



THE RELATIONSHIP BETWEEN VERBAL BULLYING AND CRITICAL THINKING IN HIGH SCHOOL ELEMENTARY TEACHER EDUCATION STUDENTS

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Abstract: The purpose of this study is to determine the relationship between verbal bullying and critical thinking in high school students and the degrees of students' critical thinking based on verbal bullying. The approach of this study was corellational quantitative. This research was held at University of Muhammadiyah Sumatera Utara that consist of 155 students. The sample taken randomly amount to 44 students. The instrument used is a closed questionnaire for verbal bullying and critical thinking skill test. The results showed a negative relationship verbal bullying and critical thinking skill in high school students ($r = -0.315$, $\rho < 0.05$). it showed that higher verbal bullying degrees, got less critical thinking and less verbal bulliying degrees, got higher critical thinking. This research also showed that students with high verbal bullying degrees got 74,74 average score for critical thinking, students with medium verbal bullying degrees got 90,75 average score for critical thinking and students with little verbal bullying degree got 89,38 average score for critical thinking. This suggests that stop verbal bullying because it can effect for someone's critical thinking.

Keyword : verbal bullying, critical thinking.

INTRODUCTION

Industrial revolution development is increasing rapidly leading to the emergence of various inventions that make human work easier but it also has a negative impact on the field of work that requires human resources. This causes many people argue about it, especially education experts to face this challenge. One of the things that can be done is by analyzing high-level human thinking skills (HOTS). One of the important things in high-level thinking is critical thinking skill. The critical thinking skill is important because having critical thinking, one can solve problems and consider things in making the right decisions. Critical thinking is an intellectual process where thinkers deliberately assess the quality of their thinking, thinkers use reflective, independent, clear and rational thinking. According to Halpen (in Achmad, 2007) critical thinking is empowering cognitive skills or strategies in determining goals. The process is carried out after setting goals, considering, and referring directly to the target is a form of thinking that needs to be developed in order to solve problems, form conclusions, gather various possibilities and make decisions when using all these skills effectively in the right context and type.

A student should have got this ability because this ability makes a person not only a follower but deciding that it's goog or not. There are two factors that can affect the high and low level of one's thinking skills, namely internal and external factors. External factors that can influence this ability are the processes of activities that can stimulate this ability, the environment around students, and facilities that adequately realize these skills. The internal factors that can trigger these skills are motivation, lifestyle, and other factors that come from students. The other factor taken in this study was verbal bullying.



Verbal bullying is an act of violence through negative words that can hurt someone's feelings. Verbal bullying can be characterized by students often giving negative taunts to someone or being indifferent and ignoring victims. In addition, calling someone's name with an animal's name, saying stupid and berating or angry including one indication of verbal bullying.

Based on the various statements above, the researcher interested in knowing the relationship between verbal bullying and students' critical thinking skills. The purpose of the study was to determine the relationship between verbal bullying and students' critical thinking skills. In addition, this study also aims to analyze the ability of student skills based on the level of verbal bullying.

RESEARCH METHODS

The kind of this study is quantitative correlative. Thus this study will correlate verbal bullying and students' critical thinking skills. The population of this study were all first semester PGSD students consist of 155 people. Sample is taken randomly. The sample consist of 44 people.

The instruments of this study were questionnaires and tests. Questionnaire for (verbal bullying) is 20 questions. As for critical thinking skills is an essay test with a question that consists of 5 essay questions. The indicators of verbal bullying are: The data analysis carried out in this study was to find a correlation with the SPSS 16.0 program. by comparing the coefficients $\square < 0.05$.

Furthermore, to determine the level of verbal bullying of students, the median value of verbal bullying scores was sought first. Sisw categorized as verbal bullying is low. This indicates that these students are not victims of verbal bullying. If students have a score above the median score, then the student is categorized as verbal high bullying. This indicates that these students are victims of bullying.

Table 1. Verbal Bullying Indicator

Indicator	Question	Total
Call someone with discriminative=ve calling	1,2,3,4,5	5
Give a bad comment and suggest	6,7,8,9,10	5
Scold, yell, mock	11,12,13,14,15	5
defame	16,17,18,19,20	5
	20	20

Sourcee : Tabloid Bintang





Table 2. Critical thinking Indicators

Indicator	Characteristic	Question	Total
Interpretate	Understand the problem by writing the known and asked questions correctly	1,2	2
Analyze	Identifying the relationship between the statements, questions, the concepts given in the questions shown correctly and giving the right explanation.	3,4,5	3
Evaluate	Using the right strategy in solving problems, complete, and correct in carrying out calculations.	6,7	3
Inference	Able giving conclusions correctly	8,9,10	3
	Total	10	10

RESULTS AND DISCUSSION

Verbal bullying is violence act through words that can hurt someone's heart which can cause a person be depressed. In relation to verbal bullying, it also inhibits student motivation in various ways, one of which is the ability to think critically. The results showed that there was a relationship between verbal bullying and students' critical thinking skills but this relationship was negative. It shows that the higher level of verbal student bullying, less their ability to think critically. It showed that students who are victims of bullying won't hone their critical thinking skills. But the students who have a low verbal bullying score, their critical thinking skills are high. This shows that students that not the victims of verbal bullying will be easy to sharpen their critical thinking skills. The coefficient obtained is -0.315 with $r_{table} 0.297$.

In this study, after the bullying verbal score was described based on the median value of 38, it calculated that there were 19 students with high verbal bullying scores (bullying victims), the average critical thinking skills obtained was 74.74. For students with moderate levels of verbal bullying, there are 4 students with a critical thinking average score of 90.75. Students with a low level of verbal bullying (not victims of bullying) there were 21 people with a score of critical thinking skills of 89.38. For more details, see the following table:

Table 3. Verbal Levels of Bullying and Average Score of Critical Thinking Skills

Verbal Bullying	Critical Thinking	
	average	Total
Low	89.38	19
Moderate	90.75	4
High	74.74	21

For more understanding how the difference between the average results of students' critical thinking skills and verbal bullying can be seen in the following picture:

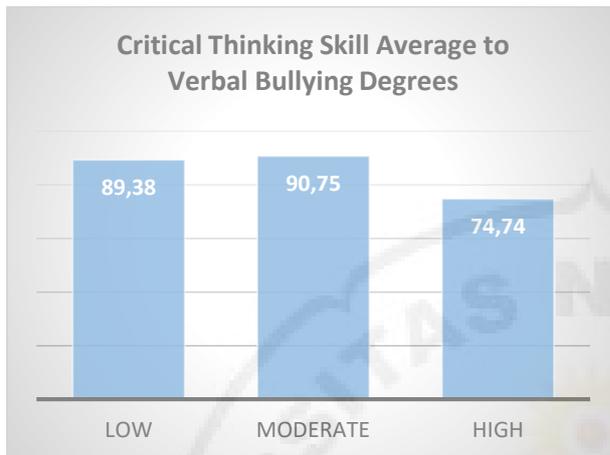


Figure.1 Average Score Score of Critical Thinking Skills Against Verbal Scores of Student Bullying

From the picture above, it can be seen clearly that students with high and moderate levels of verbal bullying have better results of critical thinking skills than students with high verbal bullying.

The results of this study supported by by Purwati (2016) which states that students with low critical thinking skills are less able to evaluate various things that occur due to the lack of external involvement that exists on. Verbal bullying is one of these external forms. According of that statement, Becker and Shimahad, Nohda, Yee (in Irsan 2014) stated that open ended is a learning process that is able to improve thinking skills students will be hampered if they are unable to have curiosity in themselves. Verbal bullying is identified as affecting the confidence of students in themselves.

CONCLUSION

The conclusion of this study is the existence of a negative relationship between verbal bullying and student thinking skills. The coefficient value obtained is $-0.335 > r_{table} 0.297$. As for the verbal bullying score described based on the median value of 38, there were 19 students with high verbal bullying scores (bullying victims) after being analyzed, the average critical thinking skills obtained were 74.74. For students with moderate levels of verbal bullying, there are 4 students with a critical thinking average score of 90.75. Students with a low level of verbal bullying (not victims of bullying) there were 21 people with a score of critical thinking skills of 89.38.

This study suggests that all education stakeholder centers such as families, schools and communities not to bullying even if it is only in the form of words (verbal bullying) because this turns out to be related to how their ability to think especially critical thinking.

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