

The role of the Anti-Bullying Task Force In Minimizing (Verbal) Violence In The Private Ibtidaiyah Madrasah Imam Syafi'i, Telaga District, Gorontalo Regency

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Abstract

The aim of this study was to assess the effectiveness of the Anti-Bullying Task Force in reducing verbal violence at Private Ibtidaiyah Madrasah Imam Syafi'I, Telaga District, Gorontalo Regency. Utilizing a Descriptive Approach with a qualitative research type, the study employed stratified random sampling to select 9 respondents. Data collection methods included observation, interviews, and documentation. The task force primarily focused on prevention through various strategies, such as providing advice during morning dhikr sessions and before learning activities, as well as educating students on the consequences of bullying. In handling incidents, the task force employed motivational counseling and imposed sanctions when necessary, ensuring student agreement and avoiding physical harm. Post-traumatic support emphasizes providing encouragement to victims of verbal violence, encouraging them to respond assertively without resorting to physical confrontation. The study revealed that gentle counseling had a positive impact, as evidenced by increased reporting of bullying incidents and a reduction in bullying behaviors within the madrasah. Overall, the findings underscored the importance of proactive intervention and supportive measures in mitigating verbal violence among students.

Keywords: Task Force, Verbal Bullying, Violence

Introduction

Education is the foundation and initial foothold in the development of educational practices, for example, curriculum development, school management, and teaching and learning processes (Teng & An, 2021). Curriculum and learning have a relationship with educational theory or in the preparation of a curriculum and this learning plan refers to educational theory. Various theories developed today have colored the process and practice of education. The contribution of figures in creating theories has provided development and progress in the educational process (Teng & An, 2021). The birth of theory in the field of

education gives a new color to the education system, teaching and learning process, madrasah management, and learning methods.

Education etymologically comes from the word "*paedagogie*" from Greek, consisting of the word "*pais*," meaning child, and "again," meaning guiding, so if interpreted, *paedagogie* means guidance given to children. In Roman languages, education comes from the word "educate," which means to bring out something that is from within. While in English, education is termed with the word "to educate," which means to improve morals and train intellectuals (Teng & An, 2021). Linguistically, the definition of education means guidance carried out by someone (adult) to children to provide teaching and moral improvement and train them intellectually. Guidance to children can be done not only in formal education organized by the government, but the role of family and community can be a guiding institution that is able to foster understanding and knowledge (Adisti, 2010).

Students in the world of education are known as social creatures, and they always interact socially with others. Social interaction becomes a major factor in interpersonal relationships between two or more people influencing each other. Social interaction can cause a person to become close and feel together, but conversely, it can also cause a person to become distant and excluded from a relationship (Higgins, 2022). For learners, social interaction occurs first within the family, especially with parents. Then, along with the development of one's social environment, social interaction covers a wide social sphere, such as school and with friends. Children's behavior will develop according to their social interactions at school, and along with the entry of children into elementary school, there will be a change in the child's relationship with parents. These changes are partly due to an increase in the time that children spend with their peers will be more (Djamarah, 2014).

The relationship between parents and children will develop well if both parties foster openness. Speaking and listening are very important. In this period, parents and children have had a collection of past experiences together, and these experiences make family relationships more unique and meaningful (Djamarah, 2014). Not only relationships with parents but also children's relationships at school will increase over time, namely relationships with peers (Rahimah & Koto, 2022). During this period, children will spend more time interacting with the wider world, so more problems will be faced by children. In order for children to develop more, parents must let them be free to develop, especially allowing children to have relationships with peers, because after all, for school-age children, *peers have* almost the same function as parents. Friends can provide peace of mind when experiencing worry. It is not uncommon for a child who was once timid to turn into a brave thanks to peers. Peer selection is also very decisive because when it is wrong to choose friends, the result is the opposite (Yosef et al., 2023). This is an undeniable thing because at school children will definitely find this event. As is the case with early childhood, interacting with peers is a much more time-consuming activity during middle and late childhood.

Peer interaction of most school-age children occurs in groups or groups, so this period is often called group age "At this time, children are no longer satisfied playing alone at home, or with family members, this is because children have a strong desire to be accepted as a group member, and feel dissatisfied when not with their friends (Palikara, Castro-Kemp, Gaona, & Eirinaki, 2021). In elementary school-age children, there begins to be an effort to develop an assessment of others in various ways. This is seen in both high and low-class children who already have cultural stereotypes about the body. In this case, they, for example, judged that sturdy (muscular) boys were more favored than other children and continued to improve by basing more on personal qualities, such as honesty, kindness of the day, humor, and creativity. Children who interact less are usually less noticed by their friends, and usually, this child will be isolated (Pratiwi, Herlina, & Utami, 2021).

Developmental psychologists have long studied peer group formation and status in groups to find out which children tend to become popular. Researchers have also conducted studies to determine which children are often alone and which are liked by other children. The sociometric technique, is a research technique used to determine the social acceptance of children among their peers. In this case, they typically ask children who belong to an organization (e.g., in a classroom) which children deserve to be classified as good friends, who are most liked by other children, or who are less liked. This research has shown that the sociometric technique is a valuable tool for understanding social dynamics within groups of children. In one study, the sociometric technique was used to select 50 children, 25 popular and 25 rejected/neglected, for further research. The study found that children who are not named at all by their peers are considered neglected children and are the most vulnerable group in the class (Desmita, 2017).

The rising incidence of bullying in primary schools has garnered the attention of education and psychology experts worldwide. Numerous initiatives have been undertaken to diminish instances of bullying behavior (Wicaksono, 2023). On the basis of the answers of these children, a sociogram is constructed, which is a diagram that describes the interaction of members of a group or how each child in a group feels about other children. This sociogram determines which children are accepted by other children, which are accepted by a few classmates, and which are not accepted by anyone. This is also an act of bullying that is alienating other friends (de Souza, Gillett, Salifu, & Walshe, 2024). The result of this action can be concluded that children in a class are divided into two, namely popular children (*popular*) and unpopular children (*unpopular*). Popular children are preferred, and unpopular children will usually be isolated and bullied both physically and verbally (van den Berg, Lansu, & Cillessen, 2020).

The narration of sentences that lead to verbal abuse is also common and often found in almost every class. The impact of verbal violence is necessary and must be considered; although verbal violence does not have an impact on the child's physique, this verbal

violence has more impact on the psychological injuries of the victim (Lau, Aipipidely, & Ratu, 2021). In this regard, this study aims to describe the dangers and impacts of verbal bullying, the role of the task force in minimizing cases of verbal bullying in schools, and the role of schools in minimizing cases of bullying in schools. The factors that influence verbal violence come from the teachers and learners themselves, and the main factors come from the learners.

A formal educational institution, namely Elementary School (SD) / Madrasah Ibtidaiyah (MI), certainly has problems, so it is a special concern for researchers to know these problems. In this observation, it was found that there are still many worrying phenomena, especially cases of bullying that cannot be tolerated, so researchers want to examine this problem more (Kustanti, Rahmandani, & Febriyanti, 2020).

A school is a place for a child to get a proper education. It is not an institution that makes children tormented or feel like they are living in prison. Through school, students are expected to be able to develop their potential, develop their academic intelligence, and develop a better character personality. Therefore, the educational process certainly needs to receive true attention from all groups in the education unit because education is a very important issue for a community or individual who is in it.

This problem stems from the attitude shown by one of the grade IV students, who is often silent and does not interact with his friends. Even when learning takes place, friends often ridicule him when he cannot answer questions asked by educators, so these students often cry when learning takes place (Kustanti et al., 2020). This happened again when the teacher gave a game called OPAS. OPAS is a game to train students' focus. When the game takes place, it is clear that his friends are conspiring and often give / mention their numbers to students who are often bullied with the aim that the child loses in this game, during the game the bullied child turns out to lose and cannot say the number to other numbers because of the ridicule that is always thrown by his friends (Kadullah, 2021). And in the end when this kid lost, he immediately cried and his friends didn't care about it. This is a phenomenon that must be overcome because it is quite fatal and has consequences on his psychic and academic, which makes it difficult for this child to develop himself. This is very fatal, which results in children not being able to develop themselves because every day, they will not care about what they will learn today but how to prevent themselves from being bullied today (Kadullah, 2021).

The child who is bullied will be haunted by fear every day, and this child will feel happy if the friend who bullied him is not present. This is a fun fact for students who experience violence or bullying. Based on observations, especially verbal violence, including (Pratiwi et al., 2021): (1). There are still homeroom teachers who do not understand the dangers of verbal violence, (2). There is still a lack of concern for homeroom teachers towards students who are bullied and think that bullying is common (3). Not following up on the bully that occurs in class only allows it, (4). Does not create a

deterrent effect on bullies (5). There are no other teachers who follow up on bullying cases and do not create a deterrent effect on perpetrators. 6). The role of the task force in minimizing violence (verbal) has not been maximized.

With these various problems, there is still the role of teachers, and schools that do not understand and follow up on this. Based on the explanation above, the researcher is interested in taking the title of the study "The Role of the Anti-Bullying Task Force in Minimizing Acts of Violence (Verbal) in Madrasah Ibtidaiyah Imam Syafi'i, Telaga District, Gorontalo Regency." Talking about bullying is certainly inseparable from violence, one of which is verbal violence (verbal bullying) (Kadullah, 2021).

The anti-bullying task force is a task force formed by madrasahs as a forum to minimize bullying violence, one of which is verbal violence within the Imam Shafi'i Private Ibtidaiyah Madrasah. One of the reasons for the establishment of the madrasah anti-bullying task force is because of reports of violence that have led to bullying, so the madrasah anti-bullying task force was formed to minimize violence in madrasahs. All teachers or educators in the madrasah are responsible for the madrasah anti-bullying task force, which has been divided into three areas, namely the field of bullying education and services, the field of handling bullying, and the field of post-trauma handling who are tasked with the SOP that has been made in the madrasah anti-bullying task force and has a role in minimizing violence in the Imam Syafi'i Private Ibtidaiyah Madrasah (Sanjaya, 2018).

The formation of anti-bullying task force was formed because of actions that have led to bullying, for example, verbal violence and frequent ridicule, which is often complained by students, and the inclusion of parent reports from students, so that an anti-bullying task force was formed with the aim of minimizing acts of violence that have led to bullying. It is undeniable that bullying is an action that will continue to exist and will not run out, but with the existence of an anti-bullying task force, bullying violence can at least be minimized by giving advice that can stimulate students not to repeat their actions and provide sanctions or *punishments* that do not physically harm the bully (Kadullah, 2021).

The role of the task force in minimizing (verbal) violence in the Imam Syafi'i Private Ibtidaiyah Madrasah, Telaga District, Gorontalo Regency, is more emphasized on giving gentle advice to students, considering that students their age are children who need to be advised and guided by educators to be better and not provide sanctions or punishments that can physically hurt the bully.

Understanding bullying and its dangers is very important for students, educators, education staff, and education unit partners to have a basis of knowledge and understanding of bullying and its impact. In the future, schools can develop empathy or partiality towards children according to their stage of development and can take appropriate action without violence. In handling this, the school is expected to maximize an effective task force (satgas) to minimize verbal violence in Madrasah Ibtidaiyah Imam Syafi'i. Education is the

fulcrum of hope to develop a nation; education is also an institution that can advance civilization and can develop society for the better (Melemah, n.d.).

The CDC report on bullying and cyberbullying discusses the serious consequences of bullying, including mental health and behavioral problems, and emphasizes the importance of teaching respectful behavior and building safe and supportive learning environments. PREVNet's study on the dangers of bullying also lists the immediate and long-lasting side-effects of bullying, which can include academic problems, aggression, and increased risk of criminal adulthood (Armitage, 2021).

Research Methods

The research method used in this study is qualitative research with a descriptive approach. The research was conducted directly on the anti-bullying task force at the Imam Syafi'i Private Ibtidaiyah Madrasah, Telaga District, Gorontalo Regency. Qualitative research refers to the philosophy of postpositivism, where the researcher acts as the main instrument to collect data directly related to the object of research. A qualitative approach was used to explore and explain the role of the anti-bullying task force in minimizing verbal violence in the Madrasah.

The object of this research is the role of the anti-bullying task force at the Imam Syafi'i Private Ibtidaiyah Madrasah, Telaga District, Gorontalo Regency. The main data sources were obtained from research subjects, such as the head of the madrasah, the head of the anti-bullying task force, the heads of the anti-bullying task force, homeroom teachers, and students. Secondary data sources complement primary information obtained through research documentation and literature studies.

The population of this study was all members of the anti-bullying task force, homeroom teachers, and students at the Imam Shafi'i Private Ibtidaiyah Madrasah. The sample was selected purposively to obtain data relevant to the role of the anti-bullying task force in minimizing verbal violence.

Data collection techniques include observation, interviews, and documentation. Observation is carried out by observing the learning process in the classroom as well as responses to acts of verbal violence. Interviews were conducted with the head of the madrasah, the head of the anti-bullying task force, field leaders, homeroom teachers, and students. Documentation is used to supplement observation and interview data.

Data analysis is carried out through data reduction, data presentation, and conclusions. Data reduction is done by selecting, classifying, and summarizing relevant data. The presentation of data is carried out by displaying information on the results of systematic data reduction. Drawing conclusions is carried out by analyzing data to answer research questions and verify the validity of research results.

The research stages include confirmation of the research title, initial observation, consultation with supervisors, meetings with teachers, data collection, data processing, and

presentation of findings. Each stage is carried out carefully to ensure the quality and validity of research results.

Results and Discussion

What is the role of the task force in the field of education and bullying services in minimizing acts of violence (verbal)

a. Verbal abuse Mocking

From the results of the research obtained, the role of the task force in the field of education and bullying services that in minimizing acts of verbal violence, especially teasing between students, is to always provide education, direction, and advice to students both before verbal violence and after verbal violence, and does not stop giving directions, or advice to students

b. Verbal abuse makes fun of

From the results of the research obtained, it can be concluded that the action in minimizing verbal violence to make fun is to invite the perpetrator, then given direction and advice so as not to do actions that hurt the feelings and hearts of others, so the action is to advise often because children their age are children who need guidance and affection from educators

c. Verbal abuse giving names with inappropriate nicknames

From the results of the research obtained, it can be concluded that verbal violence such as giving names with inappropriate nicknames, rarely or not often, but there are still some students who give their friends names with bad nicknames, and the actions that must be taken in minimizing this action are by calling the perpetrator and victim then given direction and also advice to the perpetrator and victim not to do all the actions that hurt their friend's heart, and if it continues to be repeated, they will be sanctioned but with sanctions that do not physically harm the perpetrator

d. Verbal abuse cheering

From the results of the research obtained, it can be concluded that the action in minimizing verbal violence such as cheering or cheering in a knocking tone is by not getting tired of giving advice to the perpetrator and also the victim, then telling the victim to fight but not physically but through rejecting that I do not like being treated like this or being bullied

e. Threatening verbal abuse

From the results of the research obtained, it can be concluded that actions that can be taken to minimize verbal violence such as threatening are by calling the perpetrator to the teacher's room, then given direction and advice then if you continue to repeat the same action, sanctions will be given and the perpetrator's parents will be invited and presented to the madrasah to inform their child's actions and follow up on the actions of the child

What is the role of the task force in handling bullying in minimizing (verbal) violence

a. Mocking verbal violence

From the results of the research obtained, it can be concluded that verbal violence usually occurs because of the excessive way students play or because students are not invited to play by other friends and the way to deal with them is by reprimanding and not getting bored, advising them not to do things that are not appropriate

b. Verbal abuse makes fun of

From the results of the research obtained, it can be concluded that the action in minimizing verbal violence is ridiculing like a group of students making fun of other students when they cannot answer questions from educators, namely by reprimanding groups who commit violence and then telling them to answer questions from educators, and when they cannot answer then sanctions and advice will be given so that they do not repeat actions what they do.

c. Verbal abuse giving names with inappropriate nicknames

From the results of the research obtained, it can be concluded that verbal violence giving names with inappropriate nicknames rarely or not often, but there are still some students who give their friends names with inappropriate nicknames, and if found students who commit these actions will usually be immediately reprimanded and given advice by educators and if it continues to repeat it will be handed over to the marasah anti-bullying task force.

d. Verbal abuse cheering

From the results of the research obtained, it can be concluded that actions in minimizing verbal violence such as cheering in a derogatory tone, especially those that occur in the classroom, namely by being reprimanded directly by educators and then given direction and advice again to always respect friends.

e. Threatening verbal abuse

From the results of the research obtained, it can be concluded that the solution taken in minimizing verbal violence such as threatening is to give direction and advice when students take actions that are overdue, then if they continue to repeat the violence, they will be followed up by the madrasah anti-bullying task force.

What is the role of the task force in post-traumatic handling in minimizing acts of violence (verbal)

a. Mocking verbal violence

From the results of the research obtained, it can be concluded that the role of the task force in post-traumatic handling in minimizing verbal violence is by calling the perpetrators and victims of bullying, then given directions and advice to no longer do actions that lead to bullying behavior, and telling the perpetrator to promise not to do the act again, and if it continues to repeat it will be sanctioned or will be reported to his parents.

b. Verbal abuse makes fun of

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as making fun is to invite perpetrators and victims to be interviewed and asked, why did this, who initiated the act and others, then given direction and advice again so as not to do actions like this again. And if it continues to recur, there will be sanctions given but with sanctions that have been agreed and do not physically harm the perpetrator.

c. Verbal abuse giving names with inappropriate nicknames

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing verbal violence such as giving names with inappropriate nicknames, namely by being reprimanded directly, then called and given direction and advice, considering that children like them are children who need to be guided and given advice if they have crossed the line. And if it is still repeated and on the same perpetrator, then sanctions will usually be given such as rote memorization, doing pushups, and others with a note of not physically harming the perpetrator.

d. Verbal abuse cheering

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as cheering is still the same as before, namely by endlessly providing direction and advice to perpetrators not to commit actions that lead to bullying and if repeated will be sanctioned.

e. Threatening verbal abuse

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as threatening is by securing the perpetrator in one room and handled directly by the person in charge of the task force in the field of handling such as being interviewed one-on-one and not involving other parties, then given direction, advice, and told to promise not to do it again, And if it continues to repeat then we will be notified to his parents to be handled in the madrasa.

Based on observations and observations made by researchers at the Imam Syafi'i Private Madrasah Ibtidaiyah, researchers suggest that, there are still homeroom teachers who do not understand the dangers of verbal violence, there is still a lack of homeroom teacher concern for students who are bullied and think that bullying is a common thing, not following up on bullying that occurs in class only allows it, does not make a deterrent effect on bullies perpetrators, there are no other teachers who follow up on bullying cases and do not make a deterrent effect on perpetrators, the role of the Task Force (Satgas) in minimizing verbal violence in madrassas has not been maximized.

The focus of this research study is to describe the Role of the Anti-Bullying Task Force in Minimizing Acts of Violence (Verbal) in the Private Ibtidaiyah Madrasah Imam Syafi'i. The indicators that are the basis for this study are as follows: 1) Verbal violence such as mocking, for example mockery carried out by students to other students. 2) Verbal abuse such as giving their friends inappropriate nicknames, such as calling their friends unkind nicknames. 3) Verbal violence such as cheering, for example a group of students cheering students who cannot answer questions from educators. 4) Verbal abuse is ridiculing, for example such as students making fun in a tone of dropping to other students when presenting the answer. 5) Verbal violence such as threatening, for example such as students threatening other students if they do not follow what the perpetrator instructs.

Researchers make the above indicators as material to informants who have been selected and described as follows:

The role of the task force in minimizing (verbal) violence in the Imam Shafi'i Private Ibtidaiyah Madrasah

Based on the findings that the researchers got above that the role of the task force in minimizing acts of violence (verbal) in the Private Madrasah Ibtidaiyah Imam Syafi'i carried out by educators and the anti-bullying task force by providing direction, motivation and advice to students, then providing sanctions if students continue to repeat their actions where the sanctions given do not physically harm the perpetrators. This can be seen from the results of interviews and observations of the task force and all educators do not stop and always advise students, because the principle is that an educator is an advisor, tasked with shaping one's personality, and directing accompanied by an explanation of the good and bad of something. In line with Djamarah's opinion (2014: 104), during life, no one is spared from advice, especially for those who are religious. In every religion teaches and advises all its people to avoid all forms of actions that can contain stains of sin so that their souls are clean. Advice is an educational method that is quite effective in shaping a child's faith, as well as preparing his morals, soul, and social sense. Giving advice can have a great influence on opening a child's heart to an essence, encouraging him towards good and positive things with noble morals and awakening him to Islamic principles into the soul when used in a good and touching way.

In this case, the task force minimizes verbal violence by using the advice method. In the learning process giving advice is a demand of shari'i before the demands of education and teaching. An educator is not someone who only delivers material, but an educator also needs to provide advice and direction to students that is no less important than teaching and learning, but educators should also pay attention to ways to deliver good advice, deliver patiently, and pay attention to the right time to give advice. This is in line with Syarbini (2016: 100), the method of advice is the delivery of words that touch the heart and are accompanied by example.

By giving advice that is done can minimize acts of verbal violence, this is evidenced by the behavior of students who are no longer afraid to report all acts of violence they experience to educators, which previously students rarely reported or complained so that educators find it difficult to detect and handle acts of violence that occur, this of course helps all educators in dealing with acts of violence that occur in the madrasah environment, In order not to commit all acts of verbal violence because this behavior has entered into verbal bullying because considering that with verbal violence students will experience psychological and mental disorders that inhibit students in the learning process.

The role of the task force in the field of education and bullying services in minimizing verbal violence in the Private Ibtidaiyah Madrasah Imam Syafi'I

In minimizing verbal violence in private ibtidaiyah madrasahs, Imam Shafi'I Task Force for bullying education and services, carrying out a form of prevention to minimize students which is more emphasized on giving advice to every apple and morning dhikr, providing motivation and advice before starting learning, and providing education on the dangers of bullying carried out by homeroom teachers before learning. This can be seen from the results of observations and interviews conducted by researchers.

a. Verbal Violence Mocking

The role of the task force in the field of education and bullying services in minimizing verbal violence is carried out by always providing education, direction, and advice to students both before verbal violence and after verbal violence occurs, namely by providing regular education to students and not stopping giving direction or advice to students.

b. Verbal Abuse Mocking

From the results of the research obtained, verbal violence mocking is the most violence that occurs and is often complained by students, because this violence is violence that often occurs when learning takes place, and the role of the task force in this case is by inviting perpetrators, then given direction and advice so as not to do actions that hurt the feelings and hearts of others, So the action is to advise often because children their age are children who need guidance and love from educators.

c. Verbal abuse gives names with inappropriate nicknames

The task force and educators try to minimize this type of violence and from the results of the research obtained it can be concluded that verbal violence such as giving names with inappropriate nicknames, rarely or not often, but there are still some students who give their friends names with bad nicknames, and the actions that must be taken in minimizing this action are by calling the perpetrator and victim then given direction and Also advice to perpetrators and victims not to do all actions that hurt their friends, and if it continues to repeat it will be sanctioned but with sanctions that do not physically harm the perpetrator.

d. Verbal Abuse Cheering

In minimizing acts of violence such as cheering the education task force and bullying services, giving advice regularly to students, giving advice to perpetrators and victims, then telling victims to fight but not physically but through rejecting that I don't like being treated like this or being bullied.

e. Threatening Verbal Abuse

While verbal violence such as threatening is violence that rarely occurs but still exists, for example there are students or perpetrators telling victims that "don't tell the teacher that I am not on duty or carry out pickets otherwise I will give punishment" of course this is an act of verbal violence that leads to threats, then the role of the task force in minimizing this is by calling the perpetrator and then given directions And one-on-one advice, then if we continue to get a report or see this kind of action again with the same person then sanctions will be given and the perpetrator's parents will be invited to the madrasa.

The role of the task force in handling bullying in minimizing verbal violence in Imam Syafi'I Private Ibtidaiyah Madrasah

The task force and educators try to minimize violence, especially verbal violence by using methods of giving advice that are motivating, educational and of course can minimize verbal violence. By giving good and correct advice and done in a gentle way can provide stimulus to students so as not to do actions that lead to bullying and can be even better.

a. Verbal Violence Mocking

Verbal violence such as teasing between students usually occurs because the way students play is excessive or because students are not invited to play by other friends and the way to deal with them is by reprimanding and not getting tired of advising them not to do things that are not appropriate.

b. Verbal Abuse Mocking

As for verbal violence, making fun of the results of the research obtained, it can be concluded that acts of verbal violence such as making fun are often experienced by students when learning takes place. The task force in the field of handling in minimizing verbal violence ridiculing is by inviting students who commit these actions, then given direction and advice about the dangers of bullying and how to respect friends then give sanctions or punishments if they continue to repeat the same actions but with sanctions that do not physically harm the perpetrators.

c. Verbal abuse gives names with inappropriate nicknames

From the results of the research obtained, it can be concluded that verbal violence giving names with inappropriate nicknames rarely or not often, but there are still some students who give their friends names with inappropriate nicknames, and if found students who commit these actions will usually be immediately reprimanded and given advice by educators and if it continues to repeat it will be handed over to the marasah anti-bullying task force.

d. Verbal Abuse Cheering

Verbal abuse is an act of violence that is almost the same as violent mocking, but this usually happens outside the classroom when students play, that is, some students cheer students with the aim that other students feel sad or upset. From the results of the research obtained, it can be concluded that actions in minimizing verbal violence such as cheering in a degrading tone, especially those that occur outside the classroom, namely by being reprimanded directly by educators and then given direction and advice again to always respect friends. And if it continues to be repeated, sanctions will be given but not physical injury from the perpetrator.

e. Threatening Verbal Abuse

The role of the task force in minimizing this action remains the same as giving advice because considering that children their age are children who need guidance and affection from educators, namely by always being given motivation and advice gently, and if it continues to be repeated, it will be followed up with sanctions or *punishment* but with *punishment* who do not physically divorce the perpetrators such as telling them to rest 50 times or 100 times, memorizing, and adding memorization and surah to students, this is useful as *punishment* to students so that they no longer commit acts of verbal violence

The role of the task force in post-traumatic handling in minimizing verbal violence in the Imam Syafi'I Private Ibtidaiyah Madrasah

Students are always given direction and advice from educators, where educators here are also members responsible for the anti-madrasa bullying task force. Advice and direction are appropriate and must always be given by educators because considering that students their age are children who must always be given direction so that they do not do actions that can hurt others.

a. Verbal Violence Mocking

The role of the task force in handling post-trauma in minimizing verbal violence is by calling perpetrators and victims of bullying, then given directions and advice to no longer commit actions that lead to bullying behavior, and telling perpetrators to promise not to do the act again, and if it continues to repeat it will be sanctioned or will be reported to their parents.

b. Verbal Abuse Mocking

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as making fun is to invite perpetrators and victims to be interviewed and asked, why did this, who initiated the act and others, then given direction and advice again so as not to do actions like this again. And if it continues to happen again, there will be sanctions given but with sanctions that have been agreed and do not physically harm the perpetrator.

c. Verbal abuse gives names with inappropriate nicknames

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing verbal violence such as giving names with inappropriate nicknames, namely by being reprimanded directly, then called and given direction and advice, considering that children like them are children who need to be guided and given advice if they have crossed the line. And if it is still repeated and on the same perpetrator, then sanctions will usually be given such as rote memorization, doing pushups, and others with a note of not physically harming the perpetrator.

d. Verbal Abuse Cheering

From the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as cheering is still the same as before, namely by endlessly providing direction and advice to perpetrators not to commit actions that lead to bullying and if repeated will be sanctioned.

e. Threatening Verbal Abuse

Meanwhile, from the results of the research obtained, it can be concluded that the role of the task force in the field of post-traumatic handling in minimizing acts of verbal violence such as threatening is by securing the perpetrator in one room and handled directly by the person in charge of the task force in the field of handling such as being interviewed one-on-one and not involving other parties, then given direction, advice, and told to promise not to do it again, And if it continues to repeat then we will be notified to his parents to be handled in the madrasa.

Students are always given direction and advice from educators, and educators are members responsible for the madrasah anti-bullying task force. Advice and direction are appropriate and must always be given by educators because considering that students their age are children who must always be given direction so that they do not do actions that can hurt others. From the results of the study, researchers found that the role of the task force in minimizing verbal violence in madrasah ibtidaiyah was carried out with gentle approaches, and using methods of advice that were always given, both before entering the classroom, when they entered the classroom, when they committed wrong actions such as verbally abusing their friends, and even when they were about to return home.

With the existence of the madrasah anti-bullying task force, verbal violence is rare and can be minimized, and it can be known that the Imam Syafi'I Private Ibtidaiyah Madrasah is one of the leading madrasahs based on religiosity which emphasizes more on faith-based education so that in the prevention of minimizing verbal violence is carried out gently, runs well and effectively which can make students able to control and reduce actions those that lead to verbal bullying.

Conclusion

Based on the results of research and discussion on the role of the task force in minimizing verbal violence in the Imam Syafi'I Private Ibtidaiyah Madrasah, Telaga District, Gorontalo Regency, it can be concluded that the task force for education and bullying services makes preventive efforts by giving advice to every apple and morning dhikr, as well as providing motivation before and after learning. Task forces and educators try to reduce verbal violence by providing motivating advice and giving light sanctions to perpetrators who keep repeating the behavior. The role of the task force in post-traumatic handling emphasizes more on providing encouragement and motivation to victims to reject bullying, but not physical actions. Despite maximum efforts, it is recommended that Madrasahs increase education about the dangers of bullying regularly and give stern warnings to perpetrators. Educators can provide direction and advice during learning, while learners are expected to listen and report acts of violence to educators. Similarly, researchers are expected to contribute as relevant references for future research in this field.

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