

An Overview of Verbal Violence by Teachers on Students at High School in Kupang City

Tensi Kartini Lau¹, Diana Aipipidely², Feronika Ratu³

^{1,2} Fakultas of Public Health University of Nusa Cendana

e-mail: *tensikartinilau@gmail.com, aidelydiana@gmail.com,
feronikaratu84@gmail.com

Abstract. This study aims to describe the verbal violence by teachers on students at high school in Kupang city. This study uses a qualitative research type. This research was conducted on three participants who were students of a state high school in Kupang City. Participants of this research are three adolescents that were revealed using a semi-structured interview. The sampling technique used is purposive sampling. The stages in this data analysis technique are repeated reading and taking notes, turning notes into themes, looking for relationships and grouping themes, and making reports on research results. The results of this study indicate that the three participants, namely PI, AH, KA felt the impact of verbal abuse by their teachers. All three participants felt unnoticed, cared for, and felt intimidated by their teachers. This made the participants, PI, AH, and KA feel ashamed of their classmates and other teachers and often skipped class. This shows that verbal violence does have a psychological impact on students who experience it.

Keywords: Verbal Violence, Teachers, Students

Abstrak. Penelitian ini bertujuan menggambarkan kekerasan verbal oleh guru terhadap siswa di SMA Negeri Kota Kupang. Penelitian ini menggunakan jenis penelitian kualitatif. Penelitian ini dilakukan pada tiga orang partisipan. Informasi mengenai ketiga partisipan diungkap menggunakan wawancara semiterstruktur. Teknik pengambilan sampel yang digunakan yaitu purposive sampling. Tahapan dalam teknik analisis data ini, yaitu membaca berulang, membuat catatan, mengubah catatan menjadi tema, mencari hubungan, mengelompokkan tema-tema, dan membuat laporan hasil penelitian. Hasil dari penelitian, yaitu PI, AH, KA merasakan dampak kekerasan verbal yang dilakukan oleh guru mereka. Ketiga partisipan merasa tidak diperhatikan, dipedulikan, dan merasa diintimidasi oleh guru mereka sendiri. Hal ini membuat, PI, AH, dan KA merasa malu dengan teman sekelas maupun guru lainnya dan sering bolosjam pelajaran.

Keywords: Kekerasan Verbal, Guru, Siswa

Article history:

Received: 16 June 2021

Received in revised form: 11 August 2021

Accepted: 12 August 2021

Available online: 30 September 2021

Introduction

Education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. (Law of the Republic of Indonesia Number 20 of 2003 Article 1 concerning the National Education System).

The Ministry of National Education continues to improve the quality of education in Indonesia by creating higher graduation standards for students. This is a challenge for students in improving their quality and improving their learning achievement. Improving the quality and achievement of student learning requires support from all parties, not only facilities and infrastructure, parents and teachers also contribute to improving the quality of students (Nyi, 2016).

According to Fitriana (2018), the role and support provided aims to develop the abilities possessed so that students can adapt and facilitate decision-making in increasing their potential, it depends on the situation and environment of the learning process. The learning process in schools will run well if there is communication and reciprocal relationships between teachers and students.

Teachers become people who work as educators, who have a major role in changing student behavior. Joesoef (1980) says that a teacher has three main tasks including, passing on knowledge and skills to students, developing and fostering all potential talents that exist in students, and educating students to be disciplined in whatever environment they are in. The authority of the teacher is sometimes misused in fostering students at school. The teacher uses his authority not to shape

and foster the character of students to be better good, obedient and disciplined, but to control students in a negative sense, such as being shouted at, humiliated, threatened, and even violent.

Violence can occur anywhere, including in schools. One type of violence that often occurs in the learning process at school is verbal violence. (Hyman & Snook, in McEachern, et al. 2008), Verbal violence is defined as emotionally wrong treatment, including children being threatened, yelled at, humiliated, ignored, blamed, or other emotional mishandling, such as humiliating children, always being sought after. mistakes, or occurs when adults ignore, terrorize, blame, belittle, and so on that make children feel worthless.

The Indonesian Child Protection Commission (KPAI) in 2018 found that 54.2% of verbal violence that occurred in the school environment was in the form of psychological violence. In 2018 the number of psychological violence increased, namely 8.1% and in 2019 it was recorded to increase to 9% with the forms of violence being intimidating, belittling, ignoring, discriminating, and equating like animals (KPAI, 2018).

According to KPAI data from January to April 2019, cases of violations of children's rights in the education sector were dominated by psychological violence and physical violence as many as 37 cases. In East Nusa Tenggara Province, based on data from the Women and Children Protection Unit at the Kupang Police, 34 cases of child abuse were reported in 2017, while as of August 2019 there were 29 cases. Based on P2TP2A data (Women and Children Protection and Women's Empowerment) 70% of violence against children in Kupang City occurs in the study room or school environment, where the perpetrators of child violence, both physical violence, verbal violence, and sexual violence are carried out by people closest to them.

This issue is very worrying for the quality of education in Indonesia. The author found some data related to cases of verbal violence in the city of Kupang. SMK Negeri 5 Kupang City with students with the initials ML, admitted to being mistreated such as being slapped and kicked, even insulted and humiliated, because they were late for school, (Pos Kupang, 2015). In 2018, there was a case of violence against students at Senior Public High School of 11 Kupang, where the teacher scolded him and beat him because students were allowed to go to the toilet during a flag ceremony.

According to Desi 2011, individuals who often experience acts of violence will have relatively low self-confidence and will also affect aspects of their lives, both personal life, and social life in the future. Victims of violence will feel that their lives are in vain, have no meaning in life, and tend to withdraw from social life or find it difficult to adapt to their environment.

Information obtained from the author's interview with a student at one of the public high schools in Kupang City (31/05/019) found that students with the initials YS admitted to having experienced verbal violence, such as being said to be stupid and stupid by their teacher so that they felt ashamed of their friends. his classmate. Students with the initials AN also admitted to experiencing verbal abuse by their teachers both inside and outside the classroom, such as being called by the name of an animal and being scolded. The student with the initials CL also admitted to having experienced verbal abuse by his teacher in the form of ridicule or insults.

According to Desi (2011), individuals who tend to experience verbal or non-verbal violence have relatively low self-confidence and will also affect aspects of their lives, both personal life and social life in the future. Victims of violence will feel that their lives are in vain, have no meaning in life and tend to withdraw from social life, and even find it difficult to adapt to their environment.

This is increasingly worrying because schools that are assumed to be safe and comfortable places for students to develop, physically, psychologically, socially, and mentally, can turn out to be dangerous places for the development of students themselves. Based on the phenomena described above, the researcher asked questions about the impact that can be experienced by students with verbal violence problems at school. The basic question then made researchers interested in examining the impact of verbal violence by teachers on students at SMA Negeri Kupang.

Method

This study used qualitative research. The sampling technique that is used is purposive sampling with three participants who participated in this research. This study used a semi-structured interview for data collection. The data validity technique used in this study is the triangulation technique. The triangulation technique used in this study is checking through sources. This research was conducted at high schools in Kupang city. This research was carried out in December 2020 and completed in February 2021.

Result

1. Participant Overview 1

PI is a young man who is 18 years old. PI has lived with his family in the Oebobo complex since he was born. PI is the second child of 3 siblings, the older brother of the PI has completed high school since 2 years ago and did not continue his education to higher education, he preferred to stay at home and help his uncle work in the workshop. Meanwhile, the younger brother of the PI is a high school first-year student in Kupang city.

PI's father works as a car driver in an aluminum business in Kupang, while PI's mother is a housewife. Currently, PI is studying at one of the public high schools in Kupang City. PI admits that sometimes he is lazy to go to school and his laziness is increasing by being dismissed from school.

Every day after school, PI talks with their friends at a friend's house, and at night, PI prefers to make their own money by helping sell with one of their neighbors from 7 pm to 11 pm, and this depends on the end of the sale they are selling. PI are stubborn children not only at home but also at school, where PI sometimes does not attend school and does not collect assignments given by the teacher.

1) An overview of the results of interviews in the forms of verbal violence

- a. Unloving and cold; PI feel less affectionate, are not responded to when asking questions, compared to other friends, are ridiculed and laughed at by friends, lazy to study and embarrassed by friends, hope for a better future
- b. Intimidation; PI feel threatened in class, feel inferior, ashamed, emotional, and disappointed, learning motivation depends on the attitude of the teacher, does not set a good example, hopes to be guided by better words
- c. Embarrassing the child; PI feel humiliated and humiliated, called out in front of their friends, against the teacher, not concentrating, being laughed at, and shunned by friends
- d. Reproach the child; PI feel blamed by the teacher, feel unappreciated, ignorant and indifferent, insecure and inferior

- e. Avoiding friends; PI feel Reject children, are ignored by teachers, grades are not noticed by teachers, do not go to class, do not follow the learning process

2. Participant Overview 2

AH is a 19-year-old teenage girl. AH is the 7th child of 8 siblings, where AH's older brother has completed his standard high school and college education studies and some are even married. AH is one of the students at a public high school in Kupang.

AH lives in Maulafa village, Kupang City, and lives with her parents. The occupation of parents, AH's father works every day as a motorcycle taxi driver while AH's mother is a housewife. AH every day is busy with singing and playing musical instruments at church, he is also a quieter child at home and he also doesn't get along easily with people outside or with people he doesn't approach.

This is also seen in AH's school life, where AH does not get along with friends in class because sometimes she feels inferior, embarrassed by some of her friends and teachers when she makes mistakes.

2) An overview of the results of interviews in the forms of verbal violence

- a. Unloving and cold; AH feel that they do not receive love, are expelled from the classroom and have a tenuous relationship with the teacher
- b. Intimidation; AH felt threatened by the teacher, shouted at by the teacher, felt afraid, did not respect the teacher, had a bad relationship with the teacher, hoped to have a good relationship with the teacher.
- c. Embarrassing the child; AH feel humiliated, avoid school activities, and disobey teachers

- d. Criticizing children; AH feel blamed by the teacher, criticized by the teacher, hurt and embarrassed
- e. Refusing children; AH feel that the teacher doesn't care, doesn't care about the teacher, is hurt but is ordinary, the relationship with the teacher is not good and there is no intention to learn

3. Participant Overview 3

KA is a 17-year-old girl. KA is the eldest of four children. KA has a younger brother who is 3 years old. KA is a high school student in Kupang City majoring in Social Studies. KA in school activities always avoids these activities.

KA every day at home usually helps his mother in taking care of the house and also takes care of her youngest sister who is 3 years old. This has become a habit for trains to help their parents, especially with the condition that they are not in school so active anymore because of the pandemic.

KA's father's job is as a greengrocer and his mother's job is as a housewife. KA lives with his family in Penfui Village, Kupang City.

Sometimes trains at school are not as active as other friends. Trains sometimes feel inferior to their friends at school because they have an ability limit which, according to KA, is very below average, KA does not have sufficient economic and physical abilities. This makes KA sometimes not confident in himself and even some friends who used to tease KA.

To make it easier to understand the description of the three participants, the researcher compiled a general demographic picture of the three participants in the form of the following table.

3) An overview of the results of interviews in the forms of verbal violence

- a. Unloving and cold; KA feel punished by the teacher and feel that the teacher is emotional

- b. Intimidation; KA feel threatened by the teacher, feel ashamed, afraid, and inferior, scolded with harsh words, have bad relations with the teacher, get below-average grades, and are not confident
- c. Embarrassing the child; KA feel they have below-average abilities, compared to other friends, feel shy and don't want to get along, feel resentful with teachers
- d. Criticizing children; KA feel blamed by the teacher and criticized by the teacher
- e. Refusing children; KA feel ignored by the teacher

Discussion

According to Lestari, verbal violence is all forms of speech acts that have the nature of insulting, yelling, cursing, and frightening by issuing inappropriate words spoken by one person to another. Verbal violence can be seen from several forms of actions taken, namely not showing affection and coldness, intimidation, belittling or humiliating children, criticizing children, and ignoring or rejecting children. Verbal violence can occur anywhere, especially in schools, this incident usually occurs between teachers and students. But sometimes in the learning process, the teacher often uses harsh words that are not pleasing to the hearts of the students. This is called verbal violence which is an act of scolding and delivering harsh words (Surharto, 1997). Of course, verbal violence will not have an impact on the physical but rather on the psychological, as experienced by PI, AH, and KA who feel directly the impact of verbal violence at school.

1. Participant 1 (PI)

PI is a teenager who is currently in high school. PI is a child who does not get affection during the learning process at school, namely PI is not given more

attention from the teacher and is compared to his friends in class. This act of giving less affection is usually in the form of showing little affection to the child such as giving hugs and words of affection (Fitriana et al, 2015). This is in accordance with PI's statement which states that PI does not get affection from teachers at school, in accordance with SO.1's statement which states that PI often does not get attention from teachers during the learning process. PI also feels that the teacher pays more attention to other friends than himself. During the lesson, if there is a material that is not understood and wants to be asked by the PI, the teacher does not respond to the PI. This shows that in schools the teacher does not show his role to students even though a teacher must show the role of the teacher by paying attention to students including paying attention to PI. Because in the teaching and learning process, most of the teacher's learning outcomes are determined by the teacher's role towards students (Wasty 2006).

After PI experienced and felt that he was not loved by the teacher, then PI became lazy, did not want to learn, and felt inferior to his friends in class. PI feels that the teacher pays more attention by comparing students who can with students who can't like PI. The teacher should pay more attention to what can encourage students to be better, not to make students start to lose motivation in learning. According to Amri Sofa (2013), the teacher's task is very important in shaping better students because teachers have a role in improving teaching and learning competencies in schools.

Furthermore, PI experienced intimidation from the teacher where PI felt threatened by the teacher against him at school, especially in the PI class, he was never given a lesson in the next semester and was not even given a grade this year. PI is not only threatened by the teacher, PI is also shouted at in the classroom when the PI does not collect the assignments given.

PI felt that he was threatened with harsh words in front of his friends by mentioning the name of an animal (dog), a fool who doesn't know how to work but keeps quiet. As a teacher, you shouldn't have to intimidate students, especially since the teacher is the most important person in education for students to learn from the teacher's character. However, the way the teacher guides that is not good makes the PI start to build a bad relationship with the teacher. Hendra (2011), states that a teacher educates students aims to change student behavior for the better and become a good role model for students so that students can have good character in accordance with the values in society. According to Muis' research (2011) which states that the consequences of teacher violence against students include PI's feeling of disappointment with teachers, PI rebelling, and inviting friends to skip school while the teacher is teaching.

Then PI experienced and felt that he was ostracized and humiliated by the teacher at school. This makes PI a student who becomes vindictive towards the teacher, PI is humiliated by being scolded or given harsh words in front of his friends. The attitude of the teacher who demeans the PI during the teaching and learning situation is in accordance with the statement SO.1 which states that the teacher demeans the students because they do not collect the assignments given by scolding the PI.

In addition, PI feels humiliated not only by the teacher but even some friends in the class who show the same actions as the teacher towards PI. Some friends in the class show an attitude of laughing at PI and some distance themselves from PI. This is in accordance with what SO.1 said, namely that friends show an attitude of not caring about PI and being ignorant about PI.

Things experienced by PI, namely being humiliated by teachers and friends, made PI not have a good relationship with teachers and classmates. PI hates

the teacher's demeaning attitude. PI's way of learning began to be less serious learning, sometimes PI chose not to teach assignments and did not attend online learning classes. This makes PI feel ashamed and inferior because of the teacher's treatment. In accordance with Imron's research (2017) which says that the consequences of acts of violence demeaning teachers against students have a negative impact where PI feels humiliated in front of friends making him feel depressed because he is scolded and even feels afraid of teachers who are considered evil, so the consequences of these actions make him feel bad. PI does not take online classes, is lazy to study, does not respect teachers, and distances herself from friends in class.

Not only that but the PI was also criticized and ignored by the teacher. PI is always said to be wrong in front of friends in class. This was stated by SO.1 stating that the PI was blamed, scolded, and the teacher cursed the PI. Imron (2017) states that as teachers, we need to remind each other what to do and what not to do. The teacher here exercises his authority in mastering PI, where PI at school is not fostered to be a good student but is treated in a way that controls PI in a negative sense, namely being blamed, criticized, and even ignored by the teacher.

Because of being treated and humiliated by the teacher, PI becomes a child who distances himself from friends in class, feels inferior, embarrassed, does not reprimand the teacher, and loses confidence in PI. This makes PI have strong emotions, he is an irritable child, because being treated like that makes PI often sick. PI is often disappointed with the people around him and distances himself from friends in class because in reality PI cannot show himself capable, causing low PI's self-confidence. According to Diana's research (2016) stating that the lack of encouragement and the absence of a good relationship between teachers and students makes it difficult to socialize properly. This is similar to PI who has

difficulty in socializing in the school environment, PI does not easily get along with classmates and does not have a good relationship with teachers.

PI also experienced other things, namely being ignored or rejected by teachers at school. PI feels that teachers are often ignored. Even when the PI doesn't do the assignment, the teacher doesn't care and ignores it, and doesn't even get a grade when the PI does the assignment. This is also stated by SO.1 stating that PI does not care about the grades obtained in class, PI thinks that even with his enthusiasm for learning the teacher does not care about him and he will not even be promoted by the homeroom teacher himself.

The things that have been experienced by PI, caused PI to feel hurt because he was ignored by the teacher who was his homeroom teacher by telling him to call his parents. Muis (2011) said that the forms of verbal violence that can be identified are giving nicknames that are not liked, being cornered by the teacher and ignored. This is following research conducted on PIs who feel cornered by teachers in class so that PIs become lazy to study and participate in school activities and lose their sense of school desire.

2. Participant 2 (AH)

AH is a teenager who is now in high school. During this time AH is often not loved by his teacher. This was said by SO.1 who stated that AH was not loved by his teacher. This action usually occurs during the learning process at school. The way the teacher shows it is by not allowing AH to attend teaching classes when he is late by giving punishment.

AH feels that he has built a bad relationship with the teacher. The relationship between AH and the teacher has begun to drift apart because of AH's attitude of not being respectful. This is following A. Tabi'in's research (2017), which

shows that teachers who do not give more affection to students will make students become children who do not respect others.

Furthermore, AH was intimidated by being threatened and reproached by the teacher at school. The threatening attitude of the teacher made AH feel cornered from the school just because he did not pay the tuition for the month of school, he was threatened by the teacher with a warning to be expelled from school or given a letter from his parents. Besides being threatened, AH has also been shouted at by the teacher in a class by cursing and mentioning the names of animals. This makes AH feel afraid and feel guilty, AH realizes the mistakes made but the way the teacher treats them is inappropriate in the aspect of teaching and learning. AH felt that the teacher did not build a good relationship with the students. This is following research by Muis (2011) which states that forms of violence such as ignoring or ignoring, as well as throwing words whose purpose is to threaten or intimidate with the word threat of not going to class intentionally, the purpose of the act is to hurt.

The results of the study indicate that the consequences of bullying and threats by the teacher make AH a child who is afraid of the people around him, is not easy to get along with, gets along only with the people around him, and loses his will to learn at school.

Furthermore, AH experienced being ostracized or humiliated by the teacher at school. AH stated that he was often humiliated. AH's habit was to act late in paying tuition and being late for school. In accordance with this, the teacher became angry and exercised his authority as a teacher by giving punishment and humiliating AH in front of the class. But here the teacher's authority is sometimes wrong in fostering, AH is treated differently from other friends in the class. This is different from one of the roles of teachers in learning activities as stated by Amri

Sofan (2013), namely teachers are required to encourage their students to always have high motivation and active learning.

AH felt that the attitude of the teacher to humiliating him was not only done once but repeatedly against AH, besides that AH felt inferior and distanced himself from activities because the teacher kept being treated lowly by his classmates' reports. Because of this, AH showed defiance, did not listen, and made noise in the classroom when the teacher was teaching.

Then AH felt reproached by his teacher, AH realized that he had repeatedly been blamed by the teacher at school. This is also said by SO.1, which is repeatedly blamed by the teacher. AH felt that the teacher had criticized him for being late in paying tuition fees, namely bringing up the names of his parents which made AH feel that he did not accept the way the teacher did in front of his friends. AH thought that the teacher mocked his parents in front of his classmates, which made AH not receive any treatment from the teacher.

AH's feelings of hurt, embarrassment, and disappointment with the attitude of the teacher who carried the name of his parents like that, made AH very disappointed with the teacher's treatment of him. This is as stated by SO.1, which is being ashamed of friends for being treated like that.

Besides that, AH also feels ignored or feels rejected, AH feels that the teacher doesn't care, in a way that the teacher seems to offend AH, even the teacher doesn't care about the assignments given. AH doesn't do his homework, he is left alone, even the teacher seems to be more concerned with other friends. Therefore, AH has an indifferent attitude towards teachers who don't care about him. This was also stated by SO.1 which stated that AH did not show a caring attitude towards the teacher.

AH's relationship with the teacher became not good, and AH even distanced himself from the teacher. Following SO.1 statement, namely AH which states that AH's relationship with the teacher is not good.

Then, AH felt that the teacher not only criticized him in front of his classmates but also in front of teacher AH was also criticized by stating to other teachers that AH was a naughty child in class.

Of course, this affected AH's attitude, which in general was fine but was normal to his friends. But AH's attitude to the teacher again did not improve. In addition, AH is starting to fail and in attending class with a teacher that AH doesn't like, AH prefers to skip school rather than taking classes with that teacher. This is following SO.1 which states that AH at school shows no intention of learning.

AH hopes that in the future teachers will respect students more and do not need to criticize students by offending students' feelings, because there are students who can accept, but there are those who cannot accept and have a bad impact in the future

3. Participant 3 (KA)

KA is a teenager who is currently studying in high school. KA feels that the teacher shows no love for KA by punishing KA during lessons. In class, KA gets punishment from the teacher against him when he makes a mistake. This is also stated by SO.1, namely the teacher gives punishment to KA.

Then, during the teaching and learning process, KA was given a punishment for having difficulty understanding the lesson or doing assignments incorrectly. KA feels that if the teacher is angry, then when KA makes a mistake, he or she will be punished. KA stated that at school some teachers care about and understand the ability of KA, but some teachers do not understand KA's abilities.

KA was once threatened by the teacher by not giving the KA a grade or even not giving the KA to take the semester exam. This was also stated by SO.1 which stated that the teacher threatened the train.

Therefore, KA felt afraid, embarrassed, and inferior to his friends in class because he was scolded in front of the class. This is following what SO.1 stated that KA felt ashamed to be yelled at and punished by the teacher in front of the class. The teacher threatened KA and shouted by saying harsh words to KA even to the point of cursing at KA. This is different from one of the main tasks of a teacher according to Hendra (2011), namely, a teacher is responsible for guiding and directing his students to stay on the right track to achieve educational goals.

KA was saddened by what the teacher said to him, but KA was more accepting of what the teacher had done to him, KA did not deny it, instead bowed his head. KA began to show a change in attitude and did not show a good relationship with the teacher, he was disappointed with the teacher's attitude towards him. The teacher sometimes gives a score below the average to the KA, even though the KA has done well, it is also given a score below the average by the teacher. This makes KA start to feel insecure because he is aware of his physical limitations and abilities in class, sometimes KA feels inferior to his classmates.

In addition, the teacher also humiliated KA by comparing KA's abilities with other students. This is also supported by SO.1 which states that KA is humiliated by the teacher by comparing the ability of KA. Meanwhile, according to Amri Sofan (2013), one of the teacher's roles in learning activities is a motivator where teachers are required to encourage their students to always have high motivation and be active in learning.

KA realizes that he has abilities that are below average compared to other friends in the class. SO.1's statement also states that the teacher compares the scores obtained by KA with other friends.

KA felt that it was not only abilities that were compared, but also physically compared to friends. KA realized that teachers prefer students who have positive values and do not like themselves who have many shortcomings.

In addition, KA felt shy and distanced himself, and did not want to hang out with friends in class, KA realized that he did not have the same abilities as his friends, which made KA feel inferior. This is supported by SO.1 which states that KA feels inferior to their friends because they have below-average abilities.

Therefore, KA has a change in attitude and is more aloof, KA does not want to join other friends and distances himself from socialization at school. KA realized that the teacher's treatment of him was not fair because it would kill the students' mentality.

Then, KA realized that teachers at school are often blamed. This is the same as SO.1 which states that KA is often blamed by teachers in schools. KA also felt that he was treated differently from his friends in class, he felt insulted by the teacher by mentioning the physique of KA by stating "Timor people" or "curly hair" which made KA not feel brave in class. KA felt that what the teacher was doing made him very brave and according to KA the reason the teacher had to treat him like that was that the teacher did not like him. Teachers also sometimes care more about other friends than they care about KA.

This made KA experienced a change in attitude after being ignored by the teacher, namely KA began to distance himself from friends and did not dare to participate in school activities so that he was not active in class. It is also supported

by SO.1's statement which states that KA feels ashamed and insecure with her classmates.

KA also hopes that teachers will not take action or blame students in the future, but rather build good relationships with students when teaching.

In addition, KA feels that the teaching and learning process takes place, KA does not get the teacher's attention or care for him, even if the task is not done, the teacher does not care. This is in accordance with the statement SO.1 which stated that the train is not cared for during the class. SO.1 also states that if the KA does not do the assignment, the teacher does not care. This is different from one of the main tasks of teachers presented by Hendra (2011), namely educating students where educational activities aim to change student behavior for the better. In addition, a teacher must be a good role model for his students so that students can have characters that are in accordance with the norms and values that apply in society.

Then, KA was also threatened by the teacher by calling his parents, this made KA think the teacher did not pay attention to him. KA feels that the teacher's attitude is an attitude of not caring about himself, and showing the wrong attitude, especially since the teacher is the homeroom teacher of the KA itself.

Conclusion

Based on the results of research on PI, AH, and KA, the following conclusions can be drawn:

1. The impact of teachers who do not show affection for PI, AH, and KA is that they feel that the teacher does not respond when asking questions, is often punished and they do not respect the teacher.

2. The impact of intimidation against PI, AH, and KA is the emergence of feelings of shame due to the treatment of teachers who call them inappropriate words, which results in decreased enthusiasm for school.

3. The impact of teachers who always embarrass PI, AH, and KA is the emergence of feelings of resentment, disappointment, and the emergence of a rebellious attitude from students to the teacher's orders.

4. The impact of the habit of criticizing PI, AH, and KA is that they feel ashamed, disappointed, hurt, and avoid school activities.

5. The impact of not heeding or refusing PI, AH, and KA is not giving more attention than the teacher to looking at the teacher. This action led to the rejection of PI, AH, and KA.

Suggestion

1. For research participants

It is hoped that it can make students enthusiastic in participating in learning, lead students in a fun learning process so that it will be easier to absorb learning materials and increase students' self-confidence so that they can develop their personality and capacities.

2. School

It is hoped that it will be useful for educational institutions, especially senior high schools in the city of Kupang to improve counseling guidance for victims of verbal violence.

Reference

- Amri, Sofan. (2013). *Pengembangan & Model Pembelajaran Dalam Kurikulum 2013*. Jakarta: Prestasi Pustaka
- Utami, Anari W. (2015). Studi Mengenai Tindak Kekerasan Verbal dan Nonverbal oleh Guru terhadap Siswa SMA Negeri di Surakarta Tahun Ajaran 2014/2015. *Jurnal Ilmiah Pendidikan Sosiologi-Antropologi*
- A, Tabi'in. (2017). Menumbuhkan Sikap Peduli Pada Anak Melalui Interaksi Kegiatan Sosial. Retrieved from <https://journal.iainkudus.ac.id/index.php/Ijtimaia/article/download/3100/2309> on May 13, 2021
- Creswell, John W. (2015). *Penelitian Kualitatif & Desain Riset*. Yogyakarta: Pustaka Pelajar
- Dermawan, D. & Rusdi. (2013). *Keperawatan Jiwa : Konsep dan kerangka Kerja Asuhan Keperawatan Jiwa*. Yogyakarta: Gosyen Publishing
- Triningtyas, Diana Arswanti. (2016). *Studi Kasus Tentang Rasa Percaya Diri, Faktor Penyebabnya Dan Upaya Memperbaiki Dengan Menggunakan Konseling Individual*. Penelitian Tahun 2016, Fakultas Ilmu Pendidikan IKIP PGRI, Madiun
- Fitriana. (2018). *Peranan guru BK dalam membangun kepercayaan diri siswa melalui bimbingan kelompok di MAN Lubuk Pakam*. (Undergraduate Thesis). Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri, Sumatra Utara
- Faulina. (2017). *Peran Guru Sebagai Pembelajaran Dalam Memotivasi Peserta Didik Usia SD*. Universitas Indrapasta PGRI, Jakarta
- Heriyansyah. (2018). Guru Adalah Manajer Sesungguhnya Di Sekolah. *Jurnal Manajemen Pendidikan Islam*, 1(10), 116 – 127
- Oemar, Hamalik. (2015). *Kurikulum Dan Pembelajaran*. Jakarta: Bumi Aksara
- Imron. (2017) Dinamika Kekerasan Antara Guru Dan Siswa Studi Fenomenologi Tentang Resistensi Antara Perlindungan Guru Dan Perlindungan Anak. *Jurnal Pendidikan Islam*, 10(2), 158 – 187
- Lestari, Titik. (2016). *Verbal Abuse Dampak Buruk dan Solusi Penanganannya*. Yogyakarta: Psikosain

Moleong, Lexy J. (2014). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya

N. S., Nadya. (2014) *Hubungan Antara Kekerasan Verbal Pada Remaja Dengan Kepercayaan Diri*. (Undergraduate Thesis). Fakultas Psikologi Universitas Sanata Dharma, Yogyakarta.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta CV

Takalapeta, T. (2014). *Kekerasan Verbal Oleh Guru Dalam Pembelajaran Di SMA Negeri Kota Kupang*. (Undergraduate Thesis). Fakultas Psikologi Universitas Kristen Satya Wacana, Salatiga.