# The Role of Educators in Students' Verbal Abuse and Bullying Prevention at SMP Negeri 1 Tanjung Raja Ogan Ilir District

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*Abstract. The objective of this study is to investigate several facets of the role that educators play in the verbal abuse and bullying prevention of students at SMP Negeri 1 Tanjung Raja in Tanjung Raja District, Ogan Ilir Regency. The qualitative descriptive method is being used in this study. The researchers conduct observations and interviews as part of their data collection methods. There were seven informants in total for this investigation. This study is being conducted at Tanjung Raja sub-district, Jalan Sultan Mahmud Badaruddin II, in the Ogan Ilir Regency. The study's findings indicate that educators have a positive impact in educating students about bullying and how to protect themselves from various risks. In addition to this, the role of the teacher and the curriculum in the school is crucial in providing a safe and nurturing environment for the development of the students. It is anticipated that the research findings will be able to make a contribution to more effective education reform in SMP Negeri 1 Tanjung Raja and other schools.*

*Keywords: Bullying; Prevention; Role of Educators; Students; Verbal Abuse.*

## 1. BACKGROUND

The state as a place of refuge for its citizens must provide guarantees for child protection to fulfill the rights of Indonesian children. So that it can be carried out regularly, orderly and responsibly, Law Number 35 of 2014 concerning child Protection with the aim of providing protection for Indonesian children. In accordance with the provisions of the Convention on Children's Rights which was ratified by the Indonesian government through Presidential Decree Number 36 of 1990 concerning the Convention on the Rights of the Child which contains general principles of child protection. The Indonesian government has ratified the Convention on the Rights of the Child through Presidential Decree Number 36 of 1990, which shows that Indonesia pays special attention to children's rights at the national level. The Indonesian Government's concern for children can be seen starting from the state constitution, namely in the Amendment to the 1945 Constitution Article 28 paragraph (2) that every child has the right to survival, growth and development and the right to protection from violence and discrimination.

In relation to the statement above, it is stated that the child age category is someone who is not yet 18 (eighteen) years old, including children who are still in the womb. Children are individuals who are immature both physically and mentally, let alone socially. In general, there are four forms of violence against children, namely physical violence, emotional violence, sexual violence, and social violence or neglect. Legal protection for children is an obligation, because children are the nation's next generation, who have a long future and can realize the

nation's ideals. Children need protection and guidance so that their growth and development is not hampered. Child protection is defined as all efforts aimed at preventing, rehabilitating and empowering children who experience child abuse, exploitation and neglect, in order to ensure the child's survival and normal growth and development both physically, mentally and socially. The state as a strong organization represented by the government has the duty to guarantee space and access for children, especially ensuring optimal and directed growth and development of children, because the state is a place of protection for its citizens and must guarantee and provide regulations guaranteeing protection for children.

Practically, in society, there are quite a few children who do not receive proper attention from their families and surroundings. Even though children are in the care of their parents, quite a few children are neglected or exploited. Society considers child violence to be the responsibility of the family in the household and domestic affairs, so that it is not appropriate for outsiders or legal authorities to intervene in the problem of violence that occurs to children. Human rights in the Islamic dimension are very broad, starting from personal rights to the teachings of social life. Therefore, in Indonesia's very diverse and multicultural society, families, communities, nations and states have not fully paid attention to protecting children's rights from generation to generation. Furthermore, the sense of empathy and caring is an important thing that can be trained by students to help them increase their sense of social awareness. It is important to encourage students to actively listen and understand the feelings, thoughts, and experiences of others. Additionally, involving students in volunteer activities or community service can help them build empathy. By interacting directly with people who need help, students can develop a deeper understanding of the challenges and needs of others. This activity can also help students understand their role in society and feel inspired to help others.

Due to the 1945 Constitution of the Republic of Indonesia, article 34, it is stated that the poor and neglected children are cared for by the state. This means that children are subjects of national law that must be protected, cared for and promoted to achieve the best interests of children, in other words children are the responsibility of the state or government and society. In addition, it could be said that educators have an important role in the teaching and learning process. In the book Foundations of Education it is said that educators are all members of society who are tasked with guiding, teaching, and can help develop a person's personality and direct him towards educational goals. The educators have the task of planning learning programs, implementing the programs that have been created, and carrying out an assessment after the program is completed. It becomes the educators duty to direct students to a level of maturity with perfect personalities.

The education unit must be able to provide an understanding of bullying to the entire school community. The aim is to minimize bullying in the school environment, so that students can comfortably come to school to learn. Therefore, prevention and good cooperation between the government, schools, students and parents are very necessary to overcome any violence that disrupts the implementation of learning in education units. The government is also involved with education, especially the Ministry of Education and Culture, trying various methods, one of which is by issuing Minister of Education and Culture Regulation number 82 of 2015 on December 31 2015 concerning the prevention and handling of acts of violence within the education unit.

Education is a way to help students reach their full potential and become more productive in the modern world. Students mature through education, which also serves as a vehicle for the development of all potentials capable of achieving their goals. Students require the assistance of an educator as a facilitator in the educational process in order to realize high intellectual values through direction, instruction, and training. Teachers are educators by profession. As a result, because the parents send their kids to school, they have implicitly agreed to take on some of the duties for their education. They also indirectly assign some of the burden to the school's teachers. Educators play a crucial role in helping students reach their full potential in the classroom. Additionally, educators serve as learning agents who can produce the next generation of highly brilliant people. Additionally, the finest educators are those who motivate their students. He was able to serve as a change agent who helps educators develop a variety of skills that enable them to realize a strong commitment to the rhythm of their words and deeds.

Peter (2017) stated that the definition of a teacher is "one that teaches; especially: one whose occupation is to instruct," while an educator is defined as "a person who gives intellectual, moral, and social instructions." There is a clear difference between these two words, which indicates that there's a clear difference to the people we apply them to. Meanwhile, Bakar (2018:68) stated that the teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal education, primary education, and secondary education. An educator is broadly used to mean a professional in the field of education such as a teacher, principal, administrator, lecturer, or professor involved in the theory and practice of teaching and learning (He et al., 2022). It is clearly seen that a teacher's role is primarily focused on the classroom, delivering curriculum, grading, and managing student progress, while an educator has a broader, more holistic role that includes teaching but also goes beyond it, often involving research, curriculum

development, and a deeper focus on the student's overall growth and development. While, the term "educator" is more encompassing; all teachers are educators, but not all educators are teachers in a traditional classroom setting.

The Theory of role is a theory that comes from a combination of theory, orientation, and discipline. Besides psychology, role theory originated from sociology and anthropology. In all three fields, the term "role" is taken from the world of theater. In theater, an actor must play a specific role and, in their position as that character, is expected to behave in a certain way. It is supported by Friedman (2014) who explained that a role can be stated as a collection of relatively homogeneous behaviors that are normatively limited and expected from someone occupying a social position they have attained or been given in the context of social life. Additionally, the definition of a role according to the Great Dictionary of the Indonesian Language is a set of behaviors expected to be possessed by a person who holds a position in society. In social sciences, a role is a function carried out by an individual, and that individual can perform their function due to their position and status within the social structure.

Additionally, Murdiyatmoko (2007:25) stated that the role also has several parts, namely:

1. Anacted Role (Actual Role) is the way a person actually performs a role.

2. Prescribed Role (Recommended Role) is the way society expects us to perform a certain role.

3. Role Conflict is a condition experienced by a person who holds one or more statuses that demand conflicting role expectations and goals.

4. Role Distance is the emotional performance of a role.

5. Role Failure is a person's failure to perform a specific role.

6. A role Model is someone whose behavior we emulate, imitate, and follow.

7. Role Set is a person's relationship with others while performing their role.

8. Role Strain is a condition that arises when a person has difficulty meeting the expectations or goals of the role they are performing due to conflicting disharmony. The role referred to in this study is a person's behavior according to their status in society.

The other definition of role is also expressed by Soekanto (1990:268), it is stated that a role is the dynamic aspect of status. When someone exercises their rights and obligations according to their position, they are fulfilling a role. Additionally, Prasetyo and Marsono (2011:153) declared that role theory describes social interactions applied by individuals in an environment based on prevailing culture. Role theory states that individuals facing high levels of role conflict and role ambiguity will experience anxiety, become more dissatisfied, and

perform their jobs less effectively compared to other individuals. Individuals will experience internal conflict when two or more pressures occur simultaneously and are directed toward them. Conflict occurs in every individual because they must play two different roles simultaneously.

Role theory concerns one of the most important characteristics of social behavior - the fact that humans behave differently and predictably depending on their respective social identities and situations. As indicated by the term "role," this theory began as a theatrical metaphor. If a theater performance is distinguished and predictable because of the actors limited to performing the "parts" for which "scripts" are written, it seems reasonable to believe that social behavior in other contexts is also related to the parts and scripts understood by social actors. Thus, role theory can be said to be related to three concepts: patterns of behavior and social characteristics, the parts or identities assumed by social participants, and the scripts or expectations for behavior understood by all and adhered to by the actors.

Thus, role identity theory attempts to integrate structural-functionalist and symbolic interactionist perspectives. Structural functionalism focuses on how social structures (e.g., role positions like manager, director, or educator) institutionalize stable behavioral expectations across various situations and; depending on function, hierarchy, and status; how those positions influence self-concept. In line with this, Sluss (2015:4) explained that symbolic interactionism focuses on how individuals interact with each other across a network of role relationships that create meaning for role occupants (i.e., identity) and provide a framework or cognitive schema for interpreting role and extra-role experiences. Therefore, role identity theory has therefore progressed from merely elucidating normative, institutionalized, and shared expectations given a position within a social structure, like an organization or community of practice, to investigating the methods by which role occupants define themselves and their roles in connection to social interactions with other role occupants. The relationship between role theory and the role of educators explains that the status of a teacher (position as an educator) requires them to perform specific and structured roles in the learning process, such as being a facilitator, motivator, or evaluator. This role theory provides a framework for understanding how teacher behavior is directed by their role in the school, helping them design effective learning and manage the classroom according to educational goals.

According to Supriyadi (2013:11) a teacher is an educator or professional whose primary duty is to educate, teach, guide, direct, train, assess, and evaluate students in the formal education system. Meanwhile, Government regulations stated that a teacher is a functional job, meaning that their performance is autonomous and based on specialized knowledge or abilities.

A functional position is one that outlines the rights, responsibilities, authority, and duties of a public servant within an organization. Sadulloh (2014:128) stated that the role of a teacher is the behavior that a teacher must exhibit in carrying out their duties as an educator. To achieve educational success, educators or teachers play a crucial role as determinants of educational achievement, as a teacher is the primary factor in educational success. And Usman (2006:4) urged that developing a set of interrelated behaviors in particular contexts that are related to the growth of students and the advancement of behavioral changes is the job of a teacher. The presence of teachers as one of the components of education is not only as teaching staff, but also as educators. This means that teachers not only provide concepts of thinking, but must also be able to foster initiative, motivation, and self-actualization in students toward achieving the national education goals that have been set.

Additionally, Sukatin et.al (2020: 228) stated some roles of educators on the development of national character. Namely;

1. Educators as teachers; making students who initially didn't know something, know it. A teacher is a source of knowledge for their students. A teacher must be able to cultivate curiosity in their students; they should not weaken students' spirits by not valuing or embarrassing them when they ask many questions.

2. Educators as motivators; an educator must be able to be a motivator for their students, a source of inspiration, and a supporter when students encounter problems in learning or other matters. They must build good communication with their students, because in this way students will feel comfortable and confident in expressing their ideas or opinions.

3. Educators as facilitators; plays the role of service provider to facilitate the learning process for students so that learning objectives can be achieved to the maximum.

4. Educators as a demonstrator (role model); the role of showing students things related to the teaching material and making students more knowledgeable and understanding of the message being conveyed.

5. Educators as guides; an educator must know and understand the uniqueness/differences possessed by each student so that they can play their role well in the context of their role as a guide.

6. Educators as evaluators; that is, an educator plays a role in collecting data on the success of the teaching and learning process that has been carried out. This serves to determine students' ability to absorb learning materials and to assess the success of their program and activities.

Sari & Fahruddin (2020) The duties of educators include helping and motivating students, supervising and coaching them, and disciplining them to make them compliant with school policies and social and familial norms. Additionally, Ratnawati (2018:10) urged that the activities which related to improving student's growth and development in order to gain additional experiences, such as the use of physical health, independence from parents and other adults, morality, social responsibility, knowledge and fundamental skills, preparation for marriage and family life, job selection, and other personal and spiritual aspects. As a result, the teacher's job might be referred to as educator and teacher child care. As the person in charge of children's discipline, the educators must supervise all of the students' activities to ensure that their behavior does not stray from accepted norms.

Bullying has become one of the major social issues that can be fatal to an individual. Bullying, also known as oppression, is the intentional use of physical, verbal, and psychological abuse repeatedly to others. Pinching, kicking, pulling hair, and striking bodily areas (chest and stomach) are examples of physical violence that frequently happens when students connect with their friends. In addition to physical violence, there are other forms of violence that can harm a students' mental health, like making fun of them, spitting, yelling, etc. They essentially have the right to feel safe, content, and at peace. A report from the 2023 global Survey on Social and Emotional Skills (SSES) by the OECD revealed that 28% of students across 16 participating sites were involved in some form of verbal bullying. These experiences don't just sting in the moment. They leave lasting scars on self-concept, mental health, and academic performance. Yuyarti in Hidayah et al (2025:98) stated that bullying is a physically, socially or psychologically aggressive act perpetrated by an individual or group on someone who is seen as inferior or weaker, it is done to gain their own satisfaction and benefit.

The term bullying comes from the English language which means intimidation. Bullying most frequently occurs in schools. Early detection of the symptoms allows for the early treatment of troublesome behaviors. Olweus in Rahayu et al. (2019:359) revealed that someone who is being bullied and carried out repeatedly from time to time, for negative actions on the part of one or more other students is a form of bullying. Bullying is still seen by many as a regular issue, but if it is not addressed appropriately, it will continue to be a social problem. Saracho (2017) stated that both bullies and victims will suffer from the consequences of bullying, including social rejection for the bullies and feelings of inferiority, worry, and even self-destruction for the victims. Additionally, Elmahera (2018) also said that victims of bullying have a great chance of becoming perpetrators of bullying in the next four years. Kowalski in Sylejmani et al. (2023:181) stated that bullying leaves a lasting impression on

victims. Many people may get goosebumps just by hearing the name of a bully, even years or decades after the abuse took place. Bullying is a type of direct violence that many of us are exposed to from an early age. Bullying is any persistent unpleasant behavior that causes someone to feel unsafe, inadequate, or degraded. Pinching, spitting, hitting, kicking, pushing, punching, or any other physical harm to victims is considered physical bullying. It also includes destroying or injuring personal items. Meanwhile, Budiman & Asriyadi (2021) mentioned that bullying is defined as an act by an individual or group of individuals that has the potential to cause physical or psychological distress to the victim. Bullying can be classified as such if it is done intentionally, repeatedly, with a power imbalance between the perpetrator and the victim, is coherent and structured, or has the goal of harming other people.

Coloroso in Fathiati et al. (2023:6) stated that bullying can generally be divided into 4 types: verbal bullying (words), social bullying (social intimidation), physical intimidation, and cyberbullying. Additionally, Hymel and Swearer in Fathiati et al. (2023:6) Speaking in a way that intimidates or offends someone is known as verbal bullying. It typically comes with some risks as well. One of the most prominent types of intimidation in schools is verbal bullying, which primarily affects female students. Although not as dangerous as direct physical bullying, this kind of bullying has the potential to cause suicide, social disengagement, and other deadly outcomes. Not only that, Sylejmani et al. (2022:181) explained that the intense and persistent taunting, calling someone names, or making threats to harm someone or their loved ones are examples of verbal bullying. Humiliation or social exclusion, such as refusing someone an invitation to social gatherings, preventing someone from eating at a lunch table, or persuading others to shun someone, are examples of psychological bullying. This kind of bullying frequently goes unreported and can happen amongst peers or adults. When such behavior becomes commonplace, the victim may be seen as less human, which increases their susceptibility to additional violence since others may stop caring about their pain.

Djuwita as cited in Azwar & Permata Sari (2017: 348) stated that bullying can happen for a variety of reasons, involving both the victim and the bully. She identifies a number of characteristics that can make someone a victim of bullying, including: (a) having differences, such as striking physical conditions (too thin, fat, tall, or short), economic differences, unusual hobbies, or being a new student; (b) being perceived as weak and unable to defend oneself; (c) being unpopular and lacking friends; and (d) low self-confidence. Olweus in Azwar & Permata Sari (2017: 348) also expressed that the occurrence of bullying in schools is a process of group dynamics, where there are role divisions. These roles are: bully, bully's assistant, reinforcer, victim, defender, and outsider. And it is asserted by Djuwita that   Bully perpetrators are

categorized as leaders, who initiate and actively engage in bullying behavior. The assistant is also actively involved in bullying behavior, but they tend to be dependent or follow the bully's orders. Reinforcers are those who are present when bullying occurs, witness it, laugh at the victim, provoke the bully, invite other students to watch, and so on. Outsiders are people who know it's happening but do nothing, as if they don't care.

Furthermore, from the standpoint of learning theory, bullying is rewarded or reinforced for its actions because it is not punished by educators or the school. The bully will believe that their actions are legitimate and even develop a social identity that is respected by others, including parents, instructors, students, and staff at the school. Even though they are aware of it, they choose to let this custom continue because they believe it to be normal rather than reporting it or taking action to stop it. In actuality, they contribute to the persistence of bullying in schools. Verbal bullying is one of the easiest forms of bullying to carry out, and it serves as the initial step toward other forms of bullying and can lead to further violence. Bullying through name-calling by the perpetrator is a method used out of the perpetrator's mischief, with the aim of weakening the victim. The dislike felt by the perpetrator manifests in verbal bullying behavior, specifically through teasing about names the victim dislikes. This method is considered sufficient by the perpetrator to weaken the victim's position. Additionally, it turns out that verbal bullying is already common among students, not only during recess but also frequently during the teaching and learning process. This is evident from the confession of one of the informants regarding the students' habits in the classroom. Students' prevention encompasses both direct and indirect activities that safeguard children from physical or psychological harm. Educators are crucial in bullying prevention by creating safe, inclusive environments, teaching empathy and social skills, setting clear expectations, and proactively intervening. Their roles include identifying bullying (in-person and online), supporting targeted students, addressing aggressor behavior with teaching-focused consequences, modeling kindness, and fostering open communication for reporting, often requiring staff training for effective, consistent action.

Based on this description, researchers are interested in conducting research at SMP Negeri 1 Tanjung Raja with the title "The Role of educators in students' verbal abuse and bullying prevention at SMP Negeri 1 Tanjung Raja, Tanjung Raja District, Ogan Ilir Regency" regarding it as a favorite school among children and parents. Since it was found several cases of bullying that occurred at SMP Negeri 1 Tanjung Raja, namely in the form of physical and verbal bullying. Physical forms of bullying include joking by hitting, pushing, while verbal forms of bullying include name calling parents make fun of body shapes, call people who are

not their real names and make sarcasm, while bullying behavior is considered normal by students, even though this is a case that must be followed up by the education unit or school. Considering that the lack of openness from students also results in bullying cases being given less attention by the school. For this reason, there is a need for a forum for complaints for students who have an impact on bullying behavior at school. The purpose of this research is to find out the role of educators in preventing those verbal abuses and bullying that occurs at SMP Negeri 1 Tanjung Raja and to find out how to prevent bullying in terms of Ministry of Education and Culture regulation number 82 of 2015 concerning the prevention and handling of acts of violence in the education unit environment.

## 2. RESEARCH METHODOLOGY

The methodology used in this study is qualitative. Qualitative research is more descriptive and analytically oriented. This study employs theory as a guide to keep the investigation focused on the facts found in the field (Bodgan and Taylor in Moleong, 2016:4). This study uses a descriptive qualitative research design to look at current issues and practices. The goal of descriptive qualitative research is to characterize the situation. This research was conducted at SMP Negeri 1 Tanjung Raja Ogan Ilir District.

There are two categories of data types employed in this study: primary data and secondary data. Primary data is obtained directly from the original source by conducting interviews, collecting observations, and recording the responses. According to Sugiyono (2015), primary data is information that the researcher obtains directly from the research object in order to solve predetermined issues. On the other hand, secondary data, which is used to augment primary data, is information that already exists in the form of records or archives, such as demographic data that is available at relevant institutions (Miles & Huberman, 2014). A deeper understanding of the topic being studied is supported by this secondary data.

There are various components to the data sources used in this study. First, the data sources include individuals who offer information about smartphone usage in schools, specifically students and teachers. Second, the environment in which students use smartphones is one of the data sources. This can give a general idea of the habits and behaviors of students in this situation. Third, the data sources consist of documentation, including pictures of pupils using smartphones, which will serve as visual proof of the observations made.

This study used observation, interviews, and documentation as data gathering methods. Additionally, triangulation techniques are used in data analysis to compare data from several sources and methods in order to confirm the reliability of the collected data. By analyzing the

consistency of observation results, interviews, and other data, triangulation is an efficient method of ensuring data quality, according to Miles and Huberman (2014). Furthermore, qualitative data analysis is carried out inductively, which implies that researchers create hypotheses or patterns of links based on the information gathered (Sugiyono, 2015). The three primary steps of this analytical method are data reduction, data presentation, and conclusion drawing. These steps are completed concurrently and continually until precise and trustworthy results are obtained.

## 3. RESULTS AND DISCUSSION

Based on the findings of the research results in the form of observations, interviews, and documentation, which were then analyzed, the discussion of the research findings will be conducted in accordance with the theory used to determine the Role of Educators preventing the verbal abuses and bullying that occurs at SMP Negeri 1 Tanjung Raja, Tanjung Raja District, Ogan Ilir Regency.

The role of educator is not only that of an instructor but also an educator, as they serve as a motivator, a figure, and a model related to disciplining children so that they are obedient and follow the rules both at school and in society. A student's success in learning should also be considered by the teacher, and the teacher is very important not only as an educator but also as a motivator, so that the child can identify the factors influencing their lack of success in learning. Additionally, a professional educator will be reflected in their appearance and performance of duties, characterized by expertise in both content and methods. In addition to their expertise, the image of a professional teacher is demonstrated through their responsibility in carrying out all their duties. educators who should be able to bear and carry out their responsibilities as teachers to students, parents, society, nation, country, and religion. As teachers or educators, teachers are one of the determining factors for the success of any educational endeavor. That's why every educational innovation, especially in curriculum and human resource development resulting from educational efforts, always comes down to the teacher factor. This shows how essential the role of teachers is in the world of education.

Educators are a determining factor in the quality of education because teachers interact directly with students in the classroom learning process. In the hands of teachers, the quality and personality of students are shaped. Therefore, a competent, responsible, skilled, and highly dedicated teacher is needed. The teacher is a living curriculum. No matter how good the curriculum and education system are, without the support of teacher capabilities, it will all be in vain. Competent and responsible teachers, especially in guiding student development to its

maximum potential. The ultimate goal of the entire teacher mentoring process is the development of a complete and mature personality.

The result of the study showed that the role of educators as the teachers play an important role as models for commendable behavior. Teachers create a positive environment, educate character (empathy, tolerance), educate students about the impact of bullying, closely supervise student activities, provide early detection and personal counselling, and build collaboration with parents and schools, with the aim of raising awareness, changing behavior, and building a safe school culture. Furthermore, Educators are not only responsible for delivering lesson material, but also for ensuring that students truly understand the concepts being taught and can apply them in real-life situations.

In accordance with the role of educators as teachers, the role of educators as motivators in school also played an important role. Due to the result of study, it is found that educators can be supporters of students when they encounter problems. It is clear that when students face some problems in the school, moreover if it is about verbal abuse and bullying. The educator's approach as a supporter is to provide empathetic, caring, and solution-oriented support. The educator begins by listening attentively, giving students the opportunity to express their problems without fear of being judged or ignored.

Other research results also indicate positive findings, stating that educators also play a role as facilitators in anticipating verbal abuse and bullying in schools. The educators provided a deep understanding of bullying (forms, impacts) through teaching and classroom activities, as well as facilitating group discussions and problem-solving. Encouraging students to learn on their own, explore themselves, and comprehend the effects of bullying through personal guidance, conversations, educational activities (like anti-bullying videos), teaching positive values (like empathy and tolerance), creating a safe school environment, and offering counseling to promote better awareness and behavior—not just offering advice, but also helping students come up with their own solutions so they can act in an empathetic and anti-bullying manner. From the research results, it was found that there are several important roles for educators as facilitators. The educators can become Safe Space Providers, in this case, the educators facilitate discussions and activities where students feel comfortable expressing their feelings, asking questions, and exploring bullying issues without fear of judgment. Besides that, the educators can become  Self-Learning Guides where they can help students discover their own understanding of the dangers and impact of bullying, rather than just telling them, but encourages critical thinking. The educators can become the information and education presenters. In this role, the educators showcasing educational videos or materials about forms

of bullying and how to overcome it, fostering students' moral understanding. Another role of educators as facilitators that were found in the research is that the educator can strengthen the character building and school culture. The educators help the students to instill values such as empathy, tolerance, mutual respect, and cooperation through daily habits, creating a positive and supportive environment.

The educators can become the personal guidance and counselling provider, providing individual and group guidance to help perpetrators understand their mistakes and victims overcome trauma, as well as nurturing students to have good morals and ethics. Moreover, the educators can become the observer and give early warning, actively observe student interactions to identify potential bullying and provide immediate guidance before it worsens. And the last role of educators as facilitator that were found in the research is the educator can become the collaborator which means that the educators can work with other teachers, parents, and school officials for more comprehensive case management. It can be concluded that the role of educators as facilitators can help students become agents of change, not just objects of prevention, enabling them to independently build a school free from bullying.

The interview results in this study also discuss the role of educators as demonstrators or role models in overcoming verbal abuse and bullying problems in schools, which is by showing good attitudes, empathy, tolerance, and respect for differences, thus becoming an example for students. There are five important points obtained from the interview results, which show that the role of educators is as role models. Educators can be direct role models. Research findings indicate that positive behaviors from educators, such as speaking gently, being fair, consistent, and attentive in daily interactions, can serve as an example of how to treat others with respect. Additionally, educators can also demonstrate integrity, honesty, and fairness in every action and decision, serving as moral role models for students. Not only that, in addressing verbal abuse and bullying cases, the educators firmly yet wisely, demonstrating assertiveness in enforcing rules while guiding perpetrators toward change. Educators can also create a supportive environment, for example, by establishing classroom rules together, involving students in creating class agreements about shared values (not mocking, helping each other) so they feel ownership and adhere to those rules. Next, by implementing Character Education, where educators are able to integrate values such as empathy, tolerance, and social responsibility into daily learning through stories, discussions, and relevant activities. Additionally, educators must also be sensitive to changes in students' behavior (quiet, afraid to play), which could be a sign of being a victim or perpetrator of bullying.

From the research findings, it was discovered that the role of educators as guides is carried out by providing individual guidance. Here, educators offer individual counselling to understand the perpetrators' motivations and the impact on the victims. Additionally, educators also provide information services by educating about the dangers and consequences of bullying. Besides that, educators also train students to control their emotions and interact positively, as well as instill polite behavior and respect for the differences present in the school environment. With this role, educators not only teach but also shape students into emotionally intelligent, responsible individuals capable of creating a school environment free from bullying.

The study result showed that as evaluators, educators play a crucial role in bullying prevention by identifying behavioral patterns, assessing the effectiveness of interventions, monitoring student progress (both perpetrators and victims), and evaluating the overall school environment to ensure prevention programs are effective. This goes beyond simply teaching; it also involves guiding, advising, and providing feedback so students understand the impact of bullying and cultivate positive character traits like empathy and tolerance, creating a safe and violence-free school. By playing the roles as evaluator, educators make sure that bullying prevention is more than just a program being implemented; rather, it is a truly successful way to shape students' character and create a safer and more supportive school culture.

The role of educators in students' verbal abuse and bullying prevention at SMP Negeri 1 Tanjung Raja Ogan Ilir District has already run well. From the interviews conducted with key informants, including the principal, guidance counselors, several homeroom teachers, and students at SMP Negeri 1 Tanjung Raja Ogan Ilir District, it was found that there is already collaboration between educators and teachers at this school in efforts to address verbal violence and bullying occurring at the school. Educators have played their roles well, even though there is still verbal abuse and bullying that continues to occur after school hours, and this is what the school is still trying to collaborate more with the students' families to ensure that verbal violence and bullying in the environment of SMP Negeri 1 Tanjung Raja Ogan Ilir District reduced and completely eliminated. Verbal abuse and bullying. Verbal abuse and bullying are not only the responsibility of schools, especially at the junior high school age, which is a very vulnerable age easily influenced by the surrounding environment. The role of educators in schools as teachers, motivators, facilitators, demonstrators, guides, and evaluators in this case of bullying will not run smoothly without the participation of other parties, especially in the environment outside the school. Parental involvement is also expected as a future follow-up to prevent bullying.

**4. CONCLUSION AND SUGGESTIONS**

This research identified the role of educators in students' verbal abuse and bullying prevention at SMP Negeri 1 Tanjung Raja Ogan Ilir District. Due to the research findings, several conclusions were drawn. The role of educators in preventing and protecting students from bullying is not only as teachers, the educators can also become the personal guidance and counselling provider that fosters morality and ethics in students and offering individual and group counseling to help victims overcome trauma and offenders acknowledge their mistakes. In Preventing verbal abuse and bullying, the educators can become demonstrators or role models which is by setting an example for students by exhibiting positive attitudes, empathy, tolerance, and respect for differences. Additionally, the educators can also become guides who offer individual counselling to understand the perpetrators' motivations and the impact on the victims and also provide information services by educating about the dangers and consequences of bullying.

The educators can also become the facilitator that can collaborate to work with other teachers, parents, and school officials for more comprehensive case management. Lastly, the educators also act as the evaluators that play a crucial role in bullying prevention by identifying behavioral patterns, assessing the effectiveness of interventions, monitoring student progress, and evaluating the overall school environment to ensure prevention programs are effective. At SMP Negeri 1 Tanjung Raja Ogan Ilir District, the efforts of educators to prevent bullying and verbal abuse among students have already been successful. The principal, guidance counselors, a number of homeroom teachers, and students at SMP Negeri 1 Tanjung Raja Ogan Ilir District were among the key informants interviewed. It was discovered that educators and teachers at this school are already working together to address bullying and verbal abuse that occurs there. Even though verbal abuse and bullying still happen after school hours, educators have done a good job of fulfilling their roles. The school is still working with the families of the students to reduce and eventually eradicate verbal violence and bullying in the SMP Negeri 1 Tanjung Raja Ogan Ilir District.

Bullying and verbal abuse are not just the responsibility of schools, particularly for junior high school students, who are particularly sensitive and easily influenced by their surroundings. Without the involvement of other parties, particularly in the environment outside the school, the role of educators in schools as instructors, motivators, facilitators, demonstrations, guides, and evaluators in this situation of bullying will not function smoothly. In order to prevent bullying in the future, it is suggested parental engagement is also anticipated and the school's support for organizing an anti-violence program involving student and parent

participation. In this program, the school created small pamphlets made by students to increase literacy and provide visual education on the importance of preventing bullying.

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