

## **Communication Model Based-Character Strengthening Through Language Politeness As Prevention Of Bullying Toward Junior High School (Case Study At Smpn 20 Kota Kendari)**

Sutiyana Fachruddin, S.Sos., M.I.Kom., Rivi Handayani, S.S., M.Si.,  
Dr. La Ode Sahidin, S.Pd, M.Hum.  
*Corresponding Author: Sutiyana Fachruddin*

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**Abstract :** *This work aims to provide the language politeness as the student's character values reinforcement within the school environment. This research was conducted at SMP 20 which is located in Andounohu village of Poasia Subdistrict in Kendari City. The Subjects were headmaster, teachers and students of SMPN 20 Kendari. Data analysis using miles & Huberman model includes four activities, namely: data collection, data display, data reduction, and verification or retrieval of conclusions. The validity of data obtained through triangulation and extension of observation so that the data obtained is expected in accordance with the actual phenomenon. Descriptive research is the written or oral words taken from the observable behavior. The results based on written data and first interviews indicate that the violence occurring in the school environment was initially a natural thing for students with the usual assumptions to occur in their everyday environment at home. Second, the application of language politeness in the school sphere is done through teacher attitude, communication with parents, and integrating character values in curriculum development.*

**Keywords:** *Communication, character, politeness, bullying act. SMP 20 Kendari.*

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### **I. Background**

Indonesian Minister of National Education had issued regulation No.23/2006 in which states "Basic education has the purpose to lay the foundation of intelligence, knowledge, personality, noble character and skills to live independently and follow further education". it is known that the purpose of basic education in Indonesia is to provide the foundation of intelligence, knowledge, personality, noble character and skills in each child. A basic thing can be likened to a foundation, where this foundation which will later support and refute everything that is above it.

Current digital era, many parents fully surrender their children's education to the school because of the demands of work that we can not deny has consumed their time. first children education comes from the family environment. The formation of attitudes, behaviors, which will appear in the child's personality, all stem from the cultivation of values within the family environment. The role of the family is the first and foremost basis. This role is a very influential foundation on the next guidance. If such coaching can be done well, then it can be assumed that the coaching has been able to lay a solid foundation for the next level of education, ie coaching in the school and community.

As matter of fact, cases of violence such as brawl in schools are increasingly being encountered both through newspapers and on television. In addition to brawl, there are actually forms of aggressive behavior or violence that have long occurred in schools but received no attention, not even considered something serious. For example, the form of intimidation from friends or logging, the exclusion of their friends, commonly referred to as bullying behavior, so that children become lazy to go to school because they feel threatened and afraid, so it can be a mild depression and influences the learning process.

Like what has been occurred in Depok (July 2017), from viral videos in social media shows some students mocking and bullying a student who is deemed a special need that they should actually protect. Responding the bullying act above, Fahira Idris states that Bullying act like this is like a tangled thread that if not broken and broken, it will continue to repeat. The junior high school children who are bully actors are actually victims of an environmental condition that considers bully is something normal or normal. We must have blueprint decide this vicious circle of bullying,"said the Deputy Chairman of Committee III DPD RI in Jakarta, Tuesday (18/7).

Furthermore, Fahira states Some countries in the world such Britain and Finland have anti-bullying education programs are quite effective. In Finland, there is an innovative school-based anti-bullying program called *KiVa* which involving teachers, students and parents.

"In Finland, parents who want to send their children to school are required to attend anti-bullying education, then these children receive anti-bullying education delivered in creative and interactive ways such as through online games, videos, and posters. Ways like this are effective to form anti-bullying character in children from an early age."

University of Indonesia psychologist, Ratna Djuwita, said cases of violence and bullying act mostly occur in educational institutions. According to Ratna, still rampant cases of bullying in educational institutions become indicators of the success of the education system in shaping the students' character. "This indicator of elementary, junior high and Senior high school, has failed establishing a noble value, Grievously, bullying act also occurred universities. Ratna said, (July 17, 2017)

Pre-observation and pre-interview results, disclosed various cases concerning to bullying acts by students, namely: physical bullying by mocking friends, intimidating, punching, stifling hair, pushing, and kicking. In other sides also found psychological Bullying like what was visible on some occasions, taunting friends, intimidating, asking for money by force, saying dirty and rude, inciting his friends to stay away from and hostile to one of his students so he has no friends at all.

Based on the previous explanation, it is necessary providing good behavior between children and parents as the first environmental concerning character building for the child. The communication model by the parents becomes a crucial tool to be done as early as possible through learning about etiquette, courtesy in language, acting, and customs. The values of such character education emphasize actual behaviors about how one can be called good or bad personality based on contextual and cultural norms.

Based the background, the main problems in this study are classified as follows:

1. What are the values of students' language politeness in the school environment?
2. How does the communication model of character reinforcement through language politeness to students in the school environment?

## **II. Literature Review**

### **2.1 Bullying**

According to, Lines (Sri Wahyuni & M.G. Adiyanti, 2010) defines bullying behaviors as intimidation by individuals or groups physically, psychologically, socially, verbally or emotionally, perpetually perpetrated. Furthermore, psychologist Andrew Mellor, bullying is an experience occurs when a person feels persecuted by the actions of others and he is afraid that if it would happen again while the victim feels powerless to prevent it. Bullying cannot be separated from imbalance the power/power gap between the victim and the perpetrator and followed by the repetition pattern (behavioral repetition). Furthermore, Andrew Mellor explains that there are several types of bullying, namely: (1) physical bullying, the type of bullying that involves physical contact between the perpetrator and the victim; (2) verbal bullying involves a verbal language aimed at hurting one's heart; (3) bullying social relations is a type of bullying aimed at rejecting and breaking the victim's social relations with others; (4) Electronic bullying is a form of bullying behavior carried out through electronic media such as computers, mobile phones, internet, websites, chat rooms, e-mail, SMS, and others.

Based on the expert's opinion above, authors drew the conclusion that bullying is a negative aggressive behavior to a person or group who are done repeatedly and deliberately to harm others physically or mentally due to abuse of power.

### **2.2 Kinds of bullying**

Sejiwa foundation (2008: 2) thought three bullying act categories such as follows:

#### **a. Physical Bullying**

Bullying act that concretely can be seen by the eye because there is direct contact between the bullying offender with the victim. Forms of physical bullying include: slapping, poking, stepping on a foot, grabbing, tackling, punishing by running around the field, punishing by way of push-ups.

#### **b. Verbal Bullying**

Bullying act that can be captured through the hearing. Verbal bullying forms include dubbing, shouting, cursing, humiliating, public humiliation, accusing, cheering, slandering, and so on.

#### **c. Mental/Psychological Bullying**

It is the most dangerous bullying act compared to other because it is sometimes ignored by some people. Forms of mental/psychological bullying include: looking cynical, looking threatening, silencing, ostracizing, glaring, and sneering.

Based on the above opinion, the authors conclude that the forms of bullying include oral bullying, physical bullying, social bullying, and psychological bullying.

### 2.3 Factors of Bullying

Andri Priyatna (2010: 6-8) argue Family is the main Goading Factors on Bullying. family care pattern triggered the child behavior, especially in the emergence of bullying behavior. Families that apply permissive parenting make the child accustomed to free to do everything he wants. Children also become spoiled, will impose the desire. Similarly, the hard parenting, which tends to curb the freedom of children. Children are also accustomed to getting the rough treatment that will be practiced in friendship even the child will consider it as a natural thing.

Dealing with priyatna, Widayanti (2009) states that children who injure their friends either physically or psychologically without feeling empathy or compassion due to:

1. Feelings of right

Regarding with the belonging of power and authority to control, rein, and even oppress and torture others

2. Fanaticism on difference

The differences in terms of physical, religious, economic ability, or academic ability are seen as an improper weakness to gain respect.

3. A freedom to exclude

Children freely fragment to separate people or groups from others with the assumption that they are not level to the other.

Whereas, Astuti (2008: 8) reports that schools are usually vulnerable bullying in general:

1. Inside is discriminative behavior both for teachers and students
2. Lack of supervision and ethical guidance from teachers and school staff
3. There is a large gap between rich and poor students
4. There is a rigid or too weak discipline pattern
5. Improper guidance and inconsistent rules

### 2.4 Language politeness

Language politeness is a language behavior that refers to polite values, subtle speech, and attitude that does not hurt the opponent or the person involved in the conversation. Speakers using a politeness strategy in their speech will use subtle language, word titles, and greetings that conform to their context.

Politeness or good manners are one of the forms of respect for someone else. Respect or appreciation of fellow human beings. Mutual respect is one of the peculiarities of humankind as a creature of conscience, the creature whose behavior is always based on the reasoning of the mind rather than the instinct (Baryadi, 2005: 71). As for language activities, the aspect of politeness needs to be taken into account in order to communicate the communicator's intentions well. Language politeness is important in communicating in order to minimize misunderstandings and create comfort among communicators and communicators. In general, language graciousness is seen in the use of the good, gentle, polite and respectful language of opponents. The politeness in the language can be a reflection of whether a person has a good personality or not.

Bullying in this study is associated with authoritarian parenting concerning with theoretically Bullying act mostly caused by reinjection and authoritarian parenting applied. In fact, Found effective techniques that can be used to help students get comfortable development in the social environment that is cognitive behavior modification to reduce anxiety shy students are always ridiculed. Every individual must be able to make himself possessed of self-defeating cognition that is an ability and courage to resist and dare to settle disputes (Rice & Dolgin, 2008).

Ardiyansyah research 2008 which discuss parent tolerance to aggressive behavior done by children have been revealed factor influencing someone doing the bullying, namely; a family factor which is the first environment entered by every individual as a place giving support to each family member in the form of positive and negative support.

In the analysis results mentioned that the family responds toward bullying act is assessing that bullying is reasonable and commonly done by adolescents. It was also triggered by the presence of one of the family members who became bullying perpetrators. A person whose family is a bullying person is likely to influence other family members, as other family members will observe as a vicarious experience, from the above description the researcher can conclude that the parent is indifferent to the child's behavior, lack of control, lack of response so that both aspects of the parenting of demandingness and responsiveness is not balanced because parents consider bullying is a normal behavior and is usually done, teenagers.

Ormel's research, et al (2005) asserted that the appearance of bullying perpetrators came from home environments such as parents who applied physical discipline, sometimes with violence and rejection, which made children less able to solve problems, and aggressive parents who tend to be aggressive about child behavior or each taught the child by beating and also scolding. Characteristics of parenting patterns that is the most part that affects the emergence of bullying behavior in children and adolescents.

The results of Rohner's research (in Megawangi, 2003) show that parenting patterns that receive, make children feel loved, protected, valuable, and supported by their parents. This parenting pattern is very conducive to the formation of a pro-social personality, confident, and independent but very concerned with the environment. Meanwhile, refusal parenting can make children feel unacceptable, unloved, understated, even hated by their parents. Children who experience rejection from their parents will become independent individuals, or appear to be independent but do not care about others. In addition, this child will quickly offend, and negative view of others and his life, be very aggressive to others, or feel inferior and do not feel themselves valuable.

### **III. Research Design**

#### **3.1 Approach**

This research used a descriptive qualitative method that produces descriptive data in the form of written or oral words from the behavior of people who can be observed. Therefore qualitative research is called by natural inquiry term (naturalistic). Descriptive research is done by making a systematic, factual, accurate picture of the facts and the nature of the population. Qualitative research in studying and understanding the phenomenon in empirical reality from things that appear to be understood and interpreted based on the interpretation of the researcher, then compared with the results of studies conducted by previous researchers, by using references to be backed and amplified data found in the field. In addition, it uses the natural environment as a direct source of data.

#### **3.2 Place**

This research was conducted at Junior High School (SMP 20 which is located in Andounohu village of Poasia Subdistrict in Kendari City.

#### **3.3 Subject**

Subjects in this study were headmaster, teachers and students SMPN 20 Kendari

#### **3.4 Data collection**

Methods of data collection is a way of working, related to what to do and how to do in order to achieve research objectives. Accordingly, the techniques used in data collection consist of: 1) non-participant observation, 2) in-depth interview, and 3) document and literature study, and other literature supporting this research.

#### **3.5 Data Analysis**

Data analysis techniques using interactive data analysis techniques Miles & Huberman model includes four activities, namely: data collection, data display, data reduction, and verification or retrieval of conclusions. The validity of data obtained through triangulation and extension of observation so that the data obtained is expected in accordance with the actual phenomenon.

### **IV. Results And Discussion**

#### **4.1 Bullying act in Junior High School Environment in Kendari City**

The general thought of a violent act in schools appears to be a culture of bullying in the name of seniority still run continues among learners (Joshua Reswandi, 2016). Disturbingly, the government was urged to take the matter seriously. Bullying is a form of child abuse by a peer to a more "low" or weaker person for a certain benefit. Bullying happens usually in repeated, even something done systematically. In general, about 5 percent of high school students are threatened of bullying and 6.6 percent are physically intimidated such as driven, stumbled, or spat at. Most bullying occurs in school hallways, stairs, or in the classroom. And some cases, learners are intimidated in the bathroom, locker room, school cafeteria, or school bus. Younger learners are more likely to be bullied by their seniors.

Based on the interview results with the headmaster of SMPN 20 Kendari, students who are considered to have done bullying in various behaviors as follows;

1. Physical Bullying  
Bullying in form of hit, grab hair, push and kick his friend
2. Verbal/labeling Bullying  
Behavior in form of saying rude and dirty, spreading calumnies on other students for shunned by his friends, inciting his friends to stay away from one of his friends. Verbal bullying forms include mocking, dubbing, yelling, cursing, humiliation, public humiliation, cheering, gossiping, slandering.
3. Mental/psychological Bullying

Asking for money by force, intimidating, glaring at friends who do not like, looking down on friends, threatening with words, often engaging in arguments with friends who argue, getting threats from friends, often forcing or ordering other friends to do what they want, often making friends who have physical deficiencies as a mockery.

In addition to the above-described, there are factors causing bullying behavior in SMPN 20 Kendari that occurs in the family environment. Based on the results of interviews with students that students who conducted bullying act commonly got dispute hearing in the home environment. The quarrel was done by parents, had received rough treatment from one family member at home for not following family regulations.

#### 4.2 Family Communication Factors in Applying Language politeness as Students' Strengthening Character

Parental communication to children within the family is a key factor in their character education. therefore, Parents should not let go this heavy responsibility. However, parents' communication and pattern will greatly affect the child's psyche and future. Dealing with this, the basic character of this education should be applied since childhood because this age is proven to determine the ability of children in developing their potential. From here, it is fitting for character education starting from within the family, which is the first environment for the child's character growth.

Character education is the process of planting good values that everything startsthrough parenting and family. Parents should not be indifferent to this issue. However, the pattern of parents who put forward the communication full of tenderness, warmth/acceptance of the child, assertiveness, politeness in conversing with children without emotional and anger based. This attitude will all affect the child's psyche. If the basic values of good character have been planted early on in the parent and family environment, then the school side as a good character builder after the parent.

Through home base-characters education, school and the environment of childhood friendship, it will build a strong personality base in children so that the behavior of bullying and other violence does not occur again in the educational environment. Essentially all parties must be responsible for creating a healthy, safe, comfortable, friendly, child-friendly environment for children.

Likewise, the views expressed by the lecturer psychologist of Haluoleo University Nani Restati Siregar that prevention of bullying:

"somehow, many factors caused bullying;*first*, parenting model could affect the child behave bullyer, because it educates children with violent ways with the pretext of disciplining children. *Second*, the influence of peers or with whom the bullyer are connected. *Third*, junior school grade is the age in which student actively seeking their personal identity, so they are categorized immature both emotionally and socially. *Four*, cognitive factors, usually the perpetrators of bullying relative came from students with low academic achievement. *Fifth*, media factor, the current media whether the electronic media or online media shows a spectacle that contains elements of violence. *Sixth*, the school applying curriculum is only limited to the knowledge and regulation but not sufficient for the perpetrators of bullying behavior."

The rise of bullying happened in many schools bear questioned how the realities of the curriculum and school control. cases of weak control of the school so that violence can occur in the school environment. Even more, Social/parents demand real sanction for any school in which bullying act is still happening.

Everyone though Bullying acts among student has reached the very alarming stage because in many cases it has caused of eliminating the one lives. The recent bullying phenomenon among students is like the phenomenon of icebergs - which appear and stick to the public space only slightly and allegedly still many other cases that have not been exposed.

A large number of bullying act undertaken by learners ever done from the grassroots level to the college. The act easily becomes viral in social media because there are parties who record and then upload it. Indonesian Child Protection Commission (KPAI) states that currently - the bullying case is the top public complaint, From 2011 to August 2014, KPAI recorded 369 complaints related to the issue. The number is about 25% of the total complaints in education as many as 1480 cases. KPAI called Bullying act as a form of violence in schools, student brawls, educational discrimination, or complaints of illegal charges (Republika, Wednesday, October 15, 2014). After the case of bullying in the world of basic education, what should we do?

Interview with Haluoleo University academician and psychologist Nani Restati Siregar confirms that: "We should see the point that bullying act occurring in the student's age is not a sudden appearance, but there is a long process behind it, so a comprehensive approach needs to be handled with a holistic approach. Holistic is thoroughly started from families, institutions such as schools, and government in the form of regulation both sanctions and punishment for bullyer and educational program to the public about the importance toward bullying prevent among children. In a comprehensive way, all elements in the community should understand what exactly triggering factors for bullying act conducted by children. So that, we can choose to prioritize preventive aspects, such as; through the media 'character education' and so on. Over the past few years, character education has indeed become a major issue in our education and has been emphasized in the

curriculum of 2013. But it must be admitted, its implementation in the field is still quite weak. The internalization of the values of character that should be owned by the children of the nation is still partial. Therefore - with this incident, inevitably the government should be more serious in managing the character education system in the educational environment, so we can early detect and prevent the cases. "

The following interview with Mrs. Hj. Pahraeni, S. Ag, a teacher of Islamic studies at SMPN 20 Kendari:

"due the preventing the students' behavior often interfere with their friends during the learning process, we teachers only strive to pay attention, advise meekly and set a good example. If he/she still interferes with the learning process or we get reports from others about the students who often interfere with his friends, then we do not hesitate to provide sanctions according to the level of violation".

#### 4.3 Good Manner Apply as Students' Strengthening Character for Bullying Prevent in School

Students' Character delivered by teachers of religious studies at SMPN 20 Kendari said the information acceptance from teachers in each student is not the same. So it is not necessarily faced with the same communication approach. But still based on language politeness. This character difference is formed in the family. There are several forms of concern that parents can take, as follows:

##### 1. Parenting Communication

Parents should child-friendly relationships through good communication with polite language and speech. As matter of fact, many parents intend the best for their children, it's just often wrong in the process of delivering the message. parents want to be heard and obey by their child. so that, they communicate with children through the manner of language that is less polite, preferring violence by screaming and scolding children. Whereas, If communication between parent and child conducted friendly, the child will be easy to communicate every event experienced at home, school and friendly environment. so if something happens with children outside the monitoring of parents will quickly detect and can be anticipated immediately.

##### 2. Social Adaptation

Parents who want their children lately can survive in the social environment, it should form through strong character building as early as possible. That is by making it clever mingle, easy to adapt to the social environment so that later the child becomes tough when dealing with situations that can harm him.

##### 3. Child-friendly communication

Parents should avoid communication patterns containing violence elements, parenting patterns should focus on sufficient affection in children so they will behave well while interacting with social life outdoors.

These three steps when expected can prevent children from becoming perpetrators or victims of bullying. The planting of good character values early in the family environment can make the child becomes tough when dealing with the outside world that is the school environment and social environment.

However School I just the second home for learners after their home environment. A school that is child-friendly and conducive is a place for character formation of students.

#### 4.4 Models of Language politeness Apply as Students' Strengthening Character in School Environment

Based on the function and purpose of national education, it is clear that education on every level including Junior High School (SMP) must be organized systematically in order to achieve the goal. It is related to the formation of the character of learners so as to be able to compete, ethical, moral, polite and interact with the community.

students' character Assessment takes time during the process of teaching and learning. The teacher has records of events that record student activities during school time. Each student has an Affective report that can be used as a reflection of school and parents for the development of students' character. Affective report cards are compiled from incident journal-or teacher records.

Character values are integrated into various learning activities (KBM), extracurricular, school culture, and other various activities at SMPN 20 Kendari. The character values developed in SMPN 20 Kendari are religious, polite, honest and courageous, discipline and sincerity, environmental care, honest, tolerance and equality. These values are encouraged to all students of SMPN 20 Kendari. This was revealed by the headmaster of SMPN 20 Kendari as follows:

"Character values program developed at SMPN 20 Kendari is the value of responsibility, discipline, care, tolerance, honest. This value has become the goal SMPN 20 Kendari to meet outcome learners who have noble personality and noble character. These character values are inclusive in all subjects, each teacher integrating the character values into the subjects. (interview with Mr. Wahyu, July 2017)

Character education in SMPN 20 Kendari integrally implemented in every educational activity both curricular and extracurricular. In this school, the teacher acts as a model and an example that gives a tangible example of how to do good.

Statement by the headmaster of SMPN 20 Kendari as seen from observation research in school. At the time of the first break, some students ask permission to finish giving their notebook covers.

Here's the communication situation between Headmaster and Student:

Student: "Assalamualaikum Pak"

KS: "Wa Alaikum Salam, Nak"

Student: "Sir, permission to buy book cover"

KS: "Why your book not covered yet?"

Student: "I forgot Mr."

KS: "You do not get permission. The rules are clear.

Now you go to class, meet your class teacher "

Student: "Yes. Sorry Sorry sir "

But the Headmaster dismisses it, he confirmed that: the rules on covering lesson book have been repeatedly conveyed on various occasions until the deadline has been set. *Second*, indirectly schools apply discipline to students to have responsibility for the learning process in school. *Third*, prevent the occurrence of allegations when students are allowed to be outside the school environment.

The applied sanctions for some students who are less disciplined as seen by researchers at the time of the school students appear to be directed to clean the bathroom and dispose of garbage.

Strengthen the attitude of discipline was also expressed by the Mrs. Mardatillah, Indonesian language teacher SMPN 20 Kendari as follows:

"Before we ask students to discipline, firstly the teacher must instill early on himself for discipline. One example goes to class on time. If there are students who violate the teaching and learning process, we as teachers should consistently impose sanctions according to their level of error, in the hope that the student does not repeat his actions at the next meeting." (Interview with Mardatillah, July 2017)

Based on the above interviews it could conclude that during communicating with children, language becomes one of the important pillars in the process of establishing good character. Gentle and well-spoken principles in the communication process starting from the family, school and community of the child can create harmony in the child's relationship, wherever they are. If the principles of politeness and spoken tenderness are used in every communication process, it can prevent bullying behavior wherever they are.

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, society, nation and state. Individuals with good character make decisions and prepared to account for any consequences of the decisions he makes. While Character Education is a valuable education, moral education, moral education, character education that aims to develop the ability of all citizens of the school to give good decisions, exemplary, maintain what is good & realize that goodness in everyday life with a vengeance.

Character formation is one of the goals of national education. Article 1 on National Education System (Sisdiknas) No. 20/2003 states that one of the national educational goals is to develop the potential of learners to have intelligence, personality and noble character. Law No. 20/2003 mandated for education not only forming human beings intelligent, but also personality or character so that later will bear generation of developing nation with a character that breathes noble values of nation and religion.

Ratna Megawangi (2003) covering nine pillars indicators of character quality, (1) love of God and all of his creation; (2) responsibility, discipline and independence; (3) honest/trustworthy and wise; (4) respect and courtesy; (5) generous, helpful, and mutual helpers; (6) confident, creative and hardworking; (7) leadership and justice; (8) good and humble; (9) tolerance, love of peace and unity. The nine pillars of character, taught systematically in the model of holistic education using methods of knowing the good, feeling the good, and acting the good.

Knowing the good can be easily taught because it is just cognitive knowledge. After knowing the good should be cultivated feeling loving the good, that is how to feel and love the virtue of being the engine that can make people always want to do something good. So it brings awareness growth, people want to do the behavior of virtue because he is in love with the behavior of the virtue. Once accustomed to doing virtue, then acting the good that turned into a habit. So, according to Ratna Megawangi, people who have good character is a person who has the nine pillars of the character.

This child's emotional intelligence factor must be a compelling point to be built intensely and seriously because it will have a correlation with the child's success. According to Daniel Goleman, one's success in society, it turns out 80 percent is influenced by emotional intelligence (EQ), and only 20 percent is determined by brain intelligence (IQ). Children who have problems in their emotional intelligence will have difficulty learning, socializing and can not control his emotions. Meanwhile, these troubled children can already

be seen since the pre-school age, and if left untreated will carry over into adulthood. Conversely, the teenagers of character will avoid the common problems faced by teenagers such as misbehavior, brawl, drugs, alcohol, free sex behavior, and so on.

In addition to parenting influence and educational institutions, the support factor of the government is also important through policies, regulations, and budgets to make character education one of the leading programs. Character education is believed to be able to cultivate a spirit of togetherness, discipline, mutual respect, polite, responsibility, and nationalism. Those values are what we need today as a nation.

## V. Conclusion

Through the overall findings and analysis it can be concluded statements as follows:

1. Bullying act within education field actually has long existed in form of physical, verbal and psychological violence. Physical bullying like hitting, slapping, calling, forcibly demanding goods etc., causing suffering, disability and even death. Verbal bullying form such as mockery, humiliation, or gossiping etc. Next, psychological bullying such as intimidation, ostracism, discrimination and so on. The impact of bullying is very detrimental to suffering such as children have major trauma and depression that can eventually cause mental disorders in the future.
2. Concerning the bullying problem, It is needed the role of parents and teachers to communicate in monitoring the development of children through children's behavior record at the school. The application of good character values is not enough in school, parents should also apply good character by performing a convenient communication model for children, no verbal or physical violence, but with a priority communication model politeness in communicating with children, so that the character of the child at home and at school develops into a person and behavior that is better and civilized.

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