

Efforts of Catholic Religious Education Teachers in Overcoming Verbal Violence in Students at 1 Delitua State Senior High School

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ARTICLE INFO

Keywords: Teachers, Verbal Violence, Students

Received : 8 June

Revised : 11 July

Accepted: 5 August

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ABSTRACT

This study aims to answer research problems about efforts of catholic religious education teachers in overcoming verbal violence in students at 1 Delitua State Senior High School. This study uses a descriptive qualitative approach. This research is conducted at 1 Delitua State Senior High School from February to April 2023. The research subjects are selected by purposive sampling. The informants determined by the researcher are 15 people consisting of catholic religion teachers, school principals, student affairs teachers, guidance and counseling teachers, peer teachers, and 10 students. Data analysis is carried out by means of data reduction, data presentation, and research conclusions. The results of the study show that verbal violence occurs in the school environment in the form of yelling, cursing, humiliating, intimidating, belittling and humiliating, and verbal bullying. Efforts made by the teacher in overcoming verbal violence in the communication aspect, namely the teacher approaches students and provides direction so that students dare to convey the forms of violence they experience

INTRODUCTION

Violence against children can happen anytime and anywhere. Violence is an action that is deliberately carried out by certain individuals or groups to oppress those who are weaker with the aim of causing suffering to the victim. There are four categories of violence against children, namely physical violence, verbal abuse, sexual abuse, and neglect. Verbal violence is any form of speech action that aims to humiliate, scold, humiliate and frighten someone, as well as use inappropriate words. Verbal abuse often goes unnoticed. This stems from communication which is a human need in interacting with others. However, choosing the wrong word can cause misunderstandings in speaking. Verbal violence is also a form of psychological violence that has an impact on emotions and mental health, especially in children. As a result, the personal development and social abilities of children can be disrupted. According to the records of the Komisi Perlindungan Anak Indonesia (2013), in 2007, the number of psychological violence increased by 80 percent, with forms of violence that intimidate, discriminate, ignore, demean, or equate to animals. Continuous verbal violence received by children has an impact on growth and development factors. Verbal violence can occur in various places, both in the family, school, and social circles.

School is a place where children acquire knowledge. At school, they are called "student". According to Nata, the word "student" means someone who has the desire to acquire knowledge, skills, experience, and a good personality as a provision for his life so that he can achieve happiness through a genuine learning process. However, the fact that is often found in the field is that verbal violence in the form of yelling, cursing, insulting, intimidating, discouraging and humiliating, as well as verbal bullying occurs in students. For example a group of children who laugh at or make fun of other children by using ridicule or demeaning words. Incidents like this often occur in the school environment. Schools should be places where students gain knowledge and insight, and form positive attitudes. However, sometimes schools become places where verbal violence occurs, and this is a situation of concern according to the medical association (Siswanto, 2007). Therefore, the role of parents, teachers, and the community environment is very important in creating individuals who are humane and have good morals. There are many actions that can be taken to prevent verbal abuse. Through the cooperation of various related parties, verbal violence can be overcome to form a generation that has morality in the future (Mahmud, 2019).

LITERATURE REVIEW

The main task of a teacher is to carry out the process of teaching and education. A teacher is an individual who is equipped with the ability and skills to teach and has efforts or ways to solve a problem. Efforts are all actions taken to increase the effectiveness and success of something in accordance with the aims, objectives, functions and benefits to be achieved. This effort is made with the aim that something can be more useful and successful in its implementation. Effort includes the ability or power used in carrying out an action. With the effort, all the problems that occur, especially the problem of verbal violence can be resolved to a minimum.

One of the efforts to overcome verbal violence is to provide subjects that teach about morals, morals, and kindness to students, which is nothing but religious learning. Religious education aims to instill knowledge of faith that helps shape the character and behavior of students so they can apply the teachings of faith in accordance with their religion. An understanding of faith is very important for students as a basis for mutual respect in differences. Knowing and teaching faith and belief to students from an early age is very important, considering the rapid development of globalization and sometimes having a negative impact. Therefore, students need to have faith and have greater responsibility on the way to faith and character building, one of which is through Catholic religious subjects (Martinus and Amadi, 2021).

This study aims to answer research problems about efforts of catholic religious education teachers in overcoming verbal violence in students at 1 Delitua State Senior High School.

METHODOLOGY

This study uses a descriptive qualitative approach. Descriptive qualitative approach, namely a problem formulation that guides research to explore or photograph social situations that will be thoroughly, broadly, and deeply examined (Ansori, 2020). The researcher presents the results of the data or object of study in a narrative form. Narrative form is an essay that presents a sequence of events in time sequence. Events or happenings can really happen or just be imaginary. Generally, sentences in narrative form aim to entertain the reader. The theoretical approach used in this study is the efforts of Catholic religious teachers in overcoming verbal abuse in students by using verbal abuse theory.

This research is conducted at 1 Delitua State Senior High School from February to April 2023. The research subjects are selected by purposive sampling. Purposive sampling is a non-random sampling technique in which the researcher determines sampling by establishing special characteristics that are in accordance with the research objectives so that they are expected to be able to answer research problems (Emzir, 2011). The informants determined by the researcher are 15 people consisting of catholic religion teachers, school principals, student affairs teachers, guidance and counseling teachers, peer teachers, and 10 students.

Data analysis is carried out by means of data reduction, data presentation, and research conclusions. Data analysis is carried out in stages starting from data transcripts, data identification, data classification, data interpretation as well as describing the data so as to produce conclusions from each research object.

RESULTS AND DISCUSSION

Forms of Verbal Violence in 1 Delitua State Senior High School

The results of the study show that verbal violence occurs in the school environment in the form of yelling, cursing, humiliating, intimidating, belittling and humiliating, and verbal bullying.

a. Yelling

Yelling refers to the act of scolding in a loud voice or rebuking. The results of research conducted by LiseGliot from the Chicago Campus revealed that children who have millions of brain cells and are in their infancy are vulnerable to the negative effects of loud noises or shouts from their parents or those around them. This can interfere with the growth of brain cells. From this study it can be concluded that anger directed at children has a significant influence on their brain development. If anger is not controlled, there is a possibility that it can interfere with the child's own brain structure. As for verbal statements in the form of anger, yelling or rebuking that happened to students, it is revealed by LK and MD, namely "You do your work first, don't take care of everything". These words are delivered by students with angry tones and loud volumes. This statement occurred between students as described by TB, IB, AS, and 10 other students.

b. Cursing

Discussing swearing means talking about the use of harsh words. The use of these words can take the form of various forms of utterances, statements, or verbal phrases, including proverbs, proverbs, parables, and idioms. Meanwhile, swearing refers to all forms of cursing, cursing, or oaths (Endarmoko, 2006:587). As for verbal statements in the form of swearing that occurred to students of 1 Delitua State Senior High School, it is revealed by LK and MD, namely "I pray... you will die on that road", "I swear..., your body is small, not big, that's all ", or "soon you will be hit by karma, watch out for you later." This statement occurred between students as described by TB, IB, AS, and 10 other students. Expletive expressions like the one above include all forms of utterances, statements, parables, or idioms that aim to curse, curse, curse, and swear at certain things or people out of emotion. Words and phrases that contain insults, insults, or oaths are part of the expletives. In German, an expletive is called *verbale aggression*, which includes not only swear words, but also swearing, cursing, insulting, criticizing, or other harsh words.

c. Humiliating

Contempt is an attitude of looking down on other people, belittling or trivializing other people's shortcomings, and using these shortcomings as a joke. There are various forms of humiliation, but the most common is degrading one's position and humiliating the insulted person. As for verbal statements in the form of insults that occurred to students revealed by LK and MD, namely "Your mother is a woman who is not quite right, always changing partners", "Be aware of yourself first, look how big your body is", or "If she (the victim) I don't know anything, why are you asking?" This statement occurred between students as described by TB, IB, AS, and 10 other students. Acts of insulting, inciting, and swearing like these examples are acts that are not commendable because by

insulting, it means destroying and degrading the dignity of others and the goal is to hurt others (Anjum and Jemima, 2020).

d. Intimidating

Jalaluddin (2007) argues that threats or intimidation can damage the rights and protection of others, degrade the mentality of other students, hurtful and demeaning behavior, or use harsh words and shout loudly. Merriam Webster suggests that intimidation means making another person feel afraid, coercing or obstructing it as if it are a threat. In another sense, intimidation means hinting to encourage people to feel afraid or to make other people feel inferior. The results of the study revealed that verbal violence in the form of intimidation occurred to students and is revealed by LK and MD, namely "You are a child from a broken home, that's why you deserve to be like this" or "Your parents are from a broken home, how could you be well educated", "Hey dog, you are really impudent", or "Indeed you are impudent, your animal child, it is not appropriate for you to be here, you go there", and many more intimidating verbal statements. This statement occurs between students as explained by TB, IB, AS, and 10 other students. RatnoLukito also stated that bullying is behavior that is done intentionally by a person or group of people to cause other people to feel afraid of injury or danger. That is, bullying is an action taken by someone with the goal is to force other people to do what they want so that that person can do certain things according to what is ordered.

e. Belittling and Humiliating

As for the verbal statements in the form of belittling and embarrassing that happened to students, they are revealed by LK and MD, namely "Oh, you are not used, you go to school here", or "At least your father is not like a robot when he walks". This statement occurred between students as described by TB, IB, AS and 10 other students. Actions that involve humiliating and humiliating include putting other students down, criticizing, making negative comparisons with other students, stating that the student is not good, worthless, ugly, and so on.

f. Verbal Bullying

Verbal bullying is verbal violence that is carried out in the most commonly used form of bullying, both by girls and boys. Verbal violence is done easily and can be whispered in front of adults and peers without being noticed. Verbal oppression can be shouted at while playing and heard by the teacher, but it is more often ignored because it is only seen as a dialogue or a fleeting remark so that there is no sympathy among fellow students. As for direct verbal violence in the form of bullying including threatening, humiliating, demeaning, harassing, calling names, sarcasm, denouncing or mocking, cursing, spreading untrue gossip. As for verbal bullying in the form of making special calls, namely what happened to students, it is revealed by LK and MD, namely "Black" or "Fat", "Pangkiten", "Betta Fish" which means "Small", "TOMA" which means rotten stuff ,and its purpose is to ridicule and insult. As for verbal statements in the form of depriving students of their rights, namely "Ask for all your money if I don't beat you up", "This marker is mine, yes, you no longer have rights here" and many other verbal bullying that occurred to students. This statement occurred between students as described by TB, IB, AS, and 10 other students. Verbal violence can be in the form of nicknames, slander, cruel criticism, insults, and statements

involving sexual solicitation or sexual harassment. In addition, verbal violence can be done by seizing pocket money or goods, anonymous letters containing threats, untrue accusations, and gossip.

Impact of Verbal Violence

Verbal violence is often underestimated, because the impact is not physically visible, and the perpetrators often do not realize that their actions include verbal violence. The results of research at 1 Delitua State Senior High School Delitua stated that:

- a. Verbal violence on students resulted in students experiencing mental and psychological damage to students. This can be seen when students who are victims of verbal violence feel afraid and ashamed of their friends, always close themselves off, are not confident, feel inappropriate to be close to other people, and tend to be more passive.
- b. Verbal violence also results in students who are victims of verbal violence having a low self-concept. For example, students are not confident in expressing opinions, feel shy and have no initiative in doing something, avoid crowds and are more loners. Students' lack of self-confidence can be seen when they start to talk to their friends, lack of socialization with their friends, start to withdraw, do not want to participate in school activities, do not even want to go to school.
- c. Verbal violence also causes students to doubt themselves. Self-doubt is seen when students are hesitant in carrying out an activity or activity, are hesitant to show their shortcomings, are hesitant in making decisions, are hesitant to start communicating with their friends, and are hesitant in expressing opinions.
- d. Verbal violence causes students to be afraid to try new things. This fear is seen when students are afraid to express their talents, are afraid to take part in new activities, are afraid to answer questions from the teacher, and are afraid to do anything.
- e. Verbal violence results in students losing the ability to act. Losing the ability to act is seen when students receive painful treatment from the perpetrator, the victim will prefer to be silent and give a fearful response when they see the perpetrator.
- f. Verbal violence also results in inhibition of social growth in students. The inhibition of social growth can be seen when students who don't want to mingle with their friends tend to be quiet and loners, talk less, are more introverted and more passive.
- g. Verbal violence results in the emotional growth of students also being more explosive. This is seen when the victim is quicker to anger, hurt and easily offended. However, for other students who are victims of verbal violence, it will be easier for them to feel afraid to socialize and even cry.
- h. Verbal violence hinders the development of student personality. This can be seen when students are more loners, more passive, are closed to others, limit themselves from social activities, feel inferior, listen more to others, and always feel afraid.
- i. Verbal violence results in low student learning motivation. This happens because of the pressures received which result in students not focusing on participating in learning activities.

- j. Verbal violence results in disruption of interpersonal relationships between students and their friends. This can be seen when victims withdraw more from their friends, act more passively, reduce relationships and close communication with those around them, and speak only when necessary.
- k. Verbal violence also results in disruption of student learning concentration. This can be seen when students do not focus on learning and daydream more, have less memory (forgetfulness), and even worry.
- l. Verbal violence resulted in low student achievement.

Efforts of Catholic Religious Education Teachers in Overcoming Verbal Violence in Students

Effort is a method used to find a solution to a problem. In educational institutions, especially in senior high schools, violence perpetrated by teachers is a phenomenon that requires special and urgent attention. It is very natural for teachers to yell at students either intentionally or unintentionally when students make mistakes. However, in several cases, it is seen that violence which is originally considered as a normal form of violence eventually became an alarming case. Therefore, educational institutions must pay more attention to this problem and continue to make the necessary changes so that the quality of education can be improved (Fadul, 2019).

Efforts made by the teacher in overcoming verbal violence in the communication aspect, namely the teacher approaches students and provides direction so that students dare to convey the forms of violence they experience. Students are expected to have the courage to report acts of verbal violence that they experience and be able to resist acts of verbal violence that occur. Efforts made by teachers in overcoming verbal violence in the aspect of teaching students to speak politely, one of which is through the application of 3S culture; smiles, greetings, and greetings. Its implementation is done in a way before starting learning activities, students are asked to line up and greet the teacher in front of the class. Efforts made by teachers in overcoming verbal violence involve understanding the root causes of bullying. The teacher approaches students who are victims or perpetrators of verbal violence, provides guidance and direction to perpetrators, and provides motivation to victims. In addition, the teacher also plays a role in determining solutions and giving consequences or punishments to perpetrators of verbal violence based on the severity of the cases that occur. Efforts made by the teacher in overcoming verbal violence on aspects of students getting closer and getting to know each other, namely through study group activities, trigger positive discussions with students through discussion activities and deepening of faith through sharing about the holy scriptures. Efforts made by the teacher in overcoming verbal violence in the aspect of giving appeals to students in the aspect of providing information about the impact of bullying on students or victims of verbal violence, namely in the form of information about the impact of bullying when marching in the field, inviting perpetrators of verbal violence to talk heart to heart, and Guidance and counseling teachers always direct students not to take acts of bullying.

The results of interviews conducted with LK and MD stated that the efforts made in overcoming verbal violence in students involved several approaches. First, the teacher teaches students to behave in harmony and respect

through a culture of smiles, greetings, and greetings. Second, the teacher teaches students to always be polite to others. Third, the teacher looks for the root causes of verbal violence and determines the right solution. Fourth, the teacher creates a learning atmosphere that strengthens students' mutual acquaintance and encourages positive discussion through faith discussion activities around the scriptures, quizzes, and extracurricular activities. Fifth, the teacher invites the perpetrators of verbal violence to talk from heart to heart. Sixth, teachers give appreciation to victims by providing motivation and support. Seventh, the teacher appreciates the perpetrators who have stopped bullying through support and praise. Finally, the teacher appreciated the witnesses by giving praise for their courage in speaking the truth. Efforts to overcome violence occur as described by TB, IB, AS, and 10 other students.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study show that verbal violence occurs in the school environment in the form of yelling, cursing, humiliating, intimidating, belittling and humiliating, and verbal bullying. Efforts made by the teacher in overcoming verbal violence in the communication aspect, namely the teacher approaches students and provides direction so that students dare to convey the forms of violence they experience.

The suggestion from this study is that the efforts made by catholic religious teachers are able to overcome and minimize verbal violence that occurs in students.

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