



The Role of High School Teachers in Managing Verbal Violence among Students

Ermina Waruwu*

St. Bonaventura Pastoral Institute - Archdiocese of Medan, Indonesia

*Corresponding author

Din Oloan Sihotang

St. Bonaventura Pastoral Institute - Archdiocese of Medan, Indonesia

Johannes S. Lumbanbatu

St. Bonaventura Pastoral Institute - Archdiocese of Medan, Indonesia

Mariana Siregar

St. Bonaventura Pastoral Institute - Archdiocese of Medan, Indonesia

Elonike Br. Bangun

St. Bonaventura Pastoral Institute - Archdiocese of Medan, Indonesia

Abstract

This study aims to analyze the role of teachers in addressing verbal violence in the school environment, focusing on the active involvement of teachers at SMA Katolik 2 Kabanjahe. This research is expected to provide insights into the dynamics of verbal violence in schools and highlight the importance of teachers' roles in overcoming these issues. The study employs a quantitative approach with a population comprising all 402 students at SMA Katolik 2 Kabanjahe, and a sample of 45 students randomly selected, representing 20% of the population. Data collection was conducted through questionnaires using a Likert scale to assess students' attitudes, opinions, and perceptions, as well as interviews. Validity and reliability tests were performed to ensure data quality. Data analysis was conducted using regression methods to assess the impact of the teachers' roles on handling verbal violence. The results indicate a significant effect of the teachers' roles on managing verbal violence, with a significance value of $p < 0.05$. The R square value of 0.289 suggests that the teachers' roles influence 28.9% of the handling of verbal violence, while the remaining 71.1% is influenced by other factors. Additionally, the role of guidance and counseling teachers was found to correlate with managing verbal violence, with an R value of 0.538. This study confirms that teachers play a significant role in reducing verbal violence in the school environment.

Keywords

Teacher's role, Verbal Violence, Students, Senior High School

1. Introduction

Violence against children is a global phenomenon that continues to garner attention worldwide. Children, as a vulnerable group, often become victims of various forms of violence, including verbal violence, which can significantly impact their psychological and emotional development (Finkelhor et al., 2014). Violence against children encompasses actions that threaten their rights, whether physical, emotional, or sexual, and involves neglect in providing care and exploitation, either directly or indirectly. Child violence refers to acts of cruelty directed at children, causing physical, psychological, and social harm, with the potential to cause disability or even death. This phenomenon can occur suddenly and in various settings, such as within the family, at school, and in the community. Acts of violence are often perpetrated by individuals who have close relationships with the victims or emotional ties to the perpetrators. However, violence is sometimes also committed by individuals who are unknown to the victim (Pusat et al., 1999).

In the context of education, violence against children, particularly verbal violence, has become an issue of increasing concern. The Indonesian Child Protection Commission has recorded a significant rise in cases of psychological violence against children, with verbal violence being the most common form occurring in schools (Komisi Perlindungan Anak Indonesia, 2022). Such actions can damage children's emotions and mental well-being, which in turn negatively affects their social and academic development. Moreover, these actions can hurt children's feelings and damage their emotional and psychological growth, as they are treated in a harsh and degrading manner (Wahab & Mahmuddin, 2023).

1.1 The Role of Teachers in High Schools

"Teachers are those who work in the field of education, with duties that encompass both 'teaching' and 'educating,' making teaching one of the most complex educational activities. As professionals responsible for the academic and social development of students, teachers also play roles as mentors, facilitators, advisors, and role models. Teachers must be able to analyze curricula, manage classrooms, and evaluate learning outcomes (Albert et al., n.d.). In societies around the world, teachers are viewed as individuals who can bring about positive change in communities, as they are seen as natural leaders who can offer advice on various matters within society (Sulistiani et al., 2023). Teachers play a crucial role in strengthening students' self-efficacy beliefs in various ways, such as by serving as role models, providing social support, offering appropriate challenges, giving constructive feedback, and aiding in skill development. As a teacher, it is essential to possess a sense of responsibility, independence, authority, and discipline, which can serve as examples for students. Additionally, a teacher must have the ability to educate and inspire students so that they can develop to their fullest potential" (Yestiani et al., n.d.).

Teachers play a significant role in strengthening students' self-efficacy beliefs by serving as role models, providing social support, and offering constructive challenges and feedback. Teachers must deliver both academic and non-academic services professionally, support social and emotional skills, and provide career guidance. Furthermore, teachers need to address behavioral and learning issues and build strong relationships with students, parents, and fellow teachers. A teacher should be able to inspire and motivate their students so that they can achieve great things with their own abilities. This underscores the importance of teachers as role models and their ability to foster motivation. Thus, the role of a teacher is crucial in supporting the progress of a nation." (Arsad et al., 2020). High school students are in the early adolescent phase, a transitional period from childhood to adulthood, marked by a time of 'storm and stress.' During this stage, they often struggle with controlling their emotions, which can lead to negative behaviors if not properly managed. Therefore, high school students require the development of emotional maturity to effectively control their emotions and make more thoughtful decisions about their actions. For this reason, it is crucial that teachers understand the unique characteristics of each student" (Septianti & Astuti, 2020).

1.2 Verbal Violence Among Students

Verbal violence can occur anywhere, including among peers at school. Such violence in schools may manifest as teasing, insults, name-calling, and intimidation, all of which can inflict psychological harm on the victims. Verbal abuse in schools can lead to psychological injuries such as low self-esteem, stress, anxiety, and emotional disturbances (Khulaimata Zalfa, 2022). Verbal violence involves the repeated use of harmful words, which can hinder a child's development. Compared to physical violence, verbal abuse is considered more dangerous as it can disrupt both the physical and psychological development of a child (Kamaruddin & Adam, 2023). Consequently, verbal violence among students can have negative effects on their cognitive development, ultimately leading to poor academic performance (Fatkhur Rokhman, 2023).

1.3 Causes and Effects of Verbal Violence

Verbal violence in schools is caused by a range of complex factors. Social and cultural differences among students can trigger verbal conflicts, while a lack of supervision from teachers or school staff allows students to engage in aggressive behavior. Other contributing factors to verbal violence include levels of knowledge, personal experiences, economic conditions, life pressures, psychological states, and the surrounding environment. Habits of violence within the family environment, academic pressures, and personal stress can also drive students to use verbal violence as a means of emotional release. Additionally, a lack of understanding about the impact of verbal violence, coupled with media influence that promotes aggression, plays a significant role in this behavior (Cahyo et al., 2020). Verbal violence in schools has serious consequences for both victims and the school environment. Psychological issues such as stress, anxiety, and depression are the primary effects, which can negatively impact students' concentration and academic performance. Moreover, verbal violence can lead to behavioral changes, reduced school participation, and increased conflicts among students. A negative school culture may also develop as a result of verbal violence, hindering a healthy learning environment and diminishing students' motivation.

1.4 Managing Verbal Violence Among Students

Preventing verbal violence requires cooperation from parents, teachers, the community, the government, and individuals (children) as agents of change to shape individuals with strong moral values, positive speech, and attitudes of tolerance and empathy (Aryani et al., 2024). The role of a teacher extends beyond just being an instructor, educator, or mentor; they also serve as protectors for their students. Teachers must take preventive measures against issues arising from verbal

violence among students. They should help students understand the negative psychological and emotional consequences of verbal violence and provide guidance in the development of morals and character (Linton et al., 2020). From a psychological perspective, empathy contributes to prosocial behavior, which is linked to the development of an individual's morality and can foster a desire to help others. When someone has a high level of empathy, the likelihood of engaging in violent behavior decreases. Additionally, teachers can facilitate conflict resolution by teaching effective communication skills and demonstrating positive behavior. Transforming conflicts through understanding and collaboration, as well as altering destructive communication patterns, is also crucial for creating an environment that supports self-confidence and positive attitudes among students (Nisa & Pandjaitan, 2021).

Verbal violence in schools is often triggered by various underlying issues, including uneducated behavior among children, media influence, and a lack of supervision and action from the school authorities. The impact of verbal violence in schools is highly detrimental to the victims. They may experience a decline in self-esteem, emotional disturbances, stress, anxiety, learning difficulties, social isolation, and decreased academic performance. Additionally, verbal violence can create an unsafe, uncomfortable, and non-conducive environment for learning. In such conditions, the role of teachers becomes extremely crucial. Teachers are not only responsible for teaching but also for educating and guiding students in the development of their social and emotional skills. Teachers play a vital role in the prevention and management of verbal violence in schools, including monitoring student interactions, providing character education, and enforcing fair and firm discipline (Reswita & Bernadet Buulolo, 2023).

According to several recent studies, the active involvement of teachers in addressing verbal violence in schools can help reduce the incidence of such violence. A teacher is the primary individual responsible for all occurrences within the school. As educators, teachers must have strategies in place to manage verbal violence in schools. Additionally, teachers need to possess extensive knowledge to fulfill their role as role models for students. Therefore, this research aims to analyze the active involvement of teachers in managing verbal violence in the school environment, with a focus on the role of teachers at SMA Katolik 2 Kabanjahe (Harahap, 2023).

This research is expected to contribute to understanding the dynamics of verbal violence in schools and how the role of teachers can be a crucial factor in addressing it. Additionally, the study aims to provide practical recommendations for schools and policymakers in developing effective intervention programs to reduce verbal violence in educational settings (Hasanah et al., 2023). Thus, this research is not only relevant in an academic context but also practical in efforts to enhance the quality of education and the well-being of students in schools.

2. Research Methods

2.1 Research Design

This study employs a quantitative approach to assess the impact of teachers' roles on managing verbal violence in high schools, specifically at SMA Katolik 2 Kabanjahe. This method involves collecting and analyzing numerical data to evaluate the phenomenon, examine relationships between variables, and generalize the results (Sugiyono, 2019).

2.2 Population and Sample

The population for this study includes all students at SMA Katolik 2 Kabanjahe, totaling 402 students. The research sample consists of 11.19% of the population, which amounts to 45 students, selected randomly to ensure adequate representation. The independent variable in this study is the role of teachers, while the dependent variable is the management of verbal violence (Arikunto, 2006).

2.3 Data Collection Instrumens

Data were collected using a Likert-scale questionnaire to assess respondents' attitudes, opinions, and perceptions, as well as through interviews with 4 representative teachers to obtain in-depth information about their perceptions and experiences related to verbal violence and the role of teachers.

Table 1 The Role of Senior High School Teachers

Number	Statement
1	My teacher sets a good example in demonstrating the desired social skills.
2	I feel that the teacher does not provide an adequate example of the desired social, emotional, and behavioral skills.
3	I feel inspired by the teacher's behavior, which demonstrates positive emotional intelligence.
4	I feel that the teacher is inconsistent in demonstrating positive behavior and confuses the students.
5	I believe that being a good role model for students in developing desired behavior is important.
6	I do not feel motivated to follow the teacher's example in social and emotional skills.
7	I do not feel encouraged to follow the teacher's example in social and emotional skills.
8	I do not see any difference between my own behavior and the teacher's behavior in terms of social, emotional, and desired skills.
9	The teacher helps me develop self-confidence in achieving personal and academic goals.
10	The teacher does not have a significant impact on my self-confidence development.
11	Through the support and guidance of the teacher, I feel more confident in facing challenges and difficulties.
12	I feel inadequately supported by the teacher in overcoming feelings of insecurity.

13	The teacher provides resources and strategies that help me enhance my self-confidence.
14	The teacher does not provide effective advice or strategies to help improve my self-confidence.
15	I feel encouraged and supported by the teacher to explore my potential and achieve success.
16	I do not see a significant change in my self-confidence after interacting with the teacher.
17	The teacher effectively assesses my needs and abilities.
18	I feel that the teacher's assessments do not take my needs and abilities into account.
19	I feel that the teacher's assessments help me understand my strengths and weaknesses.
20	The teacher does not provide adequate assistance in understanding my strengths and weaknesses through assessments.
21	The teacher provides constructive feedback and helps in setting my personal development goals.
22	I feel that the feedback provided by the teacher does not help me in setting personal development goals.
23	I believe that the teacher is responsible for providing appropriate interventions based on my needs.
24	The teacher does not implement interventions that are suited to my needs.
25	The teacher actively helps me understand social dynamics.
26	I feel that I am not very helped in understanding social dynamics.
27	The teacher helps me develop the social skills necessary for effective interaction with others.
28	The teacher is not effective in developing the social skills needed for interacting with others.
29	I feel more confident in interacting with others after receiving guidance.
30	I do not see a significant change in my self-confidence after receiving counseling guidance from the teacher.
31	The teacher has improved my understanding of social relationships and how to interact with others.
32	The teacher does not provide adequate understanding of social relationships and how to interact with others.
33	The teacher at my school helps me feel supported and heard.
34	I feel that the teachers at my school do not pay attention to my needs or issues.
35	I feel comfortable talking to the teacher about my personal or academic issues.
36	I do not feel comfortable sharing personal or academic issues with the teacher.
37	The learning environment at my school is designed to provide support and comfort for student development.
38	The learning environment at my school does not provide sufficient support for student development.
39	The teacher helps me overcome learning challenges and difficulties.
40	The teacher does not provide effective assistance in overcoming learning challenges and difficulties.

Table 2 Managing Verbal Violence Among Students

Number	Statement
1	I realize that verbal violence can hurt others' feelings
2	I do not care about the negative impact of verbal violence on others
3	I acknowledge that harsh words can damage interpersonal relationships
4	I feel that harsh words are just a normal form of expression
5	I believe that avoiding verbal violence will create a more harmonious environment.
6	I feel that interpersonal relationships will not be affected by verbal violence.
7	I recognize that the consequences of verbal violence can negatively impact someone's mental and emotional health.
8	I do not believe that avoiding verbal violence will have a positive effect on the surrounding environment.
9	The teacher should actively listen and understand my feelings when involved in verbal violence.
10	I feel it is pointless for the teacher to listen to my feelings regarding verbal violence.
11	I think it is important for the teacher to pay attention to my needs when experiencing verbal violence.
12	I do not see the benefit of trying to understand my needs when involved in verbal violence.
13	I appreciate when the teacher truly understands how I feel in situations of verbal violence.
14	I feel uncomfortable when the teacher tries to understand my feelings in situations of verbal violence.
15	It feels good when the teacher gives special attention to me and understands what I need to address verbal violence.
16	I feel there is no difference whether the teacher pays attention to my needs or not when facing verbal violence.
17	The teacher can help me find constructive solutions to the conflicts I face.
18	I am not sure that the teacher can help me find constructive solutions to the conflicts I face.
19	I believe that the teacher has the ability to help me address verbal violence and resolve conflicts effectively.
20	I do not believe that the teacher has the ability to handle verbal violence and help me resolve conflicts effectively.
21	I feel confident that the teacher can provide useful advice and guidance in resolving conflicts.
22	I feel that the advice and guidance provided by the teacher will not be useful in resolving conflicts.
23	I think that with the teacher's help, I can learn how to manage my emotions and communicate effectively when involved in conflicts.
24	I think that the teacher's help will not assist me in managing my emotions and communicating effectively when involved in conflicts.
25	I believe that it is important to understand others' perspectives during conflicts.
26	I am not sure that understanding others can help resolve conflicts.

27	I feel that using empathy can help resolve conflicts in a better way.
28	I feel that empathy is not important in resolving conflicts.
29	I believe that collaboration is key to turning conflicts into positive experiences.
30	I doubt that collaboration can help turn conflicts into positive experiences.
31	I feel that using empathy can help resolve conflicts in a better way.
32	I am not sure that nonviolent communication can help effectively resolve conflicts.
33	I believe that the teacher can help me change the way I communicate that hurts others.
34	I am not sure that the teacher can really help me change my way of communicating.
35	I feel it is important to learn to recognize unhealthy and destructive communication patterns that I use.
36	I do not care about my destructive communication patterns because they are not important to me.
37	I am confident that with the teacher's help, I can learn to communicate in a better and more positive way.
38	I feel there is no need to learn to communicate better because my current communication patterns are just fine.
39	I hope to receive support and guidance from the teacher to change harmful communication patterns.
40	I do not want to receive help or guidance from the teacher in changing my communication patterns.

2.4 Data Validity and Reliability

Data validity is tested through content and construct validity, with content validity achieved through expert review and construct validity assessed using factor analysis with SPSS. The item discrimination test is conducted to ensure the questionnaire items have adequate consistency, with a discrimination value of ≥ 0.30 considered valid. The reliability of the measurement tool is tested using the Cronbach's alpha technique, with the reliability coefficient calculated through SPSS.

2.5 Data Analysis

Data analysis is conducted using regression methods to assess the impact of the independent variable on the dependent variable and to predict the relationships between variables. Before performing the regression analysis, assumption tests are conducted, including a normality test using the Shapiro-Wilk test to ensure data distribution is normal with a significance level of 0.05, and a linearity test to confirm a linear relationship between variables, with linearity significance < 0.05 . All tests are performed using SPSS."

3. Research Results and Discussion

3.1 Research Results

3.1.1 Normality and Linearity Tests

This study shows that, based on the normality test for the aspect of the Role of Teachers at SMA Katolik 2 Kabanjahe using the Shapiro-Wilk statistic, a significance value of 0.133 ($p > 0.05$) was obtained, indicating that the research data can be concluded to follow a normal distribution. Similarly, for the aspect of Verbal Violence Management, the normality test conducted using the Shapiro-Wilk statistic resulted in a significance value of 0.757 ($p > 0.05$). Therefore, based on these results, it can be concluded that the research data exhibit a normal distribution."

Tabel 3 One-Sample Shapiro Wilk

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Role of Teachers at SMA Katolik 2	,126	45	,069	,961	45	,133
Management of Verbal Violence	,093	45	,200*	,983	45	,757

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Next, based on the linearity test results, the significance value for deviation from linearity was found to be 0.269 ($p > 0.05$). Therefore, it can be concluded that there is a linear relationship between the role of teachers at SMA Katolik 2 Kabanjahe and the management of verbal violence.

Table 4 Results of Linearity Test

ANOVA Table							
		Sum of Squares	df	Mean Square	F	Sig.	
Role of Teachers at SMA Katolik 2 Management of Verbal Violence	Between Groups	(Combined)	1012,200	25	40,488	2,096	,051
		Linearity	398,913	1	398,913	20,652	,000
		Deviation from Linearity	613,287	24	25,554	1,323	,269
	Within Groups	367,000	19	19,316			
	Total	1379,200	44				

3.1.2 Results of Linear Regression Analysis

According to the table below, the regression value (R) is 0.538, which indicates the strength of the effect. The percentage of the influence of the independent variable on the dependent variable, known as the coefficient of determination, is calculated as the square of R. The R-squared (R²) value obtained is 0.289, meaning that 28.9% of the variance in the management of verbal violence among students at SMA Katolik 2 Kabanjahe is influenced by the role of the teachers at the same school. The Standard Error of Estimate, or standard deviation, which measures the variation in predicted values, is 4.775. These figures can be seen in the table below:"

Table 5 Model Summary^b

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,538 ^a	,289	,273	4,775

a. Predictors: (Constant), Role of Teachers at SMA Katolik 2

Table 6 ANOVA^a

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	398,913	1	398,913	17,498	,000 ^b
	Residual	980,287	43	22,797		
	Total	1379,200	44			

a. Dependent Variable: Management of Verbal Violence

b. Predictors: (Constant), Role of Teachers at SMA Katolik 2

Based on the SPSS output table above, the significance value is 0.000 (p < 0.05). According to the decision criteria for the F-test, this indicates that the hypothesis is accepted. In other words, the role of teachers at SMA Katolik 2 Kabanjahe has a significant simultaneous effect on the management of verbal violence.

3.1.3 Distribution of the Role of Teachers at SMA Katolik 2 Kabanjahe

The frequency distribution of the role of teachers at SMA Katolik 2 Kabanjahe is categorized into three levels: high, moderate, and low. The questionnaire used a Likert scale where the response scores ranged from 1 to 4, with a total of 29 valid items. The results show a minimum score (Xmin) of 61, a maximum score (Xmax) of 111, a mean value of 89, and a standard deviation (SD) of 9.103. The categorization can be seen in the table below:"

Table 7 Categorization of Subjects

N	Mean	Standard Deviation	Low	Moderate	High
			X<Sd-mean X< 79.897 (79)	Sd-mean>X<Sd + mean 80> X < 98.103 (98)	X>Sd-mean X>98.103 (99)
45	89	9.103			

Table 8 Frequency Distribution of the Role of Teachers at SMA Katolik 2 Kabanjahe

Variable	Category	Frequency	Percentage
Role of Teachers at SMA Katolik 2	High	4	9%
	Moderate	35	78%
	Low	6	9%
	Total	45	100%

3.1.4 Distribution of Verbal Violence Management

The frequency distribution of verbal violence management is categorized into three levels: high, moderate, and low. The questionnaire used a Likert scale with response scores ranging from 1 to 4, and a total of 17 valid items. The results show a minimum score (Xmin) of 40, a maximum score (Xmax) of 66, a mean value of 52.87, and a standard deviation (SD) of 5.599. The categorization can be seen in the following tables:

Table 9 Categorization of Subjects

N	Mean	Standard Deviation	Low	Moderate	High
			X<Sd-mean X<47,271 (47)	Sd-mean>X<Sd + mean 48>X<58,469 (58)	X>Sd-mean X>58,469 (59)
45	52,87	5,599			

Table 10 Distribusi Frekuensi Penanganan Kekerasan Verbal

Variable	Category	Frequency	Percentage
Management of Verbal Violence	High	7	16%
	Moderate	32	71%
	Low	6	13%
	Total	45%	100%

3.1.5 Results of Hypothetical Mean and Empirical Mean Calculations

For the variable of the influence of teachers at SMA Katolik 2 Kabanjahe, there are 29 valid items formatted with a Likert scale with four response options. The hypothetical mean is calculated as $[(29 \times 4) + (29 \times 1)] / 2 = 72.5$. For the variable of verbal violence management, there are 17 valid items formatted with a Likert scale with four response options. The hypothetical mean is calculated as $[(17 \times 4) + (17 \times 1)] / 2 = 42.5$.

According to the SPSS output, the empirical mean for the variable of the influence of teachers at SMA Katolik 2 Kabanjahe is 89.00, while the empirical mean for the variable of verbal violence management is 52.87.

Table 11 Empirical Mean Values

Statistics		
	Role of Teachers at SMA Katolik 2 Kabanjahe	Management of Verbal Violence
Valid	29	17
Missing	11	23
Mean	89,00	52,87

To determine the influence of the role of teachers at SMA Katolik 2 on the management of verbal violence, we compare the empirical mean values with the hypothetical mean values, taking into account the standard deviation (SD) of each variable. For the role of teachers at SMA Katolik 2, the SD is calculated as $[(29 \times 4) - (29 \times 1)] / 6 = 14.6$. For the management of verbal violence, the SD is calculated as $[(17 \times 4) - (17 \times 1)] / 6 = 8.5$. To assess the level of influence, the criteria are as follows: if the hypothetical mean < empirical mean, the influence is considered high. Conversely, if the hypothetical mean > empirical mean and the difference exceeds 1 SD, the influence is considered low.

For the role of teachers, the hypothetical mean of 72.5 is < empirical mean of 89.00, indicating a high level of influence. For the management of verbal violence, the hypothetical mean of 42.5 is < empirical mean of 52.87, also indicating a high level of influence. The comparison of hypothetical and empirical means is shown in the table below:

Table 12 Calculation Results of Hypothetical Mean and Empirical Mean Values

Variable	Standard Deviation	Mean		Description
		Hypothetical	Empirical	
Role of Teachers at SMA Katolik 2	14,6	72,5	89,00	Tinggi
Management of Verbal Violence	8,5	45,5	52,87	Tinggi

Based on the linear regression analysis of the role of teachers at SMA Katolik 2 in managing verbal violence, the significance level obtained is 0.000, which is less than 0.05 ($p < 0.05$). This result indicates that the alternative hypothesis (H_a), which posits a significant influence of the role of teachers on the management of verbal violence at SMA Katolik 2 Kabanjahe, is accepted.

The analysis results show that the R square value is 0.289. This figure indicates that the role of teachers at SMA Katolik 2 accounts for 28.9% of the variance in the management of verbal violence, while the remaining 71.1% is influenced by other factors aside from the role of teachers. Additionally, the analysis reveals that the role of teachers can predict the level of verbal violence management among students, with an R value of 0.538. This indicates a correlation between the role of teachers and the management of verbal violence at SMA Katolik 2 Kabanjahe.

4. Discussion

Verbal violence encompasses all forms of speech intended to insult, berate, curse, intimidate, or use inappropriate language. Indifference, apathy, or silence often leads to the recurrence of such violence. This is highly detrimental to victims and underscores the need for awareness campaigns and training for law enforcement and the community about this issue, especially verbal violence.

The aspects supporting the role of teachers in influencing student development are not limited to providing information and guidance but also involve behavior modeling and positive reinforcement. According to social cognitive theory, several aspects of the role of high school teachers are important, including: a) Behavior Modeling: Teachers serve as role models for their students, demonstrating appropriate behavior and interpersonal skills. b) Self-efficacy: Teachers help students build their self-confidence and belief in their own abilities. c) Assessment and Intervention: Teachers assess students' needs and implement interventions to address issues, including verbal violence. d) Social Understanding: Teachers foster students' understanding of social dynamics and the impact of their behavior on others. e) Providing a Supportive Environment: Teachers create a classroom atmosphere that supports and nurtures student growth. These aspects are crucial in effectively managing and mitigating verbal violence in schools and enhancing the overall educational experience (Sihotang, 2019).

One of the teachers interviewed emphasized the importance of the teacher's role as a behavioral model for students. According to the teacher, "Teachers have a significant responsibility to be a good example in terms of social, emotional, and behavioral skills. We must consistently demonstrate positive behavior so that students can learn from our actions. For example, when facing challenges in the classroom, we need to model effective ways to manage anxiety and remain calm. Additionally, our interactions with students should reflect proper communication and social interaction

practices." This aligns with Albert Bandura's social cognitive theory, which stresses that learning occurs within a social context through the observation of others' behavior. In recent decades, newer research has also supported the importance of behavioral modeling in education. Teachers who display strong social and emotional skills provide students with direct examples of how to handle challenges, manage stress, and interact effectively. Recent studies underscore that teachers' behavior as models plays a crucial role in shaping student behavior. Therefore, the role of teachers and the school is vital in building students' trust to report incidents of violence in schools. (Nisa & Pandjaitan, 2021).

In an interview, a teacher from SMA Katolik 2 emphasized the importance of their role in enhancing students' self-efficacy. The teacher explained that providing support, positive reinforcement, and constructive feedback are crucial for helping students develop strong self-confidence. Additionally, the teacher highlighted the importance of helping students recognize their strengths and work on their weaknesses to achieve their full potential. Research shows that when teachers actively provide positive reinforcement and constructive feedback, students tend to have higher self-efficacy, which in turn improves their academic performance and their ability to handle difficulties. The teacher from SMA Katolik 2 explained that teachers play a critical role in assessing students' needs and abilities. By using various assessment tools and observation techniques, teachers can identify issues students face, both academically and non-academically. With this information, teachers can plan targeted interventions to help students overcome their challenges. Teachers also provide guidance, advice, and direction to students, which helps minimize instances of verbal violence (Imakulata Siba Erap et al., 2024). Additionally, the SMA teacher noted the significant role teachers play in helping students understand social dynamics and develop effective social skills. They offer guidance, information, and training to students on how to build healthy relationships, handle conflicts, and develop empathy and understanding towards others.

The role of teachers significantly impacts the handling of verbal violence among students. At SMA Katolik 2, teachers also apply the Nonviolent Communication (NVC) theory developed by Marshall Rosenberg (2015) in addressing verbal violence. This theory focuses on building empathetic, understanding, and nonviolent communication. The following are some aspects of handling verbal violence based on Nonviolent Communication theory: a) raising awareness about the consequences of verbal violence, b) empathy, c) conflict resolution, d) conflict transformation, and e) changing destructive communication patterns. Based on interviews, it was found that teachers at SMA Katolik 2 play a crucial role in raising students' awareness about the negative consequences of verbal violence. One teacher explained that teachers must actively provide information and education to students about the psychological and emotional impacts of verbal violence. This aims to help students understand the dangers of verbal violence and its effects on their well-being and that of others.

In interviews with teachers, it was stated that empathy is a crucial aspect in handling students involved in verbal violence. Teachers emphasize the importance of actively listening and understanding the feelings and needs of the students involved. By developing empathy, teachers can gain a deeper understanding of the background and reasons behind the students' behavior, which allows them to provide more effective and supportive interventions. Furthermore, in addressing verbal violence, teachers play a key role in conflict resolution among students involved in such incidents. Teachers strive to help students find constructive solutions by teaching effective communication skills, such as active listening, clearly expressing feelings, and seeking mutual agreements. Teachers are responsible for creating a safe learning environment, supporting students' social-emotional development, and addressing behavioral issues such as verbal violence. (Azzahra et al., 2024).

High school teachers also explained that they strive to assist students in conflict transformation by emphasizing understanding, empathy, and collaboration. Teachers focus on helping students comprehend their own needs and feelings as well as those of others, and guiding them in finding mutually satisfying solutions. Additionally, teachers play a role in enhancing the self-confidence of students who may be affected by verbal violence. Finally, teachers stated that they work to help students involved in verbal violence by identifying and changing destructive communication patterns. Teachers also enhance emotional awareness, train assertiveness, supervise, provide appropriate interventions, and enforce strict sanctions to ensure a safe and conducive learning environment (Nurussama, 2019).

5. Conclusion and Recommendations

5.1 Conclusion

- a. **Significant Influence of Teacher Roles:** The study's regression analysis shows a significant impact of teacher roles on handling verbal violence at SMA Katolik 2 Kabanjahe, with a p-value of 0.000 ($p < 0.05$). This confirms that the alternative hypothesis (H_a) is accepted, indicating a significant relationship between teacher roles and the management of verbal violence among students.
- b. **Extent of Influence:** The analysis reveals that teacher roles account for 28.9% of the variation in verbal violence management, as indicated by an R-squared value of 0.289. This means that while teachers play a substantial role, 71.1% of the factors influencing verbal violence are attributed to other elements beyond the teachers' direct influence. The correlation between teacher roles and verbal violence management is further supported by an R value of 0.538.
- c. **Multifaceted Teacher Roles:** The research highlights the multifaceted nature of teachers' roles in addressing verbal violence at SMA Katolik 2 Kabanjahe. Interviews with teachers emphasize the need for educators to act as positive behavioral models, enhance students' self-efficacy through support and feedback, and provide appropriate

assessment and interventions. The application of theories such as Social Cognitive Theory, empathy-based interventions, and Nonviolent Communication Theory underscores the importance of behavior modeling, empathy, conflict resolution, and transforming destructive communication patterns as critical components in managing verbal violence. The study underscores the value of a holistic, theory-based approach in mitigating verbal violence and supporting students' social and emotional development.

5.2 Recommendations

- a. Develop and Evaluate Social Skills Training Programs: Create and assess training programs for teachers to enhance their ability to model positive behavior and handle verbal violence effectively. This training should focus on equipping teachers with strategies for managing verbal violence and fostering a positive classroom environment.
- b. Design Interventions to Improve Self-Efficacy: Implement interventions aimed at boosting students' self-efficacy through supportive and constructive feedback. Evaluate the impact of these interventions on reducing verbal violence and improving students' overall well-being.
- c. Conduct Longitudinal Studies: Perform longitudinal studies to assess the effects of creating an inclusive learning environment on classroom climate, student engagement, and the frequency of verbal violence. This will help in understanding the long-term impact of inclusive practices on reducing verbal violence and enhancing student interactions.

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