorded as frequently committing violations. This is very unfortunate because students should follow the rules and norms that have been set to avoid unnecessary mistakes.

2. Parenting Style in the Family

The family plays an important role in the development of children's behavior. The parenting style that children receive from within the family

will influence the child's daily life. As was found during the interview, there are factors in parenting patterns in the family that cause verbal bullying behavior, namely inconsistent parenting patterns and verbal violence from parents.

1) Inconsistent parenting

Inconsistent parenting is a parenting style that does not have firm and consistent rules or discipline. Parents who apply consistent parenting styles will benefit their children. Consistent parenting will encourage children to be independent, especially in caring for themselves.

Based on the results of the interviews, it was found that GZ participants received inconsistent or different parenting patterns between father and mother, namely mothers who tended to be authoritarian or harsh and fathers who were permissive so that children became confused and ended up fighting and not being open.

2) Verbal violence from parents

Verbal violence from parents is a form of violence perpetrated by parents against children in the form of hurtful words, such as threatening, frightening, insulting, comparing, and using harsh words that can affect the child's development and character.

Based on the results of the interview above, it can be said that students often experience verbal violence from their parents at home which can make students practice it on their friends at school. Home should be a place where good morals are instilled, but this action results in students being exposed to verbal violence. Therefore, parents should be wiser in choosing sentences to use with their children so that good things are imitated by children at home.

Based on the results of the interview above, it can be said that students often experience verbal violence from their parents at home which can make students practice it on their friends at school. Home should be a

place where good morals are instilled, but this action results in students being exposed to verbal violence. Therefore, parents should be wiser in choosing sentences to use with their children so that good things are imitated by children at home.

3. Media's Exposure

Media is a tool or means used to convey information or messages from the message source to the message recipient. In this case, media is a means of connecting children with the outside environment through gadgets. As was found during the interview, there are things in the media that cause verbal bullying behavior, namely violent content and verbal violence in games.

1) Violent Content

Violent content is content that can be watched by children through electronic media such as gadgets that depict violence such as verbal violence, and scenes of physical violence, which can affect the character of children who are often exposed to this content.

Based on the results of the interview above, it can be said that the cause of violent behavior, especially verbal bullying in children is because children are exposed to violent content which makes them get used to actions that they witness through the media. Therefore, it is important to choose what kind of content that children can and cannot watch.

2) Verbal Violence

Verbal violence in games is harsh words, curses, insults and indecent remarks in games played online or using gadget communication media to express annoyance or pleasure by uttering these words and can affect a child's character.

Based on the results of the interview above, it can be said that children are used to violent sentences that they get from playing online games which causes children to become accustomed to harsh sentences so that they are used in daily activities both at school and home.

4. School Environment

The school environment is the condition and atmosphere of the school as a place of learning for students. The school environment will have a negative impact on students if the conditions at school cannot be a safe and comfortable place for students. As was found during interviews, there are factors in the school climate that cause verbal bullying behavior, namely the absence of a TPPK team and a lack of security in public spaces.

1) There is no violence prevention and handling team

The Violence Prevention and Handling Team is a team formed by the education unit and the local education office. Every school is obliged to form a team in accordance with Permendikbudristek No. 46 of 2023. This team was formed to prevent and handle violence in certain environments, such as in the school environment.

2) Lack of supervision in public spaces

Public space is open space outside a building that can be used by anyone for various activities, especially students at school. Lack of security in public spaces at school can cause children to feel uncomfortable and can even lead to uncontrolled acts of violence.

5. Characteristics of Bullies

The characteristics of the perpetrator of bullying are the characteristics of the child, in this case, the perpetrator which can influence his thoughts and behavior in acting and can be detrimental to the people around him. Bullies usually dominate and have greater power among their friends. As was found during the interview, there are things in the characteristics of bullies that cause verbal bullying behavior, namely not wanting to be disturbed, feeling powerful/dominant, and viewing other people as weak.

1) Don't want to be disturbed

Not wanting to be disturbed is a characteristic of children as perpetrators which shows that they are sensitive. When disturbed by other people he will show displeased or unacceptable behavior.

2) Feel Powerful/Dominant

Perpetrators in this case, children who feel powerful or dominant, usually show behavior that tends to want to control or lead situations, people or groups around them.

3) Viewing other people as weak

Viewing other people as weak means that the child as the perpetrator feels stronger or superior compared to the victim, so the child feels they have the right to hurt, mock, or humiliate other people who are considered weak.

Schools are formal educational institutions that implement teaching, guidance, and training programs to help students achieve their potential in the moral, spiritual, intellectual, emotional, and social fields. National education aims to have the ability to shape and develop students' morality and personality. However, not all of these goals were successful. The phenomenon of violence between students, which continues to increase in schools, is worrying and disturbing the community, schools, and parents of students.

This angry nature creates a cycle of verbal bullying and causes students to experience deeper emotional problems so students have difficulty building healthy relationships with their friends. As a result, students feel the need to show power through aggressive actions so that they gain friends because of their dominance. Students will show their dominance by showing the power they have by deliberately attacking or hurting other students by giving taunts, insults, and intimidation that demean other students so that students appear to dominate the friendship environment at school.

Carrying out acts of attacking and hurting other students intentionally causes anti-social behavior to arise where students tend to carry out actions that violate existing norms and rules. As was found in interviews with research participants, students were often recorded committing violations at school. This can have a negative impact on victims and perpetrators of verbal bullying because students lose control and carry out behavior that violates the rules. Students should have the ability to suppress desires that are not in accordance with existing norms in the educational environment and society. For this reason, they need high self-control so that they can suppress unwanted behavior. This is in line with research conducted by Masitah and Minauli (Masitah and Minauli, 2012) which states that students who have high self-control will be able to direct and regulate their behavior positively, try to find information before acting, and think about the consequences that will occur so that Avoid committing acts of violence against friends at school. Therefore, parents and schools need to address the problem of verbal bullying seriously. One way is to strengthen students' character by implementing character education both at home and at school for all students so that students have good character to suppress the occurrence of violent acts, specifically verbal bullying behavior in the school environment.

Conclusion

Based on the research results, it can be concluded that there are several factors that cause verbal bullying behavior in Catholic Elementary School St. Yosef Atambua 1, such as the child having an angry/hot-tempered, aggressive, and anti-social nature. Inconsistent parenting patterns in the family and verbal violence from parents. The media factor is students' exposure to violent content and verbal violence in games. Furthermore, the school environment is inadequate, such as the absence of a violence prevention and handling team and a lack of supervision in public spaces. As well as the characteristic factors of bullies who do not want to be disturbed, feel powerful or dominant, and consider other people weak.

Suggestions

Schools are advised to strengthen governance, such as having a clear anti-bullying policy, providing education to strengthen character, forming a Violence Prevention and Handling Team, and maximizing supervision to suppress the growth of verbal bullying behavior in schools.

The government is advised to create policies that support the prevention and handling of verbal bullying in schools. The government needs to provide anti-bullying training for teachers, integrate character education into the curriculum, provide counseling services, and build an easily accessible reporting system to monitor bullying cases effectively.

Future researchers are advised to dig deeper into each existing factor, for example by studying the specific role of parenting styles or the characteristics of the most influential media, to enrich understanding of the dynamics of verbal bullying in schools.

Reference

- Aranditio, S. (2023, 16 Desember). Terjadi 136 Kasus Kekerasan di Sekolah Sepanjang 2023, 19 orang meninggal. www.kompas.id
- Ardiansyah, Risnita, & Jailani, M. (2023). *Teknik Pengumpulan Data dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif*. <http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/ihsan>
- Arikunto, suharsimi. (1997). *Prosedur Penelitian (IV)*. Penerbit Rineka Cipta.
- Bauman, S. (2013). Cyberbullying: What Counselors Need to Know. *American Counseling Association*.
- Budiman, A., & Asriyadi, F. (2021). *Perilaku Bullying Pada Remaja Dan Faktor-Faktor Yang Mempengaruhinya*.
- Creswell, J. (2014). *Penelitian Kualitatif & Desain Riset Memilih di antara Lima Pendekatan* (Qudsy Saifuddin, Ed.; 3rd ed.). Pustaka Pelajar.
- Devita, Y. (2019). The Effect Of Health Education On Bullying Knowledge Among Primary School Student. *JPK: Jurnal Proteksi Kesehatan*, 8(2), 28–34.
- Dewantari, S. M., Humairah, H., & Kharisma, A. I. (2023). Analisis Penyebab Tindakan Bullying dengan Pendidikan Karakter Cinta Damai di Sekolah Dasar. *Ideguru: Jurnal Karya Ilmiah Guru*, 8(3), 723–728. <https://doi.org/10.51169/ideguru.v8i3.700>
- Dewi, P. (2020). Perilaku School Bullying Pada Siswa Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 39–48. <http://jurnal.stahnmpukuturan.ac.id/index.php/edukasi>
- Dhamayanti, Meita. (2021). *Bullying: Fenomena Gunung Es di Dunia Pendidikan*. *Sari Pediatri*, 23(1). 67-74
- Elaine, M. (2024, 02 Maret). KPAI Ungkap Sekitar 3.800 Kasus Perundungan Sepanjang 2023 Hampir Separuh Terjadi di Lembaga Pendidikan. www.suarasurabaya.net
- Fiantika, F., Wasil, M., Jumiati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Noflidaputri, R., Nuryami, & Waris, L. (2022). *Metdologi Penelitian Kualitatif* (Y. Novita, Ed.; ke-1). PT Global Eksekutif Teknologi.
- Fiantika, F., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Niflidaputri, R., Nuryami, & Waris, L. (2022). *METODOLOGI PENELITIAN KUALITATIF* (Y. Novita, A. Yanto, & H. Saputra, Eds.; cetakan pertama). PT. Global Eksekutiif Teknologi. www.globaleksekutifteknologi.co.id

- Hanurawan, F. (2016). *Metode Penelitian Kualitatif Untuk Ilmu Psikologi* (ke-1). Rajawali Pers.
- Herawati, N. & Deharnita. (2019). Gambaran Faktor-Faktor Penyebab Terjadinya Perilaku *Bullying* pada Anak. *NERS: Jurnal Keperawatan* 15(1). 60-66
- Irma, Sofia. (2018). Perilaku *Bullying* di Kalangan *Gamers Online* pada Remaja Sekolah Menengah Pertama. *Jurnal Simbolika: Reserach and Learning in Communication Studi*, 4(2). 86-94
- Irmayanti, N., & Agustin, A. (2023). *Bullying Dalam Prespektif Psikologi (Teori Perilaku)*.
- Junindra, A., Fitri, H., & Murni, I. (2022). *Peran Guru terhadap Perilaku Bullying di Sekolah Dasar*.
- Kurniati, N., Purnamasari, I., & Rahmawati, I. (2023). *Analisis Dampak Bullying Verbal pada Anak Sekolah Dasar*. 2023(20), 383–393. <https://doi.org/10.5281/zenodo.8418631>
- Kustanti, E. R. (2020). Bullying Experience in Elementary School Students. *International Journal of Psychosocial Rehabilitation*, 24(1), 1507–1517. <https://doi.org/10.37200/ijpr/v24i1/pr200248>
- Kusumastuti, A., & Khoiron Ahmad. (2019). *Metode Penelitian Kualitatif* (Annisya Fitratun & Sukarno, Eds.). Lembaga Pendidikan Sukarno Presindo.
- Lantip, E.A. (2013). Analisis Faktor-Faktor yang Mempengaruhi Perilaku Bullying pada Peserta Didik Anak Usia MI. *Penelitian Individu*, 89
- Lenaini, I. (2021). *TEKNIK PENGAMBILAN SAMPEL PURPOSIVE DAN SNOWBALL SAMPLING INFO ARTIKEL ABSTRAK*. 6(1), 33–39. <https://doi.org/10.31764/historis.vXiY.4075>
- Masitah & Minauli, I (2012). Hubungan Kontrol Diri dan Iklim Sekolah Dengan Perilaku *Bullying*. *Analitika: Jurnal Magister psikologi UMA*. 1(1). 69-77
- Nasution, Nur. (2019). Perkembangan Anak Usia Dini (AUD) di TK Aisyiyah: Problematika dan Solusi. *Jurnal Penelitian Keislaman*. 15(2). 130-143
- Nugroho, S., Handoyo, S., & Hendriani, W. (2020). Identifikasi Faktor Penyebab Perilaku Bullying Di Pesantren: Sebuah Studi Kasus. *Al-Hikmah: Jurnal Agama*, 17(2)
- Nurlia, A., & Suardiman, S. P. (2020). The phenomenon of bullying in junior high school students nowadays. *International Journal of Education and Learning*, 2(1), 7–13. <https://doi.org/10.31763/ijeled.v2i1.62>
- Oktaviany, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(3), 1245–1251. <https://doi.org/10.31949/educatio.v9i3.5400>

- Pratiwi, I., Herlina, & Utami, G. T. (2021). Gambaran Perilaku Bullying Verbal Pada Siswa Sekolah Dasar : Literature Review. *JKEP*, 6 (1).
- Rahmat, N. isnaeni, Hastuti, I. D., & Nizaar, M. (2023). Analisis Faktor-Faktor yang Menyebabkan Bullying di Madrasah Ibtidaiyah. *Jurnal Basicedu*, 7(6), 3804–3815. <https://doi.org/10.31004/basicedu.v7i6.6432>
- Rahman, A. (2023, 18 Juli). Peneliti PISA Sebut Indonesia Posisi ke-5 Kasus Bullying Diantara 78 Negara, Ini Kata UNICEF. www.lihatjambi.com
- Rigianti, Henry. (2023). Penyuluhan pada Orangtua Mengenai Perilaku *Bullying* di Sekolah. *Indonesian Jurnal of Community Service*, 3(2). 69-74
- Sejiwa. (2008). BULLYING: Mrngatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak. Jakarta: PT Grasindo.
- Sukawati, A., Abdul Muiz, D. L., & Ganda, N. (2021). PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar Fenomena Bullying Berkelompok di Sekolah Dasar. In *All rights reserved* (Vol. 8, Issue 2). <http://ejournal.upi.edu/index.php/pedadidaktika/index>
- Syahida, D., & Christiana, E. (2020). Studi Kasus Perundungan Verbal Siswa Pada Sekolah Dasar Ditinjau Dari Jenis Gender.
- UU No. 20 Tahun 2003. (n.d.). *UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL*.
- Utami, Alfiah. (2019). Identifikasi Faktor-Faktor Penyebab. *Jurnal Pendidikan Guru Sekolah Dasar*, 8(8). 795-801
- Wartini, Siti. (2018). Pengaruh Pola Asuh Terhadap Perkembangankarakter Sosial Anak Usia Dini. *Jurnal Ceria*, 1(2). 21-27
- Widyastuti, W., & Soesanto, E. (2023). ANALISIS KASUS BULLYING PADA ANAK. *CAPITALIS: JOURNAL OF SOCIAL SCIENCES*, 1(1), 142–154.