

Educational Communication Analysis: Bully, Facilitative, and Motivative in Indonesia Early Childhood Education

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Abstract

Educational communication conducted by educators at the early childhood education level becomes a milestone in the learning process of children. The purpose of this study is to analyze words that are bully, motivation, and facilitation conducted by educators, students, parents, and educational personnel in Early Childhood Education (ECE) institutions in Indonesia. This study uses a qualitative approach through phenomenological studies to analyze the emergence of bully words, facilitation, and motivation by ECE educators in the child's educational environment. The data was collected with participatory observation techniques, in-depth interviews, and documentation studies obtained from 252 educators as research subjects. Data analysis is done with interactive analysis techniques, which include data collection, data presentation, data sorting, data verification, and inference. In the data verification step, a triangulation test is conducted, which includes strengthening field studies, discussion of relevant literature, audit of data worthiness, and conformation test. The results of this study showed that the development of the diversity of bully, motivative, and facilitative words is still not well understood by teachers academically and implemented practices. The intensity, frequency, characteristics, and patterns of foster care during the child's stay at home greatly influence the attitude arising from the words spoken by parents and teachers during the child's learning process. The perception of the word spoken by parents and teachers is well-intentioned and has a positive motive to develop the personality of the child, it sometimes dwarfs the potential of creativity and development of the child.

Keywords: *Teacher; Children; Bullying; Motivative; Facilitative.*

INTRODUCTION

Bully is a form of violence that has legal sanctions if a person is proven to do so (Garmaroudi et al., 2018). Bully is derived from the English bull meaning bull (Hinduja & Patchin, 2013). In the Indonesian language, it is bullying which means one form of violence that occurs in a person (Wicaksono, 2019). Bully is one type of behavior that deliberately wants to hurt, scare, or impose self-will on others. The bully can occur verbally or nonverbally in children's learning interactions. Data from the Indonesian National Commission for Child

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Protection in 2014 showed child abuse reached the highest peak of 1,250 cases.

Bully is a form of violence against children that has occurred since the level of preschool education. Based on the data from the Research of the Indonesian Child Protection Commission 2017 the problem of Indonesian child cases facing the law reached 23.2%, which is more dominating than other categories of violations of the law. Until 2019 violations of the law, especially in the act of bully against children who are victims reached 38 cases, including 8 children in the realm of policy victims, 3 children's victims of abuse, 3 children's cases of sexual abuse, 8 children experienced physical violence, psychic violence, and bully as many as 12 cases, and children's bully perpetrators against educators as many as 4 cases.

The dominance of cases that lead to more bully results in psychic violence and interaction patterns, which eventually make the child a bully to his educator (Tanrikulu, 2020). Words are the main form of bully behavior triggering resulting in psychic violence (Arseneault et al., 2010). This is possible because there is no formation of good communication interaction patterns in the educational environment of the child. Motivational words should often be used by educators when interacting with children because they will increasingly make the child confident and creative (Wang et al., 2009). Similarly, the words of the climates that seek to invite and provide solutions to children to a problem solving for the establishment of a conducive learning climate. But bully words spoken both verbally and nonverbal can be fatal to early childhood development, as they can kill a child's confidence, independence, and courage (Cappadocia et al., 2012; Garmaroudi et al., 2018).

Bully, motivative and facilitative words will certainly have a devastating effect when they come out of the voice of educators or teachers (Troop-Gordon & Ladd, 2015). In the perspective of students, teachers are trusted figures and models that are always exemplified by students. In fact, in many ways, the teacher's speech is more trusted by the child than the advice of his parents (Olweus, 1994). Therefore, there is a tremendous impact on the use of vocabulary by educators in a learning interaction, whether it is a positive or negative word. The teacher's words are like ammunition that can explode and destroy targets into shapeless (Rissanen et al., 2018). On the contrary, the teacher's speech can also be a nutrient that can build and grow all human risk and psychic organs to become a strong, healthy, intelligent, and positive person towards the environment (Dwiningrum et al., 2020)

Bully, motivative and facilitative words are very closely related to the language system that develops in the ethnic communities of each region (Smith & Robinson, 2019). Based on the data of the initial study, ECE educators have difficulty when communicating with children during the learning implementation process. ECE educators subconsciously often communicate without sorting the right words

when interacting with children. 75% of ECE educators tend to ignore the meaning of words when communicating with children.

In various anthropological studies, speech and communication styles by different ethnicities have different characteristics, both in the literal sense and the meaning of taste (Hendry, 2001). Therefore, there is often a misunderstanding and interpretation from other parties about the information it receives (Ray Professor & Biswas Assistant Professor, 2011). In the education review, communication is certainly a key pillar in the delivery of learning messages (Van Ruler, 2018). The role of educators becomes central in the guidance and mentoring of students' learning (Fardlillah & Suryono, 2019). This is where the urgency of choosing constructive and positive words for the development of students lies. However, in various educational and learning activities often appear the use of educational words that turn out to be uneducated. The appearance of words from the teacher often does not give a positive spirit to the child, although the words appear in a situation, not in a deliberate situation (Firdaus & Mariyat, 2017).

The selection of words that are bully, motivative and facilitative becomes very important in the perspective of early childhood education. Children's ability to adapt and interact with those around them must be well-facilitated without discrimination of treatment, both verbally and behaviorally. Identification and analysis of the emergence of bully, motivative and facilitative words that occur in the learning environment of early childhood, becomes very urgent to be done immediately so that it is known the position and situation of quality educators in the arrangement and arrangement of learning interactions. This study will reveal and describe the quality of educators in conducting early childhood education learning interactions (ECE) through the study of the emergence of bully words, motivation, and facilitation that occur in ECE institutions in various regions in Indonesia.

LITERATURE REVIEW

Bully is the origin of the word Bull meaning bull or bully (Garmaroudi et al., 2018). Bully is an act in which one or more people try to harm or control others by violent means (Olweus & Limber, 2018). Bully is not only done directly but Bully can also be done through social media or the internet (Kim et al., 2020; Notar et al., 2013). Bully is divided into five categories, including direct physical contact, verbal contact, direct non-verbal behavior, and sexual harassment. In general, people bully because they feel depressed, threatened, insulted, vengeful, and so on (Vaillancourt et al., 2003). Bully is caused by the victim and the environmental circumstances that shape his personality become aggressive and less able to control emotions, also due to television shows that can affect the child. Currently, the environment that dominates children's lives in their daily lives is school (Mayasari et al., 2019). School is one of the places that serve the transfer of knowledge and development of a good personality, becoming a forum that is expected to synergize in the formation of children's personalities

through good interactions with educators (Dwiningrum et al., 2020; Waseem et al., 2013).

Prevention against bullies can start with educators, parents, and those closest to the child (Grunin et al., 2020). Such programs as anti-bully programs, counseling guidance, and improved professional skills of educators in communicating according to the development of children, also have an important effect in preventing bully around the child (Smith, 2014). Educators and adults in children around do not realize, that communication that is awakened with no prudence will shape the personality in the future (Juvonen & Graham, 2014). This often happens unnoticed in everyday interactions. Verbal and nonverbal words that mean bully, motivation, and facilitation are familiar in learning that occurs daily, especially in ECE.

Children in preschool education are very enthusiastic to receive praise, recognition, and behaviors that have an impact on improving their existence during learning (Peck et al., 2015). Motivation is not only a form of verbal words spoken by educators to be accepted by children as part of the appreciation they get while studying (Saçkes et al., 2020). However, the acceptance of children's work and performances by giving praise, appreciation, and willingness of educators to listen and respond to various arguments put forward by children is part of the motivation that educators can do in daily learning activities (Hardika et al., 2020).

Educators in addition to acting as motivators for children, also a facilitator (Hardika et al., 2018). Complementing their needs and aware of their development is a form of form that appears as an active role to bridge children in finding ease during learning (Quinn & Stein, 2013). Facilitation words are the most important part that can explore the wealth of children's ideas through sentences or invitations that make the child understand what, and how it should be to solve a problem that occurs around them through various delivery strategies according to the stages of child development (Rohmatun Nurul Hidayah, 2015). Verbal and non-verbal facilitation words become a motivational complement to build personal creativity and self-reliance in children (Bandura & McDonald, 1963; Nolan & Molla, 2018). Intervention against the appearance of bully words should be part of the daily activities when communicating to the child to form a person who has modesty in communicating.

When communicating the use of the word bully, motivation and facilitation are the most important parts to know by all parties, especially educators and parents. The form of bully words results in the loss of the opponent's speech because it contains insults, threats, pressures, scolding, and bluffs that are jealous of speech and nonverbal movements based on quantity and intensity when communicating (Kert et al., 2009). Motivative words are more likely to have a positive impact on the opponent because they contain words that encourage, praise, and an appreciation for an activity or work both verbally and non-verbally (Gibson, 2011). Similarly, the form of facilitation will encourage speakers to be creative and independent because the word contains

problem-solving solutions, positive invitations, notifications, verbal and nonverbal illustrations.

Positive communication is part of the formation of existing mindsets and developments in a school community environment (Smith & Robinson, 2019). A good communication system cannot be separated from the development of culture and culture that dominates a social group. Educators are a model of learning that is treated and emulated by students in the learning process at school (Wangid, 2009). The main role as a motivator and a good learning facility must be supported by good interaction mastery (Fardillah & Suryono, 2019). The inability of an educator to adapt and develop insights related to the proper use of sentences when interacting with students will be fatal to the goals of achieving children's development. Awareness and willingness of educators to learn and skillfully communicate positively in the learning environment of children will greatly help achieve their development goals.

The use of verbal and nonverbal words that are meant to be bully is part of the form of violence that children may receive while in school (Redmond, 2011). Negative impacts arising from bully words: First, the occurrence of psychological and mental disorders in children due to the inhibition of social interaction ability is the main symptom that will appear if the use of bully words is still done by the teacher in the child. Second, the effectiveness of teaching and learning activities as well as the doubt of moral education in schools. Third, physical impairment in children.

Not all bully words have a negative impact, but they can also have a positive impact (Vaillancourt et al., 2003). Being stronger against problems, motivated to show the potential to no longer be demeaned, and encouraged to inotropes as well as words motivative and facilitative. The principle of good communication should be restored to how the original purpose of learning was built and want to be developed in the school environment. Not as punishment, not for the sake of discipline, let alone just anger-serenading. Learning that puts forward the interests of the child and on the willingness and awareness should be used as a guideline for the implementation of learning in children must be an achievement in the formation of a capable, creative, and capable person to solve the problem in the future life (Scott, 2015).

Based on the data from the Indonesian National Commission for Child Protection (KPAI) research shows that child abuse reached the highest level of 1,250 cases in 2014. Bully as one of the violence against children has occurred since the early childhood level of education. Based on the data from KPAI research 2017 the problem of Indonesian children facing the law reached 23.2%, which is more dominating than other categories of violations of the law. Until 2019 violations of the law, especially in the actions of bullies against children who are victims have reached 38 cases, including 8 children in the realm of policy victims, 3 children's victims of abuse, 3 children's cases of sexual violence, 8 children experienced physical violence, psychic violence, and bully as

many as 12 cases, and children's bully perpetrators against educators as many as 4 cases.

The dominance of cases that lead to more bully results in psychic violence and patterns of interaction, which eventually makes the bully child to his educator. Words are the main form of bully triggers that result in psychic violence. The lack of a good communication interaction pattern in the educational environment of the child is the main factor of the onset of this problem (Zych et al., 2019). The teacher's limited knowledge and maturity in choosing the right words mean bully, motivation, and facilitation when communicating to be the main originator (Smith, 2014). School management system, the mindset of educators and educational personnel, school norms, the pattern of discipline, and school culture are factors that dominate the emergence of bully actions in children (Levine & Tamburrino, 2014).

Prevention efforts made by the school to date to overcome bullies include: 1) changing the management of the school is not only academically oriented but also the performance of character, 2) develop programs that support child protection manifested in the school environment, 3) agree on labeling child-friendly schools, 4) include teachers in character building training, 5) integrate the education received in schools in the home environment as well as vice versa (Cross et al., 2015; Veenstra et al., 2014). Verbal and non-verbal actions against bullies are expected to be reduced by various efforts made by the school through a learning activity to communicate positively and active learning environment conditions.

METHOD

This study uses a qualitative approach, which aims to uncover and describe the actual situation based on facts that occur in the field (Creswell, 2009). The socio-cultural aspects and all the characteristics inherent and influencing the behavior of the research subjects will be studied in-depth, grounded, and focused. phenomenological studies. Phenomenological studies were chosen because the purpose of this study is to uncover the symptoms of changes that occur in society through subject opinions on matters understood related to social habits and changes that exist in the environment of the subject of in-depth and comprehensive research based on sociocultural development in a community.

The participants of this study were educators, educational personnel, students, and parents. The data was collected with participatory observation techniques, in-depth interviews, and documentation studies. Data analysis is done with interactive analysis techniques, which include data collection, data presentation, data sorting, data verification, and inference. In the data verification step, a triangulation test is conducted, which includes strengthening field studies (extending stay in the field), discussion of relevant literature, audit of data worthiness, and conformation test.

RESULTS AND DISCUSSION

52 ECE educators in Indonesia became the source of informants in this study. Educators' understanding and knowledge of the types of words used daily during interaction in school is part of research data known as professionalism ECE educators. 68% of the ECE educators from educational backgrounds is sratal education. Here is the exposure of informant data in this study.

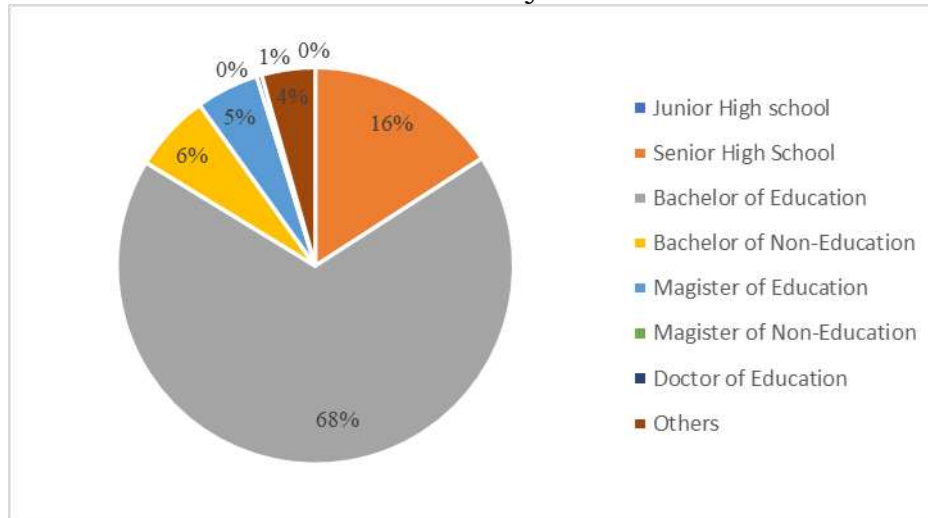


Figure 1. Education Background Graph of ECE Educators in East Java

The educational background becomes indispensable data when academic knowledge becomes the basis of communication management in schools. Based on the exposure in Figure 1 above shows that ECE educators in Indonesia have an academic background following the prevailing laws and regulations as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards of Early Childhood Education.

The quality of learning depends on the performance of educators in carrying out their duties and obligations (Mukherjee, 1988). In addition to having the main duties and functions as a teacher, educators are role models whose actions will be exemplified by children. In the view of Ki Hajar Dewantara educators must have the capability of implementing 3 educational principles consisting of *ing ngarsa sung tuladha*, *ing madya mangun karsa*, *tut wuri handayani* (Apriliyanti et al., 2021). Educators as the spearhead of learning play an important role in creating a fun school atmosphere (Blazar & Kraft, 2017).

Related about the bully that occurs in the school environment certainly departs how educators understand related to some words commonly used during the process of learning interaction with children. These words are revealed verbally and non-verbally can be pointed educators as a form of expression that loses or educates the child. Based on the data obtained through interviews also stuffing form disseminated through Google Form and live interviews it appears that ECE educators are still many who do not understand the words used in interacting learning. These words are a form of the word facilitative,

motivative, or bully. Here is the data from educators' understanding of the words commonly used during learning.

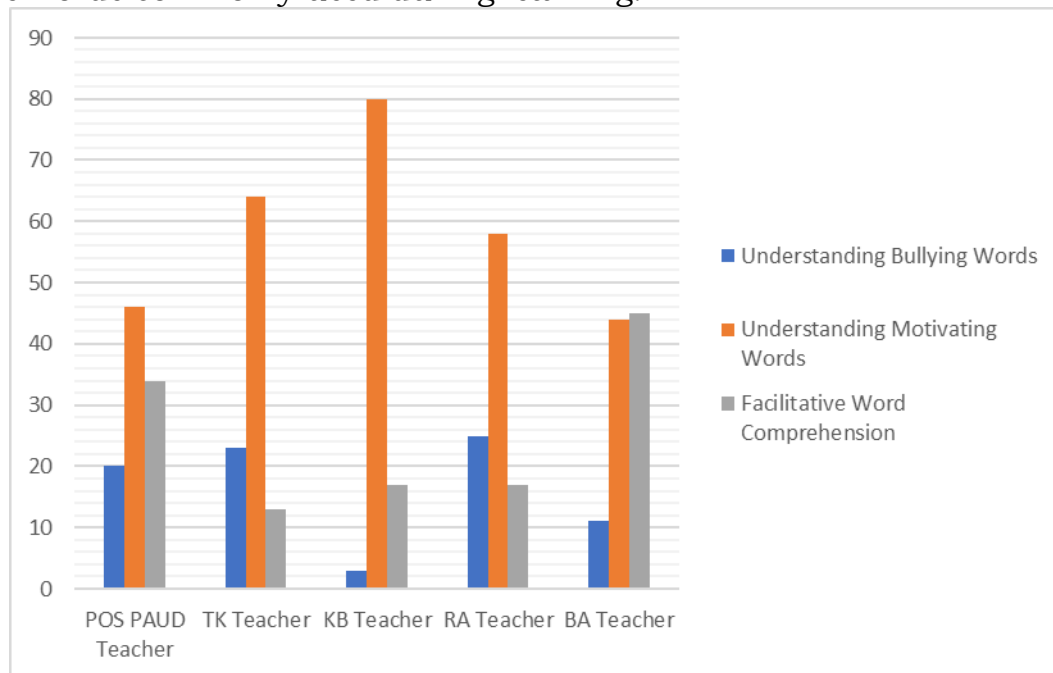


Figure 2. Graph of Educators' Understanding of Bully Words, Motivations, and Initiatives of ECE Educators

Based on graph 2, ECE educators understand motivative words used daily in learning. This contrasts with their ability to distinguish what words have negative connotations and tend to discriminate against children. 13% of kindergarten educators are not fully familiar with the use of facilitative words, but 64% of kindergarten educators are very understanding of motivative words. BA educators' understanding of the words facilitative and motivative is quite good based on 50% of responses have significant similarities in the 2 understandings. Meanwhile, ECE and BA P teachers need intensive assistance related to the understanding of facilitative words and kb educators related to the understanding of bully words.

On the intensity of efforts, educators use words that can motivate, facilitate, and bully words in the learning process found data on the following graph.

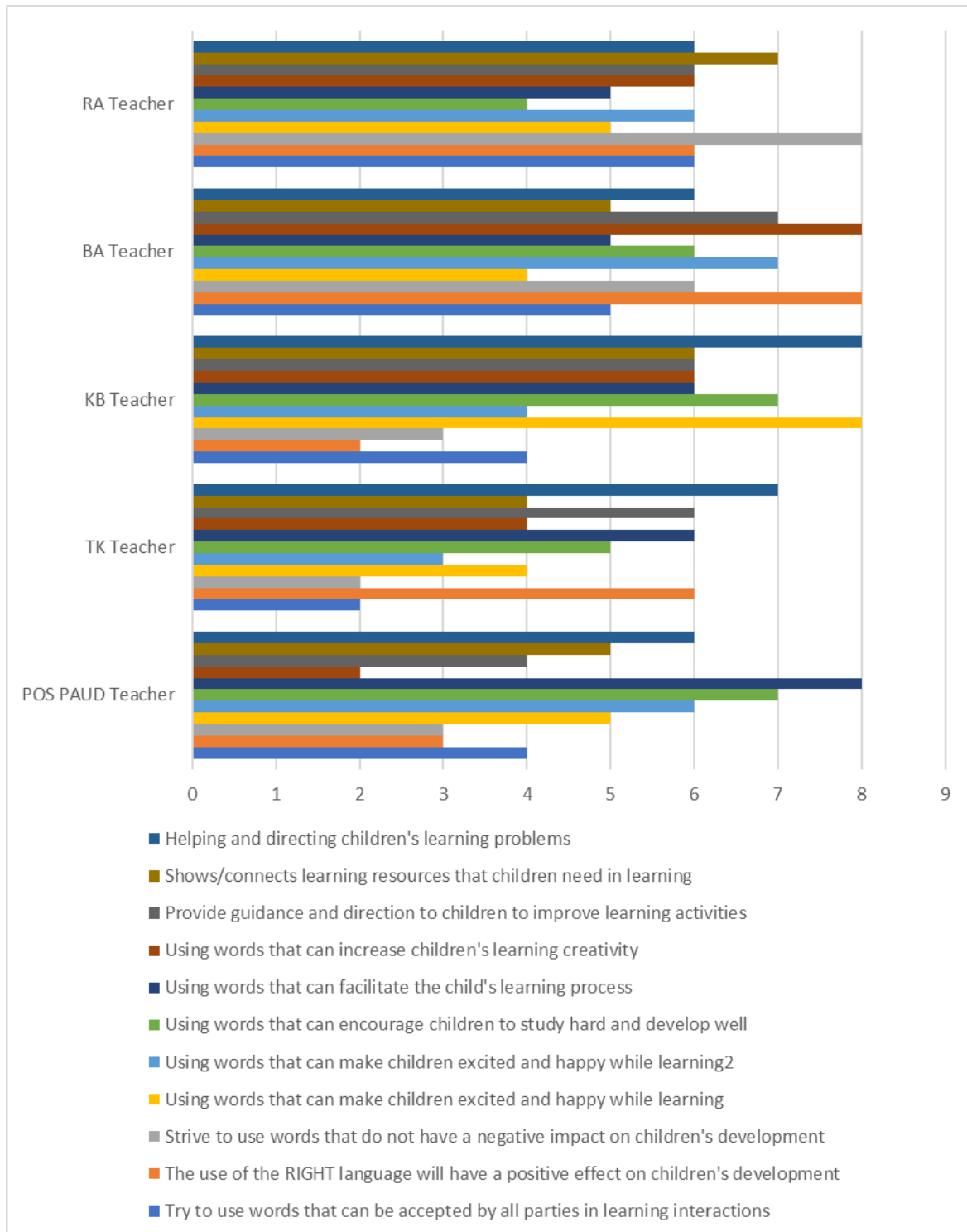


Figure 3. Graph of Intensity of Educator's Efforts to Use Words That Can Motivate, Facilitate and Bully Words in The Learning Process

The ability of educators to use words that can stimulate children's developmental achievements needs means, as well as good cooperation with all elements of school society (Saracho, 2017). Based on the interview obtained by teachers skill to develop themselves and increase their knowledge in communicating positively to the children accommodated in various forms of training organized by the school, but

not all of them achieved following the target of the implementation program.

Based on the data of observations and interviews conducted in this study, the frequency of educators in building positive interactions with students is also a variety of responses shown. Figure 11 shows that 32% of teachers respond by giving compliments that make their students happy and no teacher compares with other students' achievements.

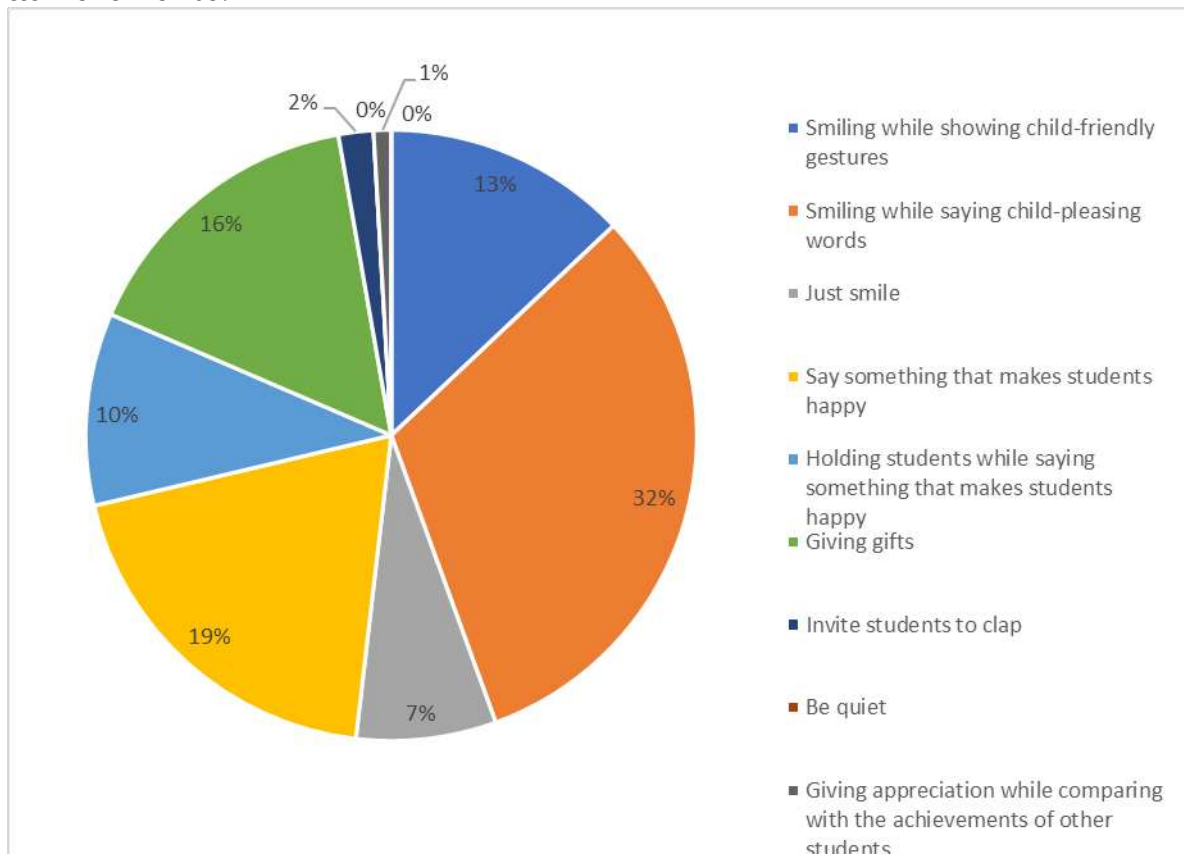


Figure 4. Graph of Teacher Responses to Positive Behaviors Shown by Children

Students also showed different responses when receiving positive treatment given by educators. Here is exposure to the findings data shown by the students. Based on Figure 12 there are ten out of 9 children pos ECE become more diligent to learn. In kindergarten, in addition to children becoming more diligent, their playmates also participated in flattery. This study involved six early childhood education services in Indonesia there are POS ECE, TK, KB, BA, RA. Children at the level of Play Group and BA have a prancing expression of excitement, while in RA children become more eager to ask to be given more assignments.

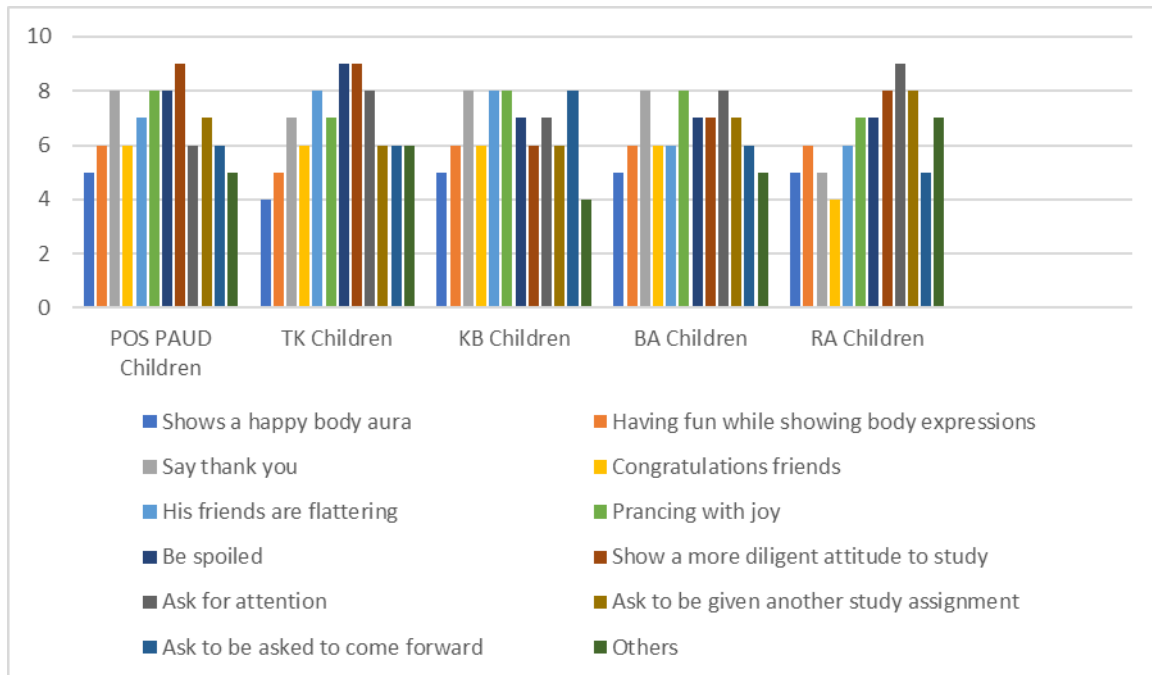


Figure 5. Graph of Children's Response to Positive Treatment Provided by Educators

Some words that connote bully during the learning process often arise from adults around the child. Among other things is Wow why so dear, if you do not want to learn later Mom's teacher told mama yes, i., Naughty, stupid, do not son, come on who obeys the teacher. If not obey later Teacher angry, Not great, not good, will be loved by the devil, naughty, cannot be silent, chatty, crying, evil, not friends, crying, so it's time' cannot, ugly, fat, toothless, cranky, spoiled, let's spirit like your friend, stubborn, dirty, crying, cranky, nosy, you're not biased huh?, lazy, cowardly, not confident like to disturb, so just time' cannot, lo picture its ugly, bad smell you do not brush your teeth yes, strange, dirty, naughty, Do not stubborn, crying, unruly, and unravel.

Some of the reasons stated to be the reason for the appearance of the word is because the teacher or parents feel irritated and no longer able to control self-emotions so that sometimes there is a less unpleasant and dangerous behavior, which hurts the child physically such as pinching, hitting out profanity in public. The perception that arises in the minds of adults around the child, when verbal bully is done will cause a deterrent effect on the child so that it will change even better in the future. However, some teachers also reasoned that it is due to the occurrence of psychological and physical disorders that appear in actions or speech that is not good for the child during the learning process. It is done sometimes by reason as a form of punishment in children because of the slowness in understanding the purpose of learning, negative behavior patterns that do not also change, and the courage of the child in expression that is beyond reasonable limits. So finally, the teacher said words of bully connotations when communicating with students.

Motivation through verbal and non-verbal is done by the teacher during the learning process, namely: diligent, good work, beautiful,

neat, smart children, great children, good, happy to help, be calm please, great., sholihah children, very good, amazing, thumbs up, applause, forward yuk show to his other friends (you are great while mentioning the name. toss fellow friends), let's keep going, spirit, smart, diligent, neat, wah mother likes it, spirit, clever, sholeh, sholehah, patient, good job, excellent, thumbs up, smart, smart, you can certainly, spirit, let's be done so that you can champion, smart, Like to help, already smart, must be more diligent, you can certainly, let's spirit, try again yes, very good son, responsibility, top, quick response, independent, great, like to help, initiative, confident, Keep the spirit of learning yes, learn, Teacher like it, wow great, good job, smart boy, independent child, sholih child, you're great dear, masyaallah cool ... thank you for trying your best, cheerful, beautiful, let's be dear, creative, and thank you for trying.

According to teachers and parents, some of the motivational words above are often spoken directly or indirectly to the child. Some of the reactions that appear when children are motivated, they become very carefree have a spirit that is jarring, more confident, and new creativity arises while playing. It also brings creativity, passion, and a high willingness to learn.

Some of the findings of the study related to the identification of facilitative words, among which is to try to put here yes, who today who wants to tell stories in front of friends-themes, I accompany you, let me help, what is difficult, let's do the same teacher, here kid taught teacher please, let's help mom, a great child will get a star from the teacher, the teacher is always there for you so keep the spirit yes keep trying, if there is something to say to the teacher yes, here I help, here helped the teacher, your pencil teacher friend yes, teacher lend, can be helped, is there any difficulty?, can join, excuse me, may I see, sorry, we come on clean up together, let's finish immediately, who wants to help, who wants to be a great child, let's we work together, and here beside the teacher, please.

The appearance of facilitative words during the learning process becomes a positive response that arises when the child feels less confident, quiet, and has no learning motivation. The words of the teacher's words to the child, build trust and the child's willingness to dare to try and learn.

CONCLUSION

The results of this study showed that the development of the diversity of bully, motivative, and facilitative words is still not well understood by teachers academically and implementation practices. The intensity, frequency, characteristics of the origin, and pattern of foster care during the child's stay at home greatly influence the attitude arising from the words spoken by parents and teachers during the child's learning process. The perception of the word spoken by parents and teachers is well-intentioned and has a positive motive to shape the personality of the child, but it turns out that sometimes it is the

opposite to dwarf the potential of creativity and the formation of the child's personality in the social environment.

The recognition that they are ashamed, withdraw from the social environment, and do not want to convey their intentions openly is the impact that arises from bullying words received by children (Nur Aisyah et al., 2021). The words motivation that arises in the learning process they become very cheerful, have a spirit that is jarring, more confident, and new creativity arises while playing. Together with the ability of teachers to manage the right words of facilitation, children will develop positive attitudes and behaviors. In general, the people closest to the child play a big role in helping the child to be ready to adapt and develop according to the achievements of early childhood development.

Parents, teachers, and adults in the children are the main concerns that become the manager of positive interactions in addition to direct model behavior. The ability of teachers to improve the learning process that is meaningful and holistic integrative will be the fundamental success of students in the future. Willingness to develop themselves and willingness to accept challenges is the main form of motivation that ECE educator's must-have for the continuity of the learning process.

This study specifically found that the frequency, intensity, and characteristics of each child and teacher of different regional origins greatly influenced the expression and acceptance of the word bully, motivative, and facilitation. So, the analysis of the word bully, motivative and facilitative in particular on regional aspects should be explored further. So that the use and impact that develops in the ECE environment for the school can be a consideration in the acceptance of teachers and educational personnel.

Further research will be more interesting if explored further how attitude changes in children due to the use of the word bully, motivative and facilitative expressed by teachers. How to develop a program of forming positive attitudes of children of different origins of the region and the implementation of the success of schools of diverse ethnicities, deserves to be used as an analysis of the success of management.

Parents, teachers, and adults around the child should also be good intermediaries for the child to be able to explain the purpose of the meaning of each word that the child may encounter during the learning process. This can contribute to building children's confidence and achieving their development.

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