



The Role of Counseling in Controlling Verbal Abuse Behavior in Elementary Schools

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Abstract. Cases of verbal abuse at the elementary school level are still increasing every year and become a popular phenomenon. Therefore, this study aims to describe the role of counseling and specifically recommends and presents innovations in minimizing verbal abuse behaviour through the role of counseling. Using a qualitative case study approach. The data of this research is in the form of field notes on cases of verbal abuse in schools. The data of this study were sourced from guidance counseling teachers and the school. The data of this research were collected by using the methods of observation, interviews, and documentation. This research data analysis uses the Miles and Huberman model. The results of this study indicate the important role of counseling and the school in developing strategies for alleviating verbal abuse through (1) the active role of the school in providing space so that students can establish positive friendships (2) habituation of character education in politeness and language as an effort to minimize verbal abuse behaviour. Counseling and school involvement can help in controlling verbally abuse behaviour in primary schools.

Keywords: The role of counseling · Controlling · Verbal abuse · Elementary school

1 Introduction

The problem of verbal acts of abuse committed among elementary school children, who are usually with an average age of 7–12 years, requires concern and involvement from various parties such as educators and most importantly, a touch from the family. This is because children who receive verbal abuse will be able to inhibit child development. Therefore, it is necessary to have contributions from various parties in dealing with acts of verbal abuse. This is also discussed (1) Children in and within the school environment must be protected from acts of abuse committed by teachers, school administrators, their friends in the school concerned or other educational institutions.

However, cases of verbal abuse in elementary schools, especially in Indonesia, have not yet received optimal treatment. Even cases of verbal abuse at the elementary school level are still increasing and are becoming a popular phenomenon. According to KPAI, the level of abuse against minors is still vulnerable and is increasing every year. Namely in the form of physical abuse, psychological abuse and sexual abuse (2). Based on the

Indonesian Child Protection Commission (KPAI) describes the number of cases of verbal abuse against children in 2021 amounting to 32 cases, to 119 cases in 2020. The latest 2021 data released by Wahana Visi Indonesia revealed that as many as 61.5% of children in Indonesia experienced verbal abuse (3). According to the data above, it shows the need to prevent verbal abuse in elementary school children. This can be started in the school environment, of course, by guidance and counseling teachers or counselors who have the responsibility to help students achieve optimal development and independence, through counseling services (4).

Research that has been done that reveals verbal abuse in children (5) and is related to this research proves verbal abuse behavior in elementary schools. Therefore, this research will be supported by focusing on controlling children's verbal abuse behavior in elementary schools.

Research that discusses verbal abuse against children is all forms of physically or emotionally painful treatment, sexual abuse, neglect, commercial exploitation or other exploitation that results in real or potential injury or harm to children's health, child survival, child development or dignity children (6).

This verbal abuse manifests in many forms such as intimidation, threatening, punishing, cursing (3). Verbal abuse is usually in the form of verbal behaviour where the perpetrator performs a communication pattern that contains insults, or words that abuse children. These speech acts are not only done by cursing, scolding, or saying aggressively, but it is also necessary to know that neglect or quit abuse can also be said to be verbally abuse behaviour because those who face are self-concept constraints and feel that they are worthless so they seek attention. According to Ihsan that verbal abuse is emotional abuse or behaviour that hurts children's emotions that is carried out continuously to cause a bad influence on children's development (5). Usually these acts of verbal abuse are carried out by their peers. Therefore, these forms of abuse can produce a traumatic experience that imprints on children (7).

The impact that usually occurs is that children will lose their enthusiasm for school, a very drastic decline in achievement and children will prefer to be alone. A very bad impact is the character development of students. The magnitude of the negative impact in acts of verbal abuse requires the efforts of various parties to immediately take preventive measures (prevention). When these impacts are not detected by the teacher and are not handled properly, it is likely that these impacts will carry over into adulthood (8). One of the parties who is seen as having a high contribution to handling cases of abuse against children is a school counselor (9). In the end, this study aims to describe the role of counseling and specifically recommends and presents innovations in minimizing verbal abuse behavior through the role of counseling.

Based on the problems described and relevant to previous research, everyone must understand the forms of verbal abuse against children, their influencing factors, their impact on children's growth and development, and efforts to prevent them (5). So that researchers look at the concerns about the phenomena of verbal abuse around us that have a very bad impact on children. Until now, research on the efforts made to eradicate verbal abuse is still rare, especially in elementary schools. Therefore, it is necessary to make efforts to anticipate verbal abuse against children who will be exposed to this research.

2 Method

The main approach in this research is a qualitative case study. A qualitative case study approach in this research is used to investigate and understand cases of verbal abuse among elementary school students which will then be given a solution. Following the approach used in this study, the data are in the form of field notes and interviews regarding cases of verbal abuse in elementary schools. The text of the data used is in the form of interview quotes in the form of word descriptions. The data sources are counseling service teachers and informants who are still relevant to this study.

Data collection techniques were used in this study, with the method of observation, interviews, and documentation. The location used in this study at MIM Gonilan Kartasura is located in the Gonilan village, Kartasura District. The observation method in this study was carried out by observing directly the phenomena related to verbal abuse that occurred in children aged 7–12 years. So that the author will gain a comprehensive understanding related to the phenomena of verbal abuse cases in elementary schools and use it to find an initial picture related to controlling verbal abuse. Furthermore, the researcher used a structured interview method by providing a systematic interview pattern to dig deeper into information related to cases of verbal abuse in elementary schools. The documentation method in this study collects data in the form of documents related to verbal abuse behavior control activities in elementary schools.

The triangulation of data was carried out by checking the data obtained from observations, interviews, and documentation regarding verbal abuse behavior at MIM Gonilan Kartasura as a form of minimizing verbal abuse in elementary schools. Triangulation of data sources in this study was carried out by checking the data obtained from interviews related to the phenomenon of verbal abuse in elementary schools.

The data analysis of this research uses the Miles and Huberman model. Analysis of this data through several activities, in the early stages of data reduction, based on data obtained from informants, through the process of summarizing, selecting, and focusing the important parts according to the theme that has been raised, namely verbal abuse behavior in elementary schools. Furthermore, the presentation of the data was carried out by recording narratively the data regarding verbal abuse behavior at MIM Gonilan Kartasura, and efforts to control verbal abuse behavior at MIM Gonilan Kartasura through the role of counseling. Verification of the data, concludes the results of the data obtained, namely the analysis of the forms and strategies used to overcome verbal abuse behavior in elementary schools. This research is guaranteed to be accurate and can be accounted for.

3 Result and Discussion

3.1 Result

Implementation of observations carried out at MIM Gonilan Kartasura to get an overview of the initial data related to the role of counseling on verbal abuse behavior consisted of observation, interviews, and documentation. Based on the results of observations, the authors found cases of verbal abuse that occurred to students. The following are cases of verbal abuse which will be seen in Table 1.

Table 1. Verbal Abuse Case

No	Case
1	Insulting students with parents' names
2	Name-calling, changing the student's name with another name
3	Physically insulting black and fat students
4	Blaming students when there is a fight
5	Speaking rudely to peers
6	Criticizing and ostracizing less intelligent students

Based on the results of the observations above, it was also revealed by the informants in the interviews which were divided into several aspects addressing the phenomena of verbal abuse that often occur in schools which the author observed the occurrence of speech acts in the form of insults. Of course, the phenomena of verbal abuse are very interesting to be discussed and will have an impact on the learning conditions of students and will have an impact on the mental development of students as shown in Table 2.

In the counseling process, it is undeniable that it also requires assistance from the school to overcome problems that often occur in verbal abuse. Therefore, the existence of the school's role in providing handling verbal abuse behavior is very necessary and the counseling process in schools through communication patterns to various parties will be seen in Table 3.

In the process of handling verbal abuse that occurs in schools. The school carries out activities to deal with verbal abuse behavior that occurs in students which will be seen in Table 4.

The role of counseling in handling is very urgent for the management of verbal abuse behavior conflicts that occur in schools. The role of counseling will affect the character development of students. Therefore the process of the role of counseling will be shown in Table 5.

Based on the counseling guidance report notes, there are several punishment violations. Punishment is made with the aim that students will learn from the mistakes they have made. The provision of punishment. Involves various parties, one of which is guidance and counseling service teachers and parents. Punishment is very important for perpetrators of verbal abuse. So that later it will affect the character development of students. The punishment given by the school can be seen in Table 6.

3.2 Discussion

Based on the results of observations, interviews and documentation. In this section, we will focus on the discussion of the phenomenon of verbal abuse and the efforts given to controlling verbal abuse behavior through the role of counseling. Further explanation as follows.

Table 2. Verbal Abuse at School

Informant	Point	Interview
Guidance and counseling service teacher	What are the phenomena of verbal abuse behavior?	“...bentuk-bentuk kekerasan verbal yang terjadi disekolah dasar membully seperti mengejek mengenai fisik seseorang (hitam, pendek), menghina nama-nama orang tua peserta didik” (“...forms of verbal abuse that occur in elementary schools are bullying such as mocking someone’s physique (black, short), insulting the names of students’ parents”)
	Have there been any incidents of verbal abuse at school?	“...peristiwa yang pernah terjadi ada anak ABK yang di ejek, di cemooh oleh teman-temannya. Berbicara kotor kepada teman sejawatnya” (“...the incident that happened was that there were children with special needs who were ridiculed, ridiculed by their friends. Talking dirty to his colleagues”)
	Who are the perpetrators and the targets of the perpetrators?	“...pelaku dari kekerasan verbal di sekolah adalah semua kelas dari kelas 1 sampai 6” (“...the perpetrators of verbal abuse at school are all grades from grades 1 to 6”)
	Impact of verbal abuse in schools?	“...dampak yang akan terjadi peserta didik yaitu peserta didik sering menyendiri di kelas, peserta didik tidak mau masuk sekolah” (“... The impact that will occur on students is that students are often alone in class, students do not want to go to school”)

(continued)

Table 2. (continued)

Informant	Point	Interview
	What are the causes of verbal abuse?	<p>“...pertama faktor penyebab pergaulan sekarang, penggunaan <i>handphone</i>, ikut-ikutkan satu dengan yang lainnya ketika mengejek temannya”</p> <p>(“...the first factor that causes socializing now, is the use of cellphones, including one another when mocking his friends”)</p>

3.2.1 Verbal Abuse at School

Verbal abuse is inseparable from bullying. Bullying is defined as aggression characterized by the intention to harm, its repetition, and the power imbalance between victim and aggressor (10). Bullying is a form of abuse carried out by someone with the aim of hurting someone. Bullying is an early form of aggressive behavior, namely abuse behavior. It can be physically, psychologically, through words, or a combination of the three (11). Abuse is a person's treatment of another person that causes discomfort both physically and psychologically (8). As discussed (12) that abuse is an act aimed at others not only in physical form, but also in verbal form. Verbal abuse is a form of intimidation that usually occurs among elementary school students. Usually in the form of bullying children, shouting, screaming and threatening children (13).

These speech acts are not only done by cursing, scolding, or saying aggressively, but it is also necessary to know that neglect or quit abuse can also be said to be verbal abuse behavior because those who face are self-concept constraints and feel that they are worthless so they seek attention. If words are a powerful tool and can break the spirit of someone who receives it (14).

Verbal abuse is abuse from words that cause pain in feelings and psychologically (5). This verbal abuse manifests in many forms such as intimidation, threatening, punishing, cursing (3). Verbal bullying, which is also overt and includes behaviors such as name-calling, teasing, and threatening; and cyber bullying (15).

If this is done continuously, there will be negative changes in children. Based on the description above, it can be concluded that verbal abuse is abuse by uttering words without touching physically in the form of verbal oppression by elementary school children, for example threatening, insulting, slandering, frightening and saying hurtful words.

Table 3. The Existence of The School's Role

Informant	Point	Interview
Head master of MIM Gonilan Kartasura	What is the role of schools in controlling verbal abuse behaviour?	"...peran sekolah salah satunya pemberian sosialisasi kepada siswa beserta orang tua" ("...the role of the school is to provide socialization to students and their parents")
	How is the school process in mediating verbal abuse?	"...di lakukan kegiatan untuk meminimalisasi kekerasan verbal" ("...activities were carried out to minimize verbal abuse")
	Is there punishment given to the perpetrator?	"...diberikan ketegasan serta diberikan <i>point</i> melalui guru bimbingan dan konseling" ("...given firmness and given points through the guidance and counseling teacher")
	Who is in charge of handling verbal abuse?	"...tenaga pendidik, seperti guru layanan konseling, waka kesiswaan dan guru agama" ("...teaching staff, such as counseling service teachers, student representatives and religious teachers")
	Is there any communication between the school and the parents of the victim/perpetrator?	"...langkah pertama ada kerja sama dengan guru kelas dan melakukan kunjungan kepada orang tua siswa" ("...the first step is to collaborate with class teachers and make visits to students' parents")

3.2.2 Factors Causing Verbal Abuse

Several factors influence the occurrence of verbal abuse. As follow:

Parental Factors

Usually, parents who experience abuse will affect their children. Parents who were treated wrong as a child were triggered by situations of verbal abuse in children (16). Since parents are the most crucial and primary agents to develop children's socialization, the impact of interactions with parents on their child's behaviors is significant and can

Table 4. School Activity Programs

No	Programs
1	Hold a meeting with the parents of students once a month
2	Doing dhuha prayer as routine activity
3	Carry out muroja'ah alqur'an and hadist activities
4	Doing a ceremony before class activity

be aggressive or passive, such as bullies or victims (17). Rude treatment from parents will cause children to behave aggressively.

Most parents who have little or no understanding of their children's developmental needs tend to verbal abuse their children. For example, parents sometimes force their children to do things that are not following the child's developmental age. When children show incompetence due to their age, and they shouldn't, then parents get angry, yell, and reprimand their children. Parents sometimes have unrealistic expectations about the condition of their children. Parental knowledge about children's growth and development greatly influences the emergence of verbal abuse in children (5).

Parents are one of the main factors in educating children because they get more supervision when at home. The factor that often occurs is excessive use of cell phones. This was also revealed by the informant regarding the factors that dominate verbal abuse behavior.

Environmental Factors

The environment is a factor that comes from the outside (external) which affects acts of verbal abuse in children. The sudden emergence of environmental problems also contributes to the emergence of verbal abuse (18). Environments such as people in the surrounding environment who speak dirty words and have a habit of speaking in a loud tone are the type of rude people, and the development of information through television shows plays a role in setting an example for parents to verbal abuse their children (19).

Therefore, a good environment will be one of the factors for child development. Children's growth and development are strongly influenced by the stimuli they receive from the surrounding environment. The process, including the formation of children's character, is also strongly influenced by the environment. Children tend to be quicker to imitate what they see in their environment. When a child is verbally abused, the child is likely to do the same as adults. This is in line with the results of the interview notes, that association is also one of the causes of verbal abuse, so parents must provide direction to children so as not to get carried away in the wrong social flow.

3.2.3 Impact of Verbal Abuse Behaviour

Verbal abuse is usually perpetrated by peers. Their peers also often label their friends as fat, ugly, bald, etc. In addition, the act of cursing children by gossiping or demeaning their peers certainly has an impact on the victim. The process of child growth and development is strongly influenced by the stimuli it receives from the surrounding environment.

Table 5. The Role of Counseling in The Management of Verbal Abuse

Informant	Point	Interview
Guidance and counseling service teacher	What is the role of counseling in controlling verbal abuse behaviour?	<p>“...diberikan pemahaman yang relevan terkait kekerasan verbal jika di lakukan akan mendapatkan dosa, alqur’an dan hadis yang sesuai dengan kekerasan verbal. Diperlukannya pencegahan melalui kegiatan apel pagi, penyelesaian masalah dengan memberikan sanksi sendiri mereka yang melakukan kekerasan verbal”</p> <p>(“...Given the relevant understanding regarding verbal abuse, if you do it, you will get sins, <i>al-Qur’an</i> and <i>hadits</i> that are in accordance with verbal abuse. The need for prevention through morning apples, solving problems by giving their own sanctions for those who commit verbal abuse”)</p>
	How is the counseling process in the management of verbal abuse behaviour?	<p>“...langkah pertama dilakukan pendekatan kepada siswa, kemudian dilakukan pembiasaan-pembiasaan ubudiyah yang saling terkait satu sama lain dengan <i>hambluminallah</i> dan <i>hambluminanas</i>”</p> <p>(“...the first step is to approach students, then do <i>ubudiyah</i> habits that are interrelated with each other with <i>hambluminallah</i> and <i>hambluminanas</i>”)</p>

(continued)

Table 5. (continued)

Informant	Point	Interview
	Who is involved in the counseling process?	"...tenaga pendidik, seperti guru layanan konseling, waka kesiswaan dan guru agama" ("...teaching staff, such as counseling service teachers, student representatives and religious teachers")
	Are there any changes before and after the counseling process?	"...proses konseling pertama tidak mengalami perubahan, kemudian ketika mendapat ketegasan barulah terlihat ada perubahan, misalnya hukuman yang mendidik" ("...the first counseling process did not change, then when it was confirmed it was seen that there was a change, for example an educational punishment")
	How long does the counseling process take?	"...dalam jangka waktu satu minggu" ("...within one week")
	What is the concept of post-counseling assistance?	"...pendidikan terutama pemberian pendidikan karakter" ("... education, especially the provision of character education")

Table 6. Punishment

No	Punishment
1	Verbal warning
2	Recorded in the violator's assessment norm record book
3	Given a specific task
4	Calling parents/guardians
5	Suspension
6	Returned to the student's parents

According to Lestari, due to verbal abuse, children are more aggressive, such as communication with a negative impact on their brain development, they will remain in threatening situations and make it more difficult to think during this time that situations

that arise are only based on instincts without prior consideration (20). Regarding parents who get abuse treatment. This will hurt the child in the long run. As Maguire discussed, “Emotional abuse has harmful impacts on a child’s emotional and psychological needs and results in long-term negative consequences” (21).

These negative thoughts greatly hinder the counselee’s efforts to achieve physical and psychological stability (22). When children are constantly verbally abused, children feel ugly, unwanted, unloved, moody, unhappy, and dislike their activities. The worst effect of verbal abuse is when children attempt suicide because they feel they are no longer worthy. This is also emphasized (23) “Individuals are increasingly vulnerable to negative health outcomes when exposed to the cumulative effects of multiple stressors”.

The Semai Jiwa Insani Foundation said the symptoms of the impact of bullying behavior are, (1) shutting yourself up (school phobia), (2) crying, (3) asking to change schools, (4) reduced child concentration, (5) decreased learning achievement, (6) does not want to play or socialize, (7) likes to carry certain items (according to the perpetrator’s request), (8) children become timid, (9) angry, (10) restless, (11) lies, (12) bullying others, (13) bruised/bruised, (14) uninspired, (15) being quiet, (16) sensitive, (17) low self-esteem, (18) aloof, (19) being rude and vindictive, (20) wet the bed, (21) cold sweats, (22) not confident, (23) anxious easily, (24) whiny (for those who are still small), (25) nightmares and irritability (14).

It was also expressed by (23), “Symptoms of burnout, characterized by feelings of disempowerment, emotional exhaustion, cynicism, depersonalization, anxiety, and loss of confidence, are also common”, that the symptoms of burnout, which are characterized by with feelings of helplessness, emotional exhaustion, cynicism, depersonalization, anxiety, and loss of self-confidence.

“Lower achievement, feeling unsafe, feeling as if one does not belong at school, and feeling sad were all positively associated with being a victim as opposed to a bystander” (24). This opinion shows that the impact on victims of lower achievement, feeling insecure, feeling as if doing so didn’t belong in school, and feelings of sadness were all positively related to being a victim rather than a bystander.

3.2.4 The Role of Counseling to Overcome Verbal Abuse

Education in Elementary School or Madrasah Ibtidaiyah has a very important position in ensuring the biological development, personality, knowledge, and skills of students (25). Therefore, guidance and counseling teachers have a very important role to make this happen. Indecision and counseling teachers have a responsibility to direct students to be able to have self-confidence. Communication between teachers and students is very much needed by students in overcoming all the problems faced by students both when experiencing difficulties in the learning process and in socializing in the school environment (26).

Counseling is the process of providing intensive and systematic assistance from a counselor to his client to solve a problem. Guidance and counseling is an integrated activity, cannot be separated, and is an integral part of overall education. With the existence of Guidance and Counseling Teachers in the world of education, it can overcome a student’s problem. Someone who has a closed personality tends to be aloof, quiet, or

unfriendly and busy with their own lives (27). To overcome verbal abuse, a counselor is needed. The process of counseling guidance is as follows. (28).

Basic Service

The process of assisting all students/counseling related to the development of attitudes, knowledge, and skills in the personal, social, learning, and career fields as a description of their developmental tasks.

Responsive Service

Services to meet the short-term needs of students, or problems experienced by students/counselors originating from their personal, social, learning, and career environments.

Collaboration Services

An interactive collaborative activity between guidance and counseling teachers or counselors with other parties such as classroom teachers.

Guidance and counseling practices have been carried out by the waka of student affairs and Guidance and counseling service teacher, among others, inviting students to read the Qur'an, praying dhuha together, and giving punishment for the negative actions they have done. However, it is still not optimal in its implementation. Therefore, researchers make a strategy that supports the efforts that have been made.

3.2.5 Strategies for Alleviating Verbal Abuse

Based on the description above and considering the negative impact of verbal abuse behavior to overcome this, an effective strategy is needed. In this study, the researcher recommends controlling verbal abuse behavior, including:

The Active Role of the School

Children who are victims of abuse should receive protection and treatment from various parties (9). It is undeniable that in solving problems the main party is involved in the school. In this case, the researcher carried out activities outside of learning, namely strengthening positive friendships by supporting the differences and unique characters of each student as a positive thing through eating together during lunch breaks together spreading the mat, and gathering to enjoy lunch. If these activities are carried out continuously, they will establish positive friendships and good relationships.

The Habit of Character Education of Manners and Language as a Form of Minimizing Verbal Abuse Behaviour

The term "character", refers to basic moral values such as caring, honesty, justice, responsibility and respect for themselves and others (29) The term "character", refers to basic moral values such as caring, honesty, justice, responsibility, and respect for themselves and others.

Character guidance is guidance given to someone (student) to develop thoughts, attitudes, and behaviors that are displayed by applicable norms. Giving character guidance is very important because it becomes the basis for character development in children.

Language and behaving politely are the needs of everyone, not just an obligation but an effort to educate children. Someone who speaks and behaves politely is more intended as a form of self-actualization and provides an example for children (8). The activities carried out by researchers include: (1) making expressions of wisdom in each class and the school environment. Through the expression of wisdom, the message contained will be read and understood by students. (2) provide understanding to students to speak with courtesy. It will train participants to speak well to everyone.

4 Conclusion

Based on the results and discussion presented above, it can be concluded that verbal abuse is abuse by issuing words without touching physically in the form of verbal oppression by elementary school children, for example threatening, insulting, slandering, frightening and saying words. That hurts. If this is continuously done, it will hamper the growth of children in the long term. Therefore, support from various parties such as families and schools is needed to eradicate abuse behavior in schools. Strategies that are sought in controlling verbal abuse behavior in schools, namely (1) the active role of the school in providing space so that students are able to make positive friendships (2) habituation of character and language character education as an effort to minimize verbal abuse behavior.

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