

Teacher's Use Of Violent Language: A Case Of Study Of Elementary Schools In Ba'a City Rote Ndao District

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Abstract

This article focuses on the discussion of the use of violent language by elementary school teachers in Ba'a city, Rote Ndao Regency which includes forms, trigger factors, and implications. By using qualitative method and case study approach, the following results are obtained. There are three forms of violent language, namely: lexicon, phrases and idioms, and short sentences as characterized by imperative linguistic expressions. Factors triggering the use of violent language by teachers include: teachers feeling superior, child-friendly education policies, the implications of an independent curriculum, socio-cultural factors, and teachers' lack of knowledge about child development psychology. While the implications of the use of violent language by teachers, namely students become quiet on the one hand, and on the other hand there are also students who change their attitude to become aggressive. These two attitudes are not in line with students' psychological development and social development. The further implication is that students do not optimally learn to achieve the expected competencies in learning outcomes.

Keyword: *violence language, forms, triggering factors, implications, pedagogical interactions* .

1. INTRODUCTION

Learning in the classroom requires the teacher to act as a model in various activities. Such is the importance of the teacher's role that various intelligences need to be possessed by a teacher. As a profession, the job of teacher is supported by intellectual intelligence, social intelligence, pedagogical intelligence, emotional intelligence, and spiritual intelligence. The intelligence related to language action or behavior is social intelligence and emotional intelligence. These two intelligences, among others, are reflected in the use of language in learning.

The contemporary learning paradigm requires diverse and varied learning resources. However, it cannot be denied that the teacher is one of the important learning resources in this context, the way teachers interact and their symbolic displays determine the quality of students' learning processes and outcomes. Educational interaction is absolutely necessary from a teacher so that students' attention, motivation and love for learning materials reach an optimal level.

The declaration and implementation of child-friendly education is a soft strategy in balancing competencies between knowledge, skills, attitudes and values. That is why the attitude aspect according to Bloom's theory is placed first in designing learning objectives in schools. Teachers' language behavior ensures a pedagogical relationship with students. The pedagogical relationship is determined by the choice of words, sentence formulation, gestures of kinesics, and the use of suprasegmental elements in telling/informing, ordering, forbidding, or asking. The determinants of pedagogical relationships/interactions can also contain violence that must be avoided by a teacher. Language violence or other symbolic violence can affect students' intellectual, psychological and social development.

The curriculum factor that organizes the way and orientation of learning also contributes to the learning process. The Merdeka curriculum, which emphasizes an orientation towards liberating learning, is an important pillar. However, its unsynchronized implementation instruments often frustrate teachers. In addition, the socio-cultural factors of the community as an element underlying the education and learning process in primary schools in Ba'a City, Rote Ndao Regency also contribute to the quality of the learning process and outcomes.

The various backgrounds described above illustrate the necessity of the use of violent language by teachers in the learning process. Didactic and pedagogical communication between teachers and students is often polluted by the use of violent language. The use of violent language can inhibit students' motivation, creativity and inventiveness. In this situation, active and creative learning will not be achieved optimally because the use of violent language has ignored the principle of fun learning. The inevitability of the existence of language violence in learning interactions is what encourages this research/study.

2. METHOD

This study uses qualitative methods with case study techniques. Data were collected from limited objects in accordance with the characteristics of case study research. The subjects who became the source of data were teachers and students at elementary schools in Ba'a City, Rote Ndao Regency. The case referred to in this study is the real event of the uses of violent language by teachers.

Observations focused on the overall learning activities in the classroom. Meanwhile, interviews were aimed at students who were the targets of the teacher's use of violent language. Interviews with teachers were also conducted to explore the factors that triggered the use of violent language.

Data analysis was carried out descriptively qualitatively. The results of the analysis were presented with informal techniques in the form of verbal descriptions. The verbal description contains an in-depth analysis of the form, trigger factors and implications of the use of violent language by teachers.

3. CONCEPT AND THEORY

Concept of Language Choice

Language use and variety are determined by a number of sociolinguistic variables. The combination or constellation of these variables is called a domain. These variables include: topic (what is being discussed), participant (who is talking), setting (when and where the conversation takes place), and situation (the surrounding circumstances). Joshua A Fishman formulated it, as follows: "Who speaks what language to whom and when". (Pride and Holmes, 1986).

Based on the sorting of domains by Schmidt-Rohr (Pride and Holmes, 1986:15), the domain intended in the context of this study is the domain of education with the sub domain of learning. This domain is characterized by a combination of education and teaching topics, teacher and student participants, school setting, and formal situation. In the context of this study, the teacher as an interaction participant has interdependence with various other variables that determine language choice, especially the factors that trigger the emergence of violent language.

Concept of Language Violence

The word violence is formed from the base word *keras* and embedded with the suffix *ke-an*. The form of the word violence is a derivational morphological process from an adjective to an abstract noun. This word refers to actions that are merciless, not gentle and forceful. (*Kamus Besar Bahasa Indonesia*, 2002:550).

Language is a means of communication, a means of expressing thoughts and feelings. The medium of communication can be spoken language and written language. Thus, the phrase verbal language violence is a language act that contains violence. Language acts that contain violence if the recipient (participant 2/listener) feels harassed, offended, embarrassed, or humiliated.

Language violence is an act of violence in verbal form (spoken or written language) (Thompson, 2003). Verbal actions of the use of language function to build meanings and values of culture and civilization (Baker,

2004). Symbolic violence is intended as verbal and nonverbal behavior that contains pejorative meaning, harsh meaning, meaning that does not soothe the conscience.

Fairclough, in Rochaya and Djamil (1995:30) explain that the use of violent language, such as harsh and dirty words, diatribes, harassment, humiliation is an expression of power or a person against others, including what teachers do to their students in the learning and education process. This is done by the teacher because of his position, authority, profession and wider knowledge so that he feels powerful over the learning participants.

The requirements of a teacher include the ability to apply the principles of psychology (see Ali, 2004:3). This means that teachers need to understand children's behavior and manage it in such a way as to get optimal learning results (in the form of competency development). One form of management is by applying humane interaction. As the main vehicle for learning communication, language is not only used humanely, but also used in democratic nuances (bdk. Indar, 1994:116).

Sociolinguistic Theory

The theory used in examining lingual expressions containing violence (=verbal violence) in learning interactions is Sociolinguistic Theory. Sociolinguistics views that language use always takes place in a social context, meaning that language use describes the relationship between participants (Nababan, 1993:1-2). This is related to the principle of speech acts which views language use as determined by a number of factors, by Hymes (1968) identifies speech event factors into the acronym SPEAKING (*setting and scene, participant, end, act sequence, key, instrument, norms, genre*).

Verbal interaction implies the meaning of horizontal and vertical relationships. Horizontally, interactions show relationships of equality and power relations. Power relations seem to be more dominant in the educational environment. This is due to the misperception of the role of the teacher in the educational process. In addition, socio-cultural factors that often place children on the weaker side, can further "agree" with teachers' with teachers' language violence.

4. RESULTS AND DISCUSSIONS

Forms and Meanings of Violence Language

Forms of language violence found to be used by teachers in Ba'a City, Rote Ndao Regency, include: (1) words (lexicon), (2) phrases and expressions (idioms), and (3) clauses/sentences. These forms are expressed in such a way as to cause fear, embarrassment, weaken motivation and fighting power, and generate antipathy, even hatred.

a. Forms of Violent Language in the form of Lexicon

The lexicon chosen is generally negative semantically and pragmatically related to nature/condition, behavior and competence, such as the words *bodoh*, *pamokol*, *babou*, dan *dadolek*. The word *bodoh* is semantically in opposition to the word *pintar*. In the concept of binary opposition, the word *bodoh* is semantically aligned with [-mampu], and the word *pintar* is intellectually aligned with [+mampu]. Verbal expressions containing the word *bodoh* carry the meaning of 'merendahkan' or 'menghina'. Even with certain nonverbal expressions and intonation, it can mean disrespect. An even cruder variation according to the intuition of Indonesian language users is that the phoneme /h/ is replaced with the phoneme /k/ so that it becomes *bodok*. The presence of the /k/ phoneme gives the impression that the user is angry. This reinforces the nuances of violence in the use of language by teachers. Another lexicon found in this study is *pamokol*. This word in Kupang Malay means 'pemalas' as an adjective at the superlative level (very, extremely, too).

b. Forms of Violent Language in the Form of Phrases and Idioms

Many phrases with the word like as one of its elements were found. Users often replace it with the form *ke'* as a shortened form of the word *kayak*. Data on this type of phrase obtained through observations and interviews include: phrases *seperti setan*, *seperti monyet*, dan *ke' kerbau*. These phrases contain the meaning of comparison between the core element of the phrase and the state and behavior of the students/learners.

c. Violent Language in the Form of Clauses/Sentences

Based on the results of observations and interviews, data on violent language in the form of sentences are obtained, as follows.

- (1) *Lu abis dari beta nanti*
You finished with me later
'Later you will get severe sanctions from me'
- (2) *Lu kici ana' begini ni.*
You little kid like this
'You are so small'
- (3) *Yang rasa diri kudung ana' jangan coba-coba panjat pagar*
Who feel themselves short kid don't try climb the fence
'Those who feel they are short should not try to climb the fence'
- (4) *Buta huruf ni diajar ulang-ulang ju sama saja.*
Illiteracy this taught over and over again is the same
'This illiteracy (despite) being taught over and over again (remains) the same'

Precipitating Factors for the Use of Violent Language

Elementary school teachers are adults who carry out the functions of teaching and educating with motivators and facilitators. The school is factually one of the domains of interaction between teachers and students/learners that is not monolithic. The diversity of ways of interacting is strongly influenced by the various contexts that underlie it. In the diversity of contexts, the choice of violent language can occur by teachers towards students. Even teacher linguistic expressions that contain jokes can be perceived by students as pressure or threats.

Based on the results of interviews and observations, a description of the factors that trigger the use of violent language by teachers towards learners is obtained.

a. Teachers feel superior

Not all teachers who feel superior have a habit of using violent language. The situation of teachers feeling superior is a legacy of the old paradigm that considers the teacher as the only source of learning. Therefore, the teacher is considered "mahatahu" as the origin of the teacher's superior attitude. In addition, the old paradigm of placing teachers with full authority in assessing student learning success can cause teachers to mistakenly position themselves as determinants of student fate/success, and not as moral responsibility.

A more holistic look at the use of violent language by teachers in Ba'a City, Rote Ndao Regency provides a different picture, namely learners/students who instead feel as an inferior group. This student perspective closes the space for two way interaction so that students unilaterally take a permissive attitude. This permissive attitude can lead to the use of language by teachers that seems to be "lepas kontrol" which is perceived as violent language.

Learning that liberates according to the Merdeka Curriculum in the ecology of Rote culture has not been fully familiarized so that students lack initiative. The lack of student initiative in the learning process, the teacher views it as apathy. The words spoken by the teacher to students such as *bodok* are an expression of the teacher's frustration.

b. Child-friendly Education Policy Bias

The right of children to obtain quality education is the responsibility of all parties. In this context, education and learning are managed under conditions of zero physical punishment, even though it is not certain that light and small-scale physical punishment does not fall into the category of persecution which is a violation of the law. The goals, intentions and noble ideals of teachers to educate in the context of making students aware of good behavior, including not violating discipline, etc. Continue to exist as a professional calling. The task of educating includes character building, attitudes and values. In the context of children's education, teachers seem to be *di-pasung* so as not to do anything to discipline children and make children aware of discipline and various other virtues of life. Teachers then rely on verbal instruments (language) which in fact are often meaningless as a result of zero physical punishment. Verbal reprimands and warnings by teachers are often ignored by students. This condition is the result of an environment that perceives and defines only *letterlijk*, even narrowly the term child-friendly.

The high frequency of teachers in reminding and reprimanding students about the virtues of life in the context of teaching and education in general has the potential to dilute the language of violence. The

following except from a teacher's statement recorded at the research location illustrates his feelings of resentment:

"Being remained many times, over and over again, how long can you change? Do you have a brain? Do you want to get this?" (while holding up his hand which was holding a small book like a dictionary).

The quote above explains that the teacher seemed to lose patience, or perhaps was unable to manage his emotions so he asked the rhetorical question "do you have a brain?" which contains the characteristics of violent language.

The role of the teacher in learning is as a motivator and facilitator that allows students to be motivated and facilitated to obtain the learning outcomes of competencies that students are expected to obtain. Thus, it is highly expected that there is a balanced awareness between the role of the teacher and the orientation of achieving student competencies. Changes in behavior that are summarized in the concept of competence in accordance with the plan, objectives, and results can reduce the use of violent language by teachers. Conversely, teachers also need to have an adequate repertoire of learning methods, approaches, strategies and techniques so that didactic and pedagogical interactions are not compromised by the use of violent language.

c. Implications of the Independent Curriculum

The independent curriculum is very good at the level of philosophy, ideas, and planning. However, the segmented understanding by various stakeholders has a negative effect on the implementation level. The government, schools, and society agree to realize liberating education as a manifestation of human rights, especially for students.

In the context of learning, liberating education is not only the right of students but also the right of teachers. Merdeka belajar in its implementation shows the confusion of measures and parameters regarding what is aspired to and what is produced. Assessments that tend to liberate children without standardization are like "menabur angin, menuai badai". To quote Yusuf Kalla's statement that has recently gone viral on social media, "Tidak merdeka saja tidak belajar, apalagi merdeka". If a former vice president for two different presidents is speaking out, then there is certainly something wrong with the independent curriculum. The implication of Yusuf Kalla's statement is that there is the potential and tendency for students to take advantage of the "merdeka" space to not learn. This is a turning point that can be said to be an excessive freedom to learn. This is also a factor that triggers the use of violent language by teachers.

Elementary school teachers in Ba'a City, Rote Regency also know and understand about the independent curriculum and independent learning. Its implementation with many instruments, which if examined more closely, do not have harmony, causes low motivation and learning creativity on the one hand, and on the other hand decreases the expectations of teachers to obtain optimal learning outcomes. Some students are trapped in a situation of "not knowing themselves" which triggers the birth of violent language by teachers even though they are well aware that it denies the principles of child-friendly education.

d. Socio-cultural Factors

The socio-cultural condition of the Ba'a City community in Rote Ndao Regency, which is still in transition from village socio-cultural life to city socio-cultural life, still positions children as objects whose behavior and lives are regulated. Children are confronted with parents and other adults whose roles tend to regulate, as regulators.

Teachers as part of adults also have a tendency to regulate students. The tendency is reasonable because the teacher's job as an adult, in addition to motivating and facilitating, the teacher also has the task of guiding, including regulating or organizing student behavior to achieve changes for the better. In this context, change for the better is often interpreted as a duplication of what is desired and owned by the teacher as an adult. The socio-cultural factors of society have not given students the freedom to determine the direction and orientation of their learning. Therefore, when children's behavior does not meet the teacher's expectations, the use of violent language by the teacher appears.

e. The Lack of Teachers' Knowledge Base on Developmental Psychology

Teacher activities in carrying out learning are more dominated by a process that is modeled based on a textually mastered model. Student activities that deviate from the model that the teacher has learned, which is his background knowledge to measure the way elementary school students learn according to the independent curriculum, are "kesesatan". The learning model applied should be in line with the level of psychological development of students. The scientific background on child psychology is generally minimal. The results of interviews with teachers related to child psychology and

developmental psychology, the teachers straightforwardly revealed their limitations on this matter. That is why teachers measure students' behavior according to the size of adult behavior, or at least there is no consideration of students' psychology. This is what triggers the use of violent language by teachers.

Implications of Teachers' Use of Violent Language

The results of interviews with primary school students in the research target areas show that there are two serious implications of their frequent exposure to violent language by their teachers. With an expressive and natural storytelling style, it is concluded that they feel the sociological and psychological implications..

Children who often get violent language experience two symptoms as sociological implications, namely: (1) students become a quiet figure, rarely interacting with their friends, (2) students become a figure who duplicates the violent language by the teacher socially. The two extreme poles as an implication of students' frequent exposure to violent language from teachers have a psychological impact. Students tend to become introverted, which has a preference to focus and be comfortable with their own thoughts and feelings. Students with these characteristics are generally reluctant to argue, lack initiative, and are inhibited in their creativity. This is evident when they are involved in group discussions.

Students who duplicate the language of violence from their teachers, although few in number, tend to be rude and blame their friends. Students with these characteristics will not accept being blamed, and even act violently and get angry. Students in this group tend to "attack" their friends verbally if they have a different opinion, especially if they are defeated or cornered.

Education in general, and learning in particular, aims for outcomes in the form of optimal student competency achievements. Knowledge is obtained from various sources, so quiet students will not gain knowledge from others. His social competence is not optimal due to the accumulation of experiences with violent language from his teacher. Likewise, skills and attitudes are not well-trained and formed if social competence is lacking.

5. CONCLUSION

The results of this study's analysis indicate that there is still the use of violent language towards students by teachers in elementary schools in Rote Ndao Regency. Based on the aforementioned analysis results, the following conclusions were drawn.

- a. The use of violent language by elementary school teachers in Ba'a City, Rote Ndao Regency, is at a level that can still be minimized because it is not massive. This is evident in the form of violent language in the form of lexicons, phrases, and idioms, as well as short sentences/clause, which in terms of language choice or variety can be easily transformed into more honorific and pedagogical options in terms of quantity and quality.
- b. The study results also show that teachers are often forced to use violent language due to triggering factors such as the attitudes and behaviors of students, including parents and the community, who do not comprehensively understand and perceive the concept of child-friendly education and liberating education. Students have the right to be free and treated kindly in the learning process, and they must demonstrate good intentions during the learning process.
- c. The implications of the use of violent language by teachers towards elementary school students, if not managed properly, can become a serious matter that can affect the child's social and psychological development. The further implication is that the achievement of competencies becomes suboptimal.

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