

Verbal Violence in Character Education

High-Risk Students at Coastal Elementary Schools

Junaidi Indrawadi, Isnarmi Moeis, Maria Montessori, Fatmariza Fatmariza

Universitas Negeri Padang

Padang, Indonesia

junaidi.indra@fis.unp.ac.id

Abstract—Character building values are part of the value education. Character building value will be successful if it can touch the learners' moral feelings (moral filling) without any violence either physically or verbally. Thus learners are approached to change gently and humanely, so there is a desire to improve towards the better coming from within the learners without any coercion. The facts in the field show that the coaching done by the teacher is accompanied by shouting and harsh words. This phenomenon appears especially in the schools at the coast of Padang City. This article aims to analyze the forms of character building of learners accompanied by verbal violence in some coastal elementary schools of Padang City. The research approach used is qualitative and quantitative method. The instruments of data collection are through observation, interview and FGD. The research findings demonstrate that in the character building of students, the principals, teachers and education personnel in schools keep using words containing verbal abuse, such as using the word "animals" and calling students with titles instead of their names. The obvious impact of this way is the lack of respect and sympathy of the students to the teachers which is away from the goal of character education. The students are at high risk coping with their learning environment and their latent future.

Keywords—*verbal violence; character building; high-risk students*

I. INTRODUCTION

Recently the phenomena of violence on students have become the centre of highlights of various media in Indonesia. The issues of violence experienced by the students happen in a number of educational institutions whether in elementary or secondary stage. The violence occurs in two forms: first, physical violence in the form of hitting and kicking aiming at hurting the part of the body; second, emotional violence done by using verbal abuse such as scolding, humiliating, and underestimating with discourteous words to learners [1].

A variety of research findings confirm that either physical or emotional violence toward children affect badly on them. The maltreated children face failure in their study, frequently school absence, disharmony in relationship with teachers, and mental delinquencies [2]. The violence that happens in childhood has significant influence toward academic achievement measured with standard tests [3]. Even the abused children tend to weight with heavier psychological disorder [4], [5]. Another study finds that physical violence on children in

domestic may affect negatively on children's behavioral and cognitive development [6], [7]. Moreover, the violence on children causes health consequences just like mental disorder, drug abuse, suicide attempts, contagious sexual infection, and dangerous sexual behavior [8]

Various negative impacts befall on the children, thus, in other words, the children who experience many forms of violence in their growing phase are high-risk children who potentially rise with problems in their future.

In Indonesia, Undang-Undang No. 23 in 2003 clearly states that teachers and school authorities are prohibited to use any violence in giving punishment to learners. When the violence toward the learners happens it means the school has performed an outlaw [3]. The facts show that many kinds of violence on children keep repeating to happen. Each month within 2013, there happens 30 cases of violence in Indonesia in which 60% are light crime, 30% are verbal abuse, and the rest are physical and sexual abuse [3].

Around school the violence also takes place which is done by the teachers during their interaction with the students. The violence appears in the form of the words that tend to hurt or the utterance that likely to interrogate, force, and explain indirectly [9]; hurting fellow students with rude words [10]; saying the words that emotionally wound [11]. Besides, there also happens the violence on students in the variety of physical violence, emotional [12], and discrimination related to certain ethnic [13]. In addition, the physical abuse is used as an effort to keep up the school's discipline [14]. Since the school is the second base in students' psychological and educational development, it is extremely important for teachers to consider the types of utterances to be given to the students because the research finding shows that the planned utterances of teachers contributes to develop the student's achievement [15]. It is understood that the teachers' responsibility is to lead the students to become the most excellent people, however, the ways being conducted fail to support the teachers' duty.

There have not been many studies about the forms of violence done by the teachers particularly in verbal one as an attempt to educate the students' character. For example, the teachers say "Sometimes it is important to act strictly, in order to change the students". From preliminary observation, it is seen that many teachers assume that to uphold the discipline is identical with rude words and frighten the students. This research aims to analyze the forms of learners' character

building carried out by the teachers accompanied with the use of verbal violence in six elementary schools in three coastal districts of Padang city, Indonesia. In general view, coastal children are the children who live in a tough nature.

II. METHOD

The research is the introductory part of a research and development study [16]. It is conducted based on qualitative approach. The objects of the research are learners and teachers of Fifth Grade and Sixth Grade in six elementary coastal schools spread in three districts. The data are collected through observation, interview, and documentation study. The technique of analyzing the data follows the chronological order: reduction, coding, and data display.

III. RESULTS AND DISCUSSION

The research is held at six coastal elementary schools in Padang city with details as the following table 1:

TABLE I. DESCRIPTION OF RESEARCH LOCATION

No	Name of School	Amount of Group of Study	Amount of Learners	Amount of Teachers
1	School 1	6	153	8
2	School 2	6	115	11
3	School 3	8	189	13
4	School 4	6	134	8
5	School 5	6	180	8
6	School 6	6	182	8

The result of the research reveals that generally the learners of coastal elementary schools are the children of fishermen who come from low income families. The data reflects that more than 90% of the parents of learners from this region are low-educated people accomplishing elementary schools, junior highs, and the highest is senior highs. This condition is relatively similar in all schools being observed, of 40% parents graduate from elementary schools, 30% parents graduate from junior highs and 30% from senior highs. Besides, the communication between the parents and the education personnel in case of their children's education rarely happens. These problems happen in all of the schools involved as the objects in this research.

In relation to the way of communication between adults and children, the forms that characterize verbal violence are found. In the interview with the principal of 'X' school, it is discovered that there is an assumption or a way of thinking held by the principals of coastal schools that they have to be able to behave firmly and toughly because the types of learners they face daily are coastal children who have been accustomed to hard life and disorganized. This view has been commonly stigmatized as if it has been used as a strong reason for allowing the harsh actions toward the coastal learners.

This kind of view is also believed by the teachers who execute their real practical actions during teaching and learning sessions. While doing the observation, the teachers scold at the learners with harsh words and humiliating utterances, for example "*Anak mada, indak bisa diaja. Apo ko kalian dak*

ingin marubah hidup kalian dari anak tukang pukek? Kalau lai ingin barubah, rajinlah baraja". It can be translated as "You stone-headed kids are awfully hard to teach. Don't you want to change your life as the children of fishermen? If you want to have a better life, you've got to study harder". It is clear that even though the purpose is to educate the learners to have better traits, the words are delivered in angry expression and disgrace.

Furthermore, the research finds that the cases of verbal violence are most dominantly occur at the school's entry hour. Every day at the average of ten to fifteen learners are late to come to school. These late comers are usually be given different punishment such as picking up the garbage and cleaning up the toilet. However, before doing their punishment, these students are gathered and advised with rude words and humiliating utterances, for example by making sample with the animal. Among the utterances used is "*Baa caro maaja kalian ka nan elok lai, kok susah bana diaja, baruak sajo bisa juo diaja*". It can be translated as "How should be the appropriate way to teach you all to a better one? Why should you dreadfully play hard to teach? Even the monkey can be taught". Another most frequent unpleasant incident is handling the quarreled students. The school personnel often deal with these students by yelling at them, using impolite as well as humiliating words and threatening them to be expelled out of school.

The next finding is that not only the verbal violence uttered by the teachers happens outside the classroom, but it also can be found inside the classroom. During teaching and learning session, the verbal violence often occurs mainly when the students are not focused on the lesson and as a result they are unable to answer the teacher's questions. It has become common situation every day and the school personnel regard it just as ordinary. In the interview with teacher 'X', it is known that the teaching and learning process may not run well if the teachers do not act strictly because the learners they are facing are naughty and rowdy coastal children. The related experience is also informed by teacher 'Y' that "If we behave gently to these coastal children, then they shall not perform any advancement. In contrast, they will behave even worse".

In a wider scope, the people surrounding the coastal elementary school also look upon these problems as common things as if the assumption is considered as rationalization. It is disclosed by a woman 'P' who sells snacks near the school. She says that "Well, that's coastal children and that's just normal. There's nothing special about it. It's not to coastal children if it's not strict". During the observation, the coastal children's behavior is noticeable. The discourteous language used in the communication among them is a familiar thing. Highly toned greetings and unmannerly belittling have become customary such as the greeting "*Oi, kama ang, kaliang?!'*" (Hey, where are you going, black?!).

Those forms of words displaying the verbal violence can be seen in the table 2.

TABLE II. THE FORMS OF HARSH WORDS AND SETTINGS

Personnel	Expressions	Settings	Tendencies
Principals	<i>Stone-headed kids, just like monkeys, sons of trawlers.</i>	When the students arrive late, involve in a quarrel, and make noise as other classmates are studying.	Used almost in every time the problem appears.
Teachers	<i>Lazy students, naughty, stupid, hardly be taught, do not want to advance, just like monkeys.</i>	Come late to class, make noise while studying, do not write the task or homework, and disturb other classmates.	Keep repeating every time the problems reappear.
Students	Naming “black”, “oi”, and “you” followed with rude words in Minang language.	When the fellow students just arrive, during break session, and return home.	Almost every day.

The findings of this research imply that the children aged elementary school at the coastal regions encounter a high risk of behavior and personality in their future. Problems they possible come across in their upcoming life are rude and stubborn attitudes, declining learning ability, even the latent threat of behavior delinquencies. These findings strengthening the groundwork to organize a thorough approach of character building that involves modifying the teachers’ ways of thinking they have firmly held over time as well as up grading the teachers’ teaching skills by using a more humanely approach.

Securing students’ well-developed education is not only by preparing their mastery in various school subjects but also supporting them with a healthy emotional and social growth [17]. Dealing with the verbal violence at school can be done by social mediation support [18], revising school’s managerial system [19], and fixing the teachers’ awareness of their major roles [20]. This research is the preliminary stage of a design of character education for coastal elementary schools students. The research is expected to be the ground point to develop the model of a comprehensive character education.

IV. CONCLUSION

The research indicates that the verbal violence toward learners of coastal elementary schools is rooted in several forms. *First*, there is the fundamental supposition which become the triggering factor of verbal violence that the coastal children are disobedient, impolite and ill-disciplined. These stereotypes have controlled over the mind of the principals, teachers, and public. *Second*, there is the postulation of the students’ entry point that the children of the fishermen, low-educated parents, do not have good behavior. This statement declares the underestimation toward the students and their environment. *Third*, the two previous assumptions take shape into the occurrence of pressing words (shocking) that emotionally hurt and intended to encourage the students to rise from their recognized weaknesses above. *Fourth*, the effect of the strict actions is negatively comparable to the students themselves. It means that in the student’s awareness, their world of communication uses the impolite language so that this

way is kept being practiced in their daily behavior among the children.

Besides those primary triggering factors, the research points out that the discourteous words uttered by the teachers toward the students have a number of forms. *First*, the words are labeling the students, for example using the words “stone-headed” and “deaf”. *Second*, the words are comparing the students as human to animal, for example “Even the monkey can be taught, then why can’t you learn anything?” *Third*, the words are humiliating the students, for example by saying that their parents’ profession is low, with the purpose to force down the students.

REFERENCES

- [1] N. M. Diyah and A. Imron, “Kekerasan dalam Pendidikan (Studi Fenomenologi Perilaku Kekerasan Di Panti Rehabilitasi Sosial Anak),” *Paradigma*, vol. 04, no. 03, pp. 1–12, 2016.
- [2] J. M. Hagborg, K. Berglund, and C. Fahlke, “Evidence for a relationship between child maltreatment and absenteeism among high-school students in Sweden,” *Child Abus. Negl.*, vol. 75, no. August 2017, pp. 41–49, 2018.
- [3] D. Fry *et al.*, “The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis,” *Child Abus. Negl.*, vol. 75, no. January 2017, pp. 6–28, 2018.
- [4] I. Ibabe and J. Jaureguizar, “The psychological profile of young offenders with charges of child-to-parent violence,” *Rev. Española Investig. Criminológica*, vol. 156, no. 6, pp. 1–19, 2012.
- [5] T. D. Kennedy, W. A. Edmonds, K. T. J. Dann, and K. F. Burnett, “The clinical and adaptive features of young offenders of child-parent violence,” *J. Fam. Violence*, vol. 25, no. 6, pp. 509–520, 2010.
- [6] J. E. Lansford, K. A. Dodge, G. S. Pettit, J. E. Bates, J. Crozier, and J. Kaplow, “A 12-year prospective study of the long-term effects of early child physical maltreatment on psychological, behavioral, and academic problems in adolescence,” *Arch. Pediatr. Adolesc. Med.*, vol. 156, no. 8, pp. 824–830, 2002.
- [7] M. MacKenzie, E. Nicklas, J. Waldfogel, and J. Brooks-gunn, “Spanking and Child Development Across the First Decade of Life,” 2015.
- [8] R. E. Norman, M. Byambaa, R. De, A. Butchart, J. Scott, and T. Vos, “The Long-Term Health Consequences of Child Physical Abuse, Emotional Abuse, and Neglect: A Systematic Review and Meta-Analysis,” *PLOS Med.*, vol. 9, no. 11, pp. 1–31, 2012.
- [9] R. W. Eriyanti, “Power gap as one of the trigger of verbal abuses committed by teachers in schools,” *Int. J. Instr.*, vol. 11, no. 1, pp. 363–378, 2018.
- [10] S. Attar-schwartz and M. Khoury-kassabri, “Child Abuse & Neglect Indirect and verbal victimization by peers among at-risk youth in residential care,” *Child Abuse Negl.*, vol. 42, pp. 84–98, 2015.
- [11] M. Juan *et al.*, “Nightlife , verbal and physical violence among young European holidaymakers : what are the triggers?,” vol. 7, pp. 5–12, 2013.
- [12] M. Longobardi, C; Prino, L.E; Fabris, M.A; Settanni, “School violence in two Mediterranean countries: Italy and Albania,” *Child. Youth Serv. Rev.*, vol. 82, no. 254–261, 2017.
- [13] S. Becerra, J. Mansilla, M. E. Merino, and P. Rivera, “School Violence Against Mapuche Indigenous Students In Chilean Secondary Schools,” *Procedia - Soc. Behav. Sci.*, vol. 197, no. February, pp. 1538–1543, 2015.
- [14] P. O’Leary *et al.*, “Violence against children in Afghanistan: Concerns and opportunities for positive change,” *Child Abus. Negl.*, vol. 76, no. March 2017, pp. 95–105, 2018.

- [15] K. a. Moran, "Verbal Word Choice of Effective Reading Teachers.," *Acad. Leadersh. J. Student Res.*, vol. 1, 2013.
- [16] Sugiyono, *Metodologi Penelitian, Kuantitatif, dan Research and development*. Bandung, Indonesia: Alfabeta, 2011.
- [17] S. R. Dube and G. W. McGiboney, "Education and learning in the context of childhood abuse, neglect and related stressor: The nexus of health and education," *Child Abus. Negl.*, vol. 75, no. October 2017, pp. 1–5, 2018.
- [18] E. Duru and M. Balkis, "Child Abuse & Neglect Exposure to school violence at school and mental health of victimized adolescents: The mediation role of social support," *Child Abuse Negl.*, vol. 76, no. November 2017, pp. 342–352, 2018.
- [19] M. Mertoglu, "The Role of School Management in the Prevention of School Violence," *Procedia - Soc. Behav. Sci.*, vol. 182, pp. 695–702, 2015.
- [20] S. Velea and S. Farca, "Teacher's Responsibility in Moral and Affective Education of Children," *Procedia - Soc. Behav. Sci.*, vol. 76, pp. 863–867, 2013.