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Teacher's perception of physical, verbal, and non-verbal bullying behavior in elementary school

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Abstract. Bullying behavior is behavior performed by a person or other person as a result of a person's emotional outbursts or anger towards their opponent. Bullying behavior can be physical, verbal, and non-verbal. Bullying behavior can also occur in the school environment, namely, teachers applying Bullying behavior towards pupils, such as physical bullying, teachers slapping students, slapped students; non-verbal bullying, i.e. teachers scold students with rants and insults that corner students mentally, non-verbal bullying, such as teachers physically punishing students, for example, flag salutes all day, push up 100 times to result in students falling ill and fainting. Therefore, this study studied to the extent that the perception of teachers in Christian elementary schools in DKI Jakarta on the issue of bullying is both physical, verbal, and non-verbal. The sample from this study is 100 (one hundred) Christian elementary school teachers in DKI Jakarta. The results of Lower 54.3704 and Upper 57.0296 are in the range of 50 – 58 included in the "good" group, meaning teachers in Christian school environments have/have understood the meaning of physical bullying, so teachers in Christian schools do not support physical bullying against their students; The results of lower 50.7970 and Upper 52.9430, are in the range of 50 – 58 belongs to the "good" group, meaning teachers in Christian school environments have/have understood the meaning of verbal bullying, so teachers in Christian schools do not support verbal bullying against their students; Lower 47.5753 and Upper 49.6847 results are in the range of 48 – 56 included in the "good" group, meaning teachers in Christian school environments have/have understood the meaning of non-verbal bullying, so teachers in Christian schools do not support non-verbal bullying of their students.

Keywords: Teacher Perception, Physical Bullying, Verbal Bullying, and Non-Verbal Bullying

1 Introduction

It is not perfect to talk about education if you have not talked about teachers, because this one figure is very much pushing back and forth education. If the teacher continues to play an important role, the existence of the teacher remains important because the role of the teacher cannot be entirely replaced with technology. However sophisticated their compound is still stupid compared to teachers because computers cannot be exemplified can even be misleading if their use is without control. It is this control function that positions the figure remains important.

Nevertheless we have criteria about teachers because in reality not all teachers are important, even many teachers are misleading the development and future of students, for example teachers who rape students, complicate the development of students, commit bullying to students both physically and verbally. The importance of teachers depends on the teacher

himself. According to Muliyasa (2009) there are at least 3 (three) words that can make a teacher important namely creative, professional, and fun. The creative, professional, and fun nature is highly demanded and necessary for a teacher in line with the development of science, technology, and the arts. The needs of the community as well as the development of the world view on education. However, various problems in the implementation of education in recent years have arisen in the world of education such as the emergence good violent behavior that teachers do to students between murid which is commonly known as "bullying"

Bullying can be interpreted as a form of behavior where physical or psychological coercion occurs against a person or a group of people who are 'weak' by a person or a group of people who are 'stronger'. According to Djuwita (2007) bullying is an act of using power or force or hurting a person or group of people so that the victim feels depressed, traumatized, and helpless. It may happen repeatedly. Bullying behavior can be physical (punching, kicking, pinching, pecking, etc.). Verbal (scolding, smirking, calling with unpleasant calls, etc.), or non-verbal (looking cynically, sticking out the lidak, excommunicated, etc.).

The rise of bullying or actions that make a person feel persecuted in school, whether by fellow students, alumni, and teachers should be taken seriously immediately. But the problem is that these cases rarely come to the surface because many, especially teachers, do not have any awareness of bullying. The results of a joint study conducted by Pratista Indonesia Institute, Indonesian Child Protection Commission, and YayasanSejiwa in 2009 also showed that emotional verbal bullying is most often done by teachers and punishment of students by teachers is often also an act of bullying because there is no such awareness.

Elementary school students from the psychological side of development include a general group of pre-teens or puberty. Everyone in fact experiences physical and non-physical growth and development that includes aspects intellect, emotion, social, language, special talents, values and morals and attitudes. According to Biehler (in Soewarto 1999) explained there are 5 (five) specific characteristics of the child that are often considered by parents or teachers as delinquency and opposition, and this also triggers the emergence of bullying both at home and at school. Sullivan (2000) divided the bullying by teachers into five:

1. Verbal Abuse, using words related to sex, race, culture, socioeconomics, disability, homophobic, stereotype and labeling.
2. Physical Abuse, is like shaking, pushing, hitting, pulling hair, sticking ears, hitting with a ruler, or throwing with something.
3. Psychological Abuse, such as shouting, using sarcasm, disrespecting student work, pitting student sheep, or making threats.
4. Professional Abuse, such as unfair marking, imposes unfair marking, creates the possibility of failure by giving excessive standards, lying to parents, denying students the right to a lesson, intimidating parents through language, culture, or economic status.
5. Destruction of property, such as tearing clothes, damaging books, and taking or damaging other property.

Thus from what has been outlined above it can be concluded that bullying by teachers is a teacher who has control over students, has a life-threatening lifestyle, harms, toying, encourages great emotional fear and stress, and risks harming students. It is usually done periodically for reasons of disciplining students and often does not make students understand their mistakes or not repeat them again. Perception in a narrow sense can be interpreted as how a person views something while in a broad sense, perception is a person's view or understanding of something and the information has been obtained from the surrounding

environment. Walgito (2004) argues that perception is organizing, in performing the stimulus whose senses are meaningful and are an integrated response in the individual. Sarwono (2002) states that a person's perception is influenced by internal and external factors. Internal factors are factors contained in the individual such as gender, general, motive and level of knowledge internal factors are factors derived from the environment that influence a person's perception, such as socio-cultural environment, communication media, etc. Walgito (2004) presents several factors that play a role in perception: Object or perceived stimulus; Sensory tools, nerves, and nerve structure centers; Attention is a psychological condition. From some definitions it can be concluded that perception is a process to select, receive, organize, and accomplish everything captured through the senses with the intention of giving meaning to the information it receives from the surrounding environment.

Teachers have many significant roles in student life. This is due to the high intensity of meetings between the two so teachers are often required to behave like parents to their students. Teachers in schools have more authority than students. The teacher's position as a teacher shows that teachers have strength over students in the classroom, teachers rule, and students obey. Teachers have more knowledge than students and have an obligation to organize and control students. Muntoro (2008) states that it is this condition that causes bullying to occur. To minimize this can be done by using teaching methods that align the positions of teachers and students while keeping in the function of teachers as teachers.

Another teacher's job is to control and discipline students to shape students' behavior better. This discipline is sometimes interpreted as punishment for students. According to Khazim (2009), these sanctions or punishments are reprimands or flicks and not for the purpose of harm, but so that students do not repeat their mistakes again. The punishment should also be a punishment that educates and is free from the elements of violence and anger. It also looks at the background of the mistakes made by the student.

Basically, students' learning outcomes will be more meaningful if the process is fun and reinforcement occurs. For example, if the student answers correctly, then it is given reinforcement by the teacher by saying your answer is good or right and so on. Crain (in Permatasari, 2007) said that teachers, parents, and educators should provide reinforcement especially psychological and realize more different reinforcement. While the reward should be given only to reasonable and indulging behavior, as well as avoiding corporal punishment (Syamsudin,2004). Reinforced by Sullivan's opinion (in Permatasari 2007) mentioning bullying is a conscious and willful act of aggression and/or manipulation by one or more people against another or people. While Juwita (2007) mentions that bullying is the use of power or power to harm a person or group so that the victim feels depressed, traumatized, and helpless. Another almost identical notion is the opinion of a psychologist who argues bullying is a form of behavior where there is coercion or attempted to harm philologically or physically towards a person or a group of people who are weaker by a person or a stronger group of people (Ardianti, 2009). It can be concluded that bullying is an aggressive act committed deliberately, planned, and carried out over and over again by a person or group of people to others who are usually weak, vulnerable, and difficult to defend themselves where such behavior can cause the victim to suffer both physically and psychologically.

1.1 Characteristics of Bullying Perpetrators

There are several characteristics that bullying perpetrators have in their social environment. Although the perpetrators use different ways and styles, some of their experts have the same traits. According to Coloroso (2006), perpetrators have a dominating nature of

others, like to use others to get what they want, it is difficult to see the situation from the point of view of others, only caring about their own desires and pleasures rather than the needs of other people's rights and feelings, hurting when other parents or adults are not around them, viewing their weaker peers or siblings as prey , using mistakes, criticisms and false accusations to project their incompetence to their targets, unwilling to take responsibility for their actions, not having a view to the future, i.e. unwilling to think about the long-term and attention-hungry consequences (Amalia, Sekar and Viciawati, 2007).

Perpetrators of bullying often have authoritarian personalities mixed with a great need to dominate. It is often thought that lack of social skills and adverse views of subordinates can be a risky factor (Amalia, Sekar and Viciawai,2007). Smorti and Ciucci (2000), perpetrators are also prepared to prepare others for something because they are such a person or because they intend to act in that way (Baron and Byrne,2003). Djuwita (2007) also revealed in his research that bullying perpetrators have high self-esteem. Usually they are not easily anxious and do not easily feel insecure. They also usually have a positive view of themselves (having an average or more than average level of confidence).

1.2 Characteristics of Bullying Victims

The type of victim is divided into three types, namely passive or submissive victim, provocative victim, and bully-victim (Sullivan,2000).
1. Passive or Submissive victim, usually worried, has low self-esteem and confidence, is more cautious, sensitive, quiet, has a weak and unpopular physique. In addition, the victim does not like to start and provoke tension and does little self-defense when attacked.
2. Provocative victim, the likelihood of having high temperament, having a stronger physique and being more active compared to passive victims. In addition, victims have concentration problems, like to create tension between other children and commit aggravating assaults or actions as well as baiting or heating other children (even the whole class).
3. Bully-Victim, usually a child who is the victim of bullying from a stronger child in certain situations, but also commits bullying towards a weaker child in other situations.

Ms. Ying'svictim is worried and feels unsafe and may not dare to tell others about the situation she is in. This is due to the shame and fear of the perpetrator's retaliation or the inability of the other person to help him. Whereas if the victim of bullying wants to report the incident that happened, they will help reduce the bullying behavior that befalls them.

1.3 The Concept of Perception

Perception in a narrow sense can be interpreted as how a person view something. While in a broad sense, perception is a person's view or understanding of something information has been obtained from the surrounding environment. In Chaplin's Complete Dictionary of Psychology (1981), perception is the process of knowing and recognizing objective objects and events with the help of the senses. Fajrianthi (1992) reveals that perception is a process that is active in an individual, where information entered through various sensory tools, then selected, organized and accomplished through cognitive processes with the aim of giving meaning to the Walgito environment (2004) suggests that perception is organizing, in achieving to the stimulus it senses so as to resemble something meaningful, and is an

integrated response in the individual. Gulo (1982) defines perception as the process of a person becoming aware of everything in his environment through his senses. Rakhmat (1994) states that perception is an experience of objects, events, or relationships obtained by concluding information and interpreting messages. While Putriyani (2004) Define perception as a process to select, receive, organize and accomplish everything he captures through his sensory sensing system with the intent to give meaning to the information he receives from the surrounding environment.

2 Methodology

This research was conducted in elementary schools in Jakarta with a total of 100 teachers (respondents). The study used primary data. Primary Data is obtained through preliminary research and actual research by using the spread of questionnaires as a data collection tool: Preliminary research (questionnaire trials), i.e. preliminary research before actual research to test the validity and reality of questionnaires. Research was conducted to obtain information about teachers' perceptions of physical bullying behavior, verbal bullying, non-verbal bullying. To obtain primary data in this study obtained from the results of the questionnaire by guru independently. Questionnaires are a few written questions used to obtain information from respondents. The questionnaire given to respondents in this study is a list of questions covered in three blocks, namely: Dimension 1: Contains questions about the characteristics of respondents a number of 6 questions; Dimension 2 : Contains questions including variables of violent media questioning, school environment, hope and experience; Dimension 3: Contains a perception block that includes a perception of physical behavior, verbal bullying and non-verbal bullying.

3 Result and Discussion

3.1 Result

a) Indicators of Teacher Perception of Physical Bullying

Based on the data analysis results in the data overview for The Indicator of Teacher Perception of Physical Bullying as following: An average of 55.7000; Range 23.00; Median of 55.5000; 64.00 mode; Standard Deviation of 6.70007; minimum value of 42.00; and a maximum value of 65.00 (see appendix 1). When reviewed from the frequency of respondents' answers, it was obtained from data above average of 62 people or 62% and below the average of 38 people or 38%.

b) Indicators of Teacher Perception of Verbal Bullying

Based on the data analysis results in the data overview for indicators of the perception of Teachers against Verbal Bullying as follows: an average of 51.8700; range of 22.00; Median of 52,0000; 57.00 mode; Standard Deviation of 5.40792; minimum value of 42.00; and a maximum value of 64.00. When reviewed from the frequency of respondents' answers, it is

obtained from data above the average of 55 people or 55% and below the average of 45 people or 45%.

c) Indicators of Teacher Perception of Non-Verbal Bullying

Based on the data analysis results in the data overview for indicators of teacher perception of Non Verbal Bullying as follows: an average of 48.6300; range of 26.00; Median of 58,0000; 47.00 mode; Standard Deviation of 5.31561; minimum value of 39.00; and a maximum value of 65.00 (see appendix 1). When reviewed from the frequency of respondents' answers, it is obtained from data above the average of 52 people or 52% and below the average of 48 people or 48%.

3.2 Disccusion

a) Teacher's Perception of Indicators against Physical Bullying

It earned lower by 53.3704 and Upper 57.0296 with an average of 55.7000. If we review the above results, it can be determined criteria for the results of the Indicator of Physical Bullying Teacher Perception I.e. Teacher Perception Is Very Good, Good, and Not Good, thus there are 3 (three) class intervals. The criteria table is as follows:

Table 1. Teacher Perception Indicator Criteria for Physical Bullying

Interval Class	Predicate
42 – 49	Not good
50 – 58	Good
59 – 66	Excellent

Based on the criteria table above, the Lower and Upper results are in the range of 50 – 58 included in the "good" group, then it can be described that the perception of Christian teachers in Christian school environments towards Physical Bullying belongs to a good category, meaning that teachers in Christian school environments have/have understood the meaning of Physical Bullying, so that teachers in Christian schools do not support Physical Bullying against their students, such as punishing by slapping, ear sticking, pinching, and so on, because Physical Bullying can only physically harm pupils who impact on violations of the Child Protection Act. In this study, the perception of teachers still being in the category of good has not been included in the category very well, there is a possibility that teachers may do Physical Bullying against pupils, therefore should the school, especially the Principal, constantly conduct guidance to teachers so as not to do Physical Bullying against students, not only coaching teachers, but also coaching pupils so that pupils with pupils do not do physical bullying. When coaching is held, it has the impact of the teacher's perception of Physical Bullying increased, this makes the teacher more understanding the dangers of Physical Bullying.

b) Indicators of Teacher Perception of Verbal Bullying

It earned lower by 52.7970 and Upper 52.9430 with an average of 55.7000. If we review the above results, then it can be determined the criteria for the results of the Indicator of Verbal Bullying Teacher Perception which is Very Good, Good, and Bad Teacher Perception, thus there are 3 (three) class intervals. The criteria table is as follows:

Table 2. Teacher Perception Indicator Criteria for Verbal Bullying

Interval Class	Predicate
42 – 49	Not Good
50 – 58	Good
59 – 66	Excellent

Based on the criteria table above, Lower and Upper results are in the range of 50 – 58 belongs to the "good" group, so it can be described that the perception of Christian teachers in Christian school environments towards Verbal Bullying belongs to a good category, meaning teachers in Christian school environments have/have understood the meaning of Verbal Bullying, so teachers in Christian schools do not support Verbal Bullying against their students, such as scolding students with harsh words and insults, because Verbal Bullying can hurt students' hearts.

In this study, the perception of teachers still being in the category of good has not been included in the category very well, there is a possibility that teachers may do Verbal Bullying against students, therefore should the school especially the Principal continuously conduct guidance to teachers so as not to do Verbal Bullying towards students, not only coaching teachers, but also coaching students so that pupils with pupils do not do verbal bullying. When coaching is held, it has the impact of the teacher's perception of Verbal Bullying increases, this makes the teacher more understanding the dangers of verbal bullying.

c) Indicators of Teacher Perception of Non-Verbal Bullying

It earned lower by 47.5753 and Upper 49.6847 with an average of 48.6300. If we review the above results, then there can be criteria for the results of the Non-Verbal Bullying Teacher Perception indicator which is Very Good, Good, and Bad Teacher Perception, thus there are 3 (three) interval classes. The criteria table is as follows:

Table 3. Teacher Perception Indicator Criteria for Non-Verbal Bullying

Interval Class	Predicate
39 – 47	Not Good
48 – 56	Good
57 – 65	Excellent

Based on the criteria table above, the Lower and Upper results are in the range of 48 – 56 included in the "good" group, it can be described that the perception of Christian teachers in Christian school environments towards Non Verbal Bullying falls into a good category, meaning that teachers in Christian school environments have/have understood the meaning of Non Verbal Bullying, so teachers in Christian schools do not support Non Verbal Bullying against their students, such as punishing students with flag salutes all day, squatting roads and

pitches, push up 100 times, and all corporal punishments that incriminate students, resulting in students fainting and sickness. In this study, the perception of teachers still being in the category of good has not been included in the category very well, there is a possibility that teachers may do Non Verbal Bullying towards students, therefore should the school especially the Principal continuously conduct guidance to teachers so as not to do Non Verbal Bullying towards students, not only coaching teachers, but also coaching students so that students with pupils do not do non-verbal bullying in their daily associations like "perploncoan" when there are new members who want to enter into their "gang". When coaching is held, it has the impact of the teacher's perception of Non-Verbal Bullying increased, this makes the teacher more understanding the dangers of Non-Verbal Bullying.

4 Conclusion

The perception of Christian teachers in Christian school environments of physical bullying belongs to a good category, meaning teachers in Christian school environments have/have understood the meaning of Physical Bullying, so teachers in Christian schools do not support Physical Bullying against their students. The perception of Christian teachers in Christian school environments against verbal bullying belongs to a good category, meaning teachers in Christian school environments have/have understood the meaning of Verbal Bullying, so teachers in Christian schools do not support Verbal Bullying against their students. The perception of Christian teachers in Christian school environments against non-verbal bullying belongs to a good category, meaning that teachers in Christian school environments have/have understood the meaning of Non Verbal Bullying, so teachers in Christian schools do not support Non Verbal Bullying against their students. The school continues to enlighten and foster teachers so that teachers do not bully students physically, verbally, or non-verbally. Because bullying behavior from teachers can harm students and embarrass the school name.

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