

Strengthening the Language of Love as a Prevention Measure School Bullying Prevention

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Abstract: Bullying in schools is a complex problem that requires serious attention. This study aims to examine the potential for strengthening love language as one of the effective prevention efforts in bullying cases in schools. The study focuses on literature that discusses the relationship between love language, positive social bonds, and prosocial behavior. The methodological procedure of this article uses a literature review approach. The results of the study show that love language with indicators of affirmative words, acts of service, gifts, quality time, and physical touch has great potential in creating an inclusive and supportive school climate. This study also identifies several factors that can affect the success of the implementation of love language in efforts to prevent bullying in schools, namely; training for educators, parent involvement, and support from the school environment. The practical implications of this study are the importance of integrating love language in school curricula and counseling programs to prevent and overcome bullying in schools.

Keywords: Bullying Prevention, Inclusive School Climate and Bullying, Love Language, Prosocial Behavior

A. Introduction

Bullying is a repetitive aggressive behavior, both physical and verbal, committed by an individual or group against another individual who is considered weaker (Hay et al., 2024; Jeong et al., 2024). Bullying cases have become a serious problem in the school environment. Bullying cases are a global issue in education units around the world, in line with international trends that show that school environments in different parts of the world are increasingly unsafe due to rampant bullying. Based on UNICEF data, two out of three girls and boys aged 13-17 have experienced at least one type of violence in their lives, 41 percent of 15-year-old students have experienced bullying more than several times a month; 45 percent of the 2,777 young people aged 14-24 surveyed through UNICEF's youth engagement platform U-Report said they had experienced cyberbullying (UNICEF, 2021). This phenomenon does not only occur in

developing countries but bullying also occurs in developed countries, ranging from basic education to higher education (Safaat, 2023). Based on data, KPAI has received 3,877 complaint reports, of which there are 329 cases of complaint reports regarding violence in the environment of education units, with the highest complaints namely; children who are victims of bullying or bullying, children who are victims of sexual violence, children who are victims of physical or psychological violence, children who are victims of policies, and children who are victims of the fulfillment of the right to educational facilities, (KPAI, 2023). Furthermore, until March 2024, KPAI has received 383 complaints of child protection violations, and 34% of the case data occurred within the education unit. Cases of violence in education units such as the iceberg phenomenon whose cases are still largely covered up and ignored (KPAI, 2024). Along with the development of technology, bullying cases are not only carried out with conventional methods but have become rampant using digital media called cyberbullying (Kee et al., 2024; Mehari et al., 2023).

The impact of bullying is not only limited to physical injuries but also extends to the psychological aspect of the victim. Victims of bullying often experience stress, anxiety, depression, trauma, and even thoughts of ending their lives (Nadhira & Rofi'ah, 2023; Naseem & Ali, 2022). In addition, bullying can also hinder the victim's social-emotional development, damage self-confidence, absenteeism at school, and decrease the victim's academic achievement the most fatal impact is the long-term impact, the victim of bullying has the potential to become a perpetrator in the future (Surip, 2024). An unsafe school environment due to bullying can also create a learning atmosphere that is not conducive to all students.

Various efforts have been made to address the problem of bullying, such as anti-bullying education programs, the formulation of strict school policies, and the involvement of school counselors (Yunita Sari Adelina & Neneng Sri Lestari, 2024) However, these efforts are often not optimally successful in preventing bullying. Some of the factors that cause these efforts to be less effective include; 1) Focus on punishment: Many prevention programs place more emphasis on punishing bullies, without paying attention to the root cause and the development of social-emotional skills in both the perpetrator and the victim (Prihatmojo & Badawi, 2020); 2) Lack of understanding of group dynamics: Bullying often occurs in the context of peer groups, so a deep understanding of group dynamics and how to influence group norms is needed to create a more positive environment (Yunita et al., 2022); 3) Lack of involvement of the entire school community (reference): Prevention efforts need to involve all members of the school community, including teachers, administrative staff, parents, and students, to create synergy and shared commitment.

The concept of love language offers a more holistic approach to preventing bullying. The language of love emphasizes the importance of building a positive, respectful, and affectionate relationship. In the context of a school, the application of love

language can create an inclusive school climate, where every individual feels valued and accepted (Agustina, 2024). By creating a positive environment, love language can be a strong bulwark against bullying (Saraswati & Hadiyono, 2020). The aspects of love language that will be discussed in more depth in this study are the concept of love language by Gary Chapman which consists of five love languages, namely; Words of Affirmation; Quality Time; Receiving Gifts Acts of Service and Physical Touch (Chapman, 2003) which can be implemented in activities 1) Group activities: Organizing group activities that encourage cooperation, mutual assistance, and respect for differences; 2) Mentor-mentee program: Pairing senior students with junior students as mentors to provide support and guidance; (Angreini et al., 2023); 3) Curriculum development: Integrating positive values such as empathy, tolerance, and inclusivity into all subjects (Rizqi et al., 2024); 4) Teacher training: Train teachers to use positive and constructive language in interaction with students (Yusuf et al., 2022).

Previous research has shown that programs based on strengthening social-emotional skills, such as love language, are effective in reducing aggressive behavior and increasing prosocial in children (Trisnawati, 2023). However, there are still some limitations in the existing research, such as the lack of research that tests the long-term effectiveness of love language programs, as well as the lack of research that compares the effectiveness of love language with other prevention approaches. In addition, most of the previous studies focused more on elementary school-age children, so further research is needed to see the effectiveness of love language in students at higher levels of education.

Previous research has identified various factors that contribute to the occurrence of bullying, such as peer pressure, family problems, and individual characteristics (Susanto, 2022). Prevention efforts have varied, but most studies tend to focus on reactive or punishment-based approaches (Nuzuli et al., 2023). The love language approach offers an interesting alternative by emphasizing the building of positive and supportive relationships. Although some early studies have shown the potential of this approach in improving a positive school climate and reducing aggressive behavior, a systematic and comprehensive study of the effectiveness of love language in preventing bullying in schools is still urgently needed.

This study offers a new perspective on bullying prevention efforts by focusing on strengthening the language of love according to Gary Chapman known as The Five Love Languages yaitu; Words of Affirmation; Quality Time; Receiving Gifts Acts of Service dan (Physical Touch(Mahmud et al., 2024). This approach is different from previous studies that emphasized more on cognitive and behavioral aspects. By adopting a literature study method, this study successfully summarizes various relevant theories and concepts and identifies practical implications for educators, parents, and policymakers. The results of this study are expected to be the basis for the development of testing the effectiveness of bullying prevention interventions with

different research as well as the development of more effective and sustainable bullying prevention programs, for this study will analyze the concept of literature in depth related to the following questions; 1) What are the types and forms of love language and their relevance to bullying? 2) What are the challenges in strengthening love language in preventing bullying in school? 3) Factors that affect the success of the use of love language in preventing bullying? 4) What are the implications and contributions of love language in reducing bullying in schools.

B. Methods

This approach differs from previous studies that emphasized cognitive and behavioral aspects more. By adopting a literature study method, this study successfully summarizes various relevant theories and concepts and identifies practical implications for educators, parents, and policymakers. The results of this study are expected to be the basis for the development of testing the effectiveness of bullying prevention interventions with different research as well as the development of more effective and sustainable bullying prevention programs, for this study will analyze the concept of literature in depth related to the following questions; 1) What are the types and forms of love language and their relevance to bullying? 2) What are the challenges in strengthening love language in preventing bullying in school? 3) Factors that affect the success of using love language in preventing bullying? 4) What are the implications and contributions of love language in reducing bullying in schools? (Creswell, 2016).

The first stage carried out in this research is carried out by analyzing concepts, references, or sources that are relevant to the ideas and problems expressed in the paper (Wasriah., 2009). The next stage is the results of the research are analyzed, the essence is taken, and the process of reducing the results of the data reference review and correction with ideas and concepts from relevant references (Nazir, 2013).

C. Results and Discussion

Love language and prosocial behavior and bullying prevention

Based on the literature studied in this study, love language is defined as a unique way for each individual to give and receive affection. This concept, which includes five main categories (affirmative words, acts of service, gifts, quality time, and physical touch), has been shown to have a positive correlation with prosocial behavior. Research shows that individuals who can identify and express their love language tend to be more empathetic, caring for others, and more proactive in helping others. Thus, understanding the language of love can be an effective tool in creating a more inclusive and positive school environment, where bullying can be prevented through the building of strong and supportive relationships. The following love language in

question is 1) Words of Affirmation; This type of love language is very important in building students' confidence and self-esteem. Praise, words of encouragement, and positive feedback can make students feel valued and valued. In the context of bullying prevention, affirmative words can help students who are victims to feel stronger and able to cope with difficult situations (Yusuf et al., 2022); 2) Acts of Service; Through concrete actions, such as helping friends, sharing assignments, or listening to complaints, students can feel that they are cared for and supported. This act of service can create strong social bonds and reduce the risk of bullying (Herdany et al., 2024); 3) Quality Time; Spending time together with mindfulness is an effective way to build meaningful relationships. In the context of a school, teachers can provide specific time to interact with students individually or in small groups. This can help students feel more connected and supported (Manurung, 2021); 4) Receiving Gifts, While not always in material form, gifts can be a symbol of care and affection. Gifts given sincerely can make students feel special and appreciated (Putri et al., 2022); 5) Physical Touch, Positive touches, such as a pat on the shoulder or a handshake, can provide a sense of comfort and security. However, it is important to pay attention to boundaries and politeness in giving physical touch, especially in children (Yerniwilis & Pratiwi, 2023).

Understanding the types of love language is essential in efforts to prevent bullying. By knowing the love language of students, teachers and school staff can provide support that suits the needs of each student (Dewi & Theresia, 2023) This can create a more inclusive and positive classroom atmosphere where all students feel welcome and valued. In addition, by understanding the bully's love language, we can try to meet their emotional needs more constructively.

The relevance of love language to bullying at school

The relevance of love language to bullying cases, based on the results of the literature, shows that effective use of love language can significantly reduce the rate of bullying (Amila et al., 2023). By understanding and meeting the emotional needs of individuals through appropriate love language, we can build stronger and more positive bonds. This strong bond creates a more supportive environment and where bullying is less likely to flourish. When individuals feel seen, heard, and valued, they are more likely to feel safe and connected to their community, reducing their likelihood of becoming perpetrators or victims of bullying (Saraswati & Hadiyono, 2020).

The results of the literature study show that the concept of love language has significant potential in efforts to prevent bullying in schools (Yuningsih et al., 2023). The literature studied consistently linked the use of effective love language, such as words of reinforcement, attention, and support, to a decrease in the rate of bullying. In addition, the study also shows that factors such as the role of teachers as role models and a positive school environment can strengthen the effectiveness of the use of love

language (Nuraini & Gunawan, 2021; Nuzuli et al., 2023), A literature analysis of the application of the concept of love language according to Gary Chapman to reduce bullying in schools shows several key findings (Mahmud et al., 2024)). First, there is a positive correlation between the understanding and application of love language in the school environment and a decrease in the rate of bullying (Surip, 2024). Second, research shows that students who feel understood and loved tend to be more empathetic toward others (Kumalasari, 2022), thereby reducing the likelihood of engaging in bullying behavior. Third, the use of love language as an effective communication tool can improve social bonds among students (Azzahra et al., 2024) creating a more inclusive and safe school atmosphere (Chaidar & Latifah, 2024). However, more research is needed to test the long-term effectiveness of these approaches and to identify moderation variables that may affect outcomes.

In the context of bullying prevention, some types of love language have proven to be more effective in creating an inclusive and safe school environment. Affirmative words are the key to building students' confidence and making them feel valued. Through praise, support, and recognition of achievements, students will feel more connected to the school community. Concrete actions such as helping a friend, giving attention, and showing empathy are also very important. Quality time spent with teachers and peers can strengthen social bonds and create a warm atmosphere. By understanding and applying these different types of love languages, schools can create a more positive environment and reduce the risk of bullying (Yuliarni & Fathoni, 2020).

One of the most effective ways to implement love language in schools is to create a warm and supportive classroom atmosphere. Teachers can start each day with a friendly greeting, give a smile, or listen to students' complaints. In addition, non-academic activities such as birthday celebrations, picnics together, or group projects can also strengthen social bonds between students and teachers (Nurmala Hayati & Fadhillah Yusri, 2023). The application of love language in the learning environment is not only limited to social interaction but can also be integrated into learning activities. Teachers can design activities that allow students to help each other, work together in groups, or share personal experiences. In this way, students not only gain academic knowledge but also feel a closer relationship with friends and teachers.

The effectiveness of love language in preventing bullying is also influenced by the cultural context (R. Septianingsih, D. Safitri, 2023). Affirmative words may be more commonly used in individualistic cultures, while tangible actions and quality time may be more valued in collectivist cultures (Adinda Putri Maharani, 2024). Physical touch can also be an important form of expression of affection in some cultures. By taking into account the cultural diversity of students, schools can develop more comprehensive and inclusive bullying prevention strategies. The role of parents in creating a loving learning environment is very important. By establishing good

communication with teachers, providing consistent emotional support, and being actively involved in school activities, parents can create positive synergies (Andryawan et al., 2023). Consistency in applying positive values at home and school will help children feel safe and confident so that they can learn optimally.

The findings of this study support the attachment theory which states that strong and affectionate relationships can be a protective buffer against the risk of antisocial behaviors such as bullying (Guo et al., 2024). However, this literature study also identified several research gaps, particularly related to the effectiveness of love language-based interventions in various school contexts. Further quantitative research is needed to more accurately measure the impact of love language use on student behavior. Additionally, qualitative research can provide deeper insights into students' experiences regarding the acceptance and use of love languages.

Effective reinforcement of love language in reducing bullying rates

Although specific research on the relationship between love language and bullying prevention may still be limited, several studies have provided strong clues regarding the positive correlation between the two. Here are some relevant findings; First, Positive Environment: Research shows that schools with a positive school climate, where students feel welcomed, valued, and supported, tend to have lower rates of bullying. The application of love language in the school environment can contribute to the creation of a positive school climate (Yunita Sari Adelina & Neneng Sri Lestari, 2024). Second, Interpersonal Relationships: Studies on interpersonal relationships show that individuals who have strong and positive relationships with others tend to be more empathetic, prosocial, and less involved in aggressive behaviors such as bullying (Fatimah et al., 2024).

Using love language can help build stronger and healthier relationships among students. Third, Emotional Intelligence: Emotional intelligence, which includes the ability to recognize and manage one's own and others' emotions, has been linked to prosocial behavior and decreased levels of aggressiveness. The use of love language can help develop students' emotional intelligence (Utari & Rustika, 2021). Fourth, Prosocial Behavior: Research shows that students who frequently exhibit prosocial behaviors, such as helping friends, sharing, and cooperating, tend to be less involved in bullying (Nuzuli et al., 2023) The use of love language can encourage the emergence of prosocial behavior (Dewi & Theresia, 2023).

Challenges of strengthening love language in preventing bullying in schools

The application of the love language approach in the learning environment does promise many benefits, but of course, it cannot be separated from various challenges. Some of the obstacles faced and potential solutions are as follows: a) Differences in

Love Language: Each individual has a different love language (Wijayanti, 2022) so teachers need to make efforts to get to know each student more closely so that they can provide attention and affection that are by their respective love languages. In addition, teachers can also invite students to share their love language, to create an atmosphere of mutual understanding and respect; b) Time Constraints, so that teachers often feel burdened with the number of subject matters that must be delivered in a limited time. The application of love language does not have to take much time.

Teachers can insert small moments that show affection on the sidelines of learning activities, such as giving praise, smiles, or positive words (Yuliarni & Fathoni, 2020) In addition, actively involving students in learning activities can also be a form of applying the language of love; c) Limited resources: Schools have limited resources (Andryawan et al., 2023) such as limited budgets or insufficient number of teachers, so schools can look for cheaper resource alternatives, such as utilizing used materials to make gifts or using technology that is available for free. In addition, teachers can work closely with parents or the community to get additional support; d) Lack of awareness, not all teachers and school staff are aware of the importance of applying love language in the learning process, so schools can hold training or workshops to increase the awareness of teachers and staff about the concept of love language and its benefits for students (Rahmatullah & Azhar, 2020) In addition, a working group can also be created tasked with developing programs related to the application of love language in schools (Sigalingging, 2022) e) Differences in Student Character: Each student has a different character, so not all students respond in the same way to expressions of affection, so teachers need to have patience and sensitivity in dealing with differences in student character. In addition, teachers can also provide guidance to students who have difficulty adapting to the new learning environment.

Furthermore, according to (Mediagustyana, 2024), the challenges of strengthening love language about prosocial behavior and bullying prevention are as follows; a) Measurement of Love Language; One of the main challenges in this study is how to measure love language accurately and reliably. Currently, there is still no standard and universally accepted measurement instrument to measure love language in children and adolescents. The development of valid and reliable instruments will be very useful for further research; b) Working Mechanism; While there are already several theories about how love language can influence prosocial behavior and prevent bullying, the mechanisms underlying these relationships still need to be further investigated. More controlled experimental research can help uncover the psychological mechanisms involved, c) Cultural Context; The concept of love language can vary between cultures. Further research is needed to understand how the concept of love language manifests in different cultures and how this affects its relationship to prosocial behavior and bullying. d) Love Language-Based Intervention; Although several intervention programs integrate the concept of love language, there

have not been many studies that evaluate the effectiveness of these programs in the long term. More comprehensive evaluation research is needed to measure the long-term impact of love language-based interventions.

The findings on the effectiveness of strengthening love language in preventing bullying are in line with attachment theory and socio-cognitive development theory. Attachment theory explains that strong emotional bonds early on can form the basis for healthy social relationships in the future (Johnson, 2002). Effective love language can strengthen these bonds so that individuals feel safe and connected to others. Meanwhile, the theory of socio-cognitive development emphasizes the role model role and reinforcement in the formation of behavior. By providing examples of prosocial behavior through love language, individuals can learn to behave empathetically and respectfully, thereby reducing the likelihood of bullying (Surip, 2024). Several findings show that love language has great potential in preventing bullying (Pradana, 2024). By understanding and meeting the emotional needs of others, love language can increase empathy. High empathy in individuals can encourage prosocial behavior and reduce the likelihood of bullying. Nonetheless, more research is still needed to uncover the psychological mechanisms underlying these relationships as well as develop effective interventions based on the concept of love language.

Attachment Theory, This theory emphasizes the importance of emotional bonds between children and caregivers in children's social and emotional development (Henrizka & Suryani, 2023). A secure bond will make your child feel confident and able to build healthy relationships with others. Effective love language can strengthen this bond by providing a sense of security and certainty in the individual. **Whereas Socio-Cognitive Development Theory:** This theory focuses on how individuals learn through observation and experience. Children learn behavior through the process of observation and imitation of the people around them, especially parents and teachers. By providing examples of prosocial behavior through love language, individuals can learn to behave empathetically and respectfully.

Thus the relevance of the above two theories is a strong bond; Love language strengthens healthy emotional bonds, being the basis for building positive relationships (Widiastuti, 2022); Social learning; Love language provides examples of prosocial behavior that can be imitated by individuals; Prevention of bullying: By having strong bonds and learning prosocial behaviors, individuals tend to be more empathetic and less likely to commit acts of bullying (Ariani & Seff, 2019). Building healthy relationships is key to preventing bullying. Love language, with its focus on understanding and meeting the emotional needs of others, plays an important role in building strong and positive relationships. When individuals feel seen, heard, and valued, they tend to feel more connected to their community and less vulnerable to acts of bullying (Ramadhani et al., 2020). Schools can play an active role in creating a

more positive environment by implementing programs that teach the language of love and encourage students to respect each other (Amin, 2020).

Factors that affect the successful use of love language in preventing bullying

The success of the use of love language in preventing bullying is the result of joint efforts. By involving all parties involved, creating a positive environment, and understanding each student's individual needs, we can create safer and more inclusive schools. The application of love language in preventing bullying is a very positive step. However, its success depends heavily on several factors, including: a) the role of the teacher; Teachers play a central role in creating a compassionate classroom environment. Teachers who can identify and respond to each student's love language will be more effective in building positive relationships. In addition, teachers also need to be role models by showing affectionate and respectful behavior.

The success of the use of love language in preventing bullying is the result of joint efforts. By involving all parties involved, creating a positive environment, and understanding each student's individual needs, we can create safer and more inclusive schools. The application of love language in preventing bullying is a very positive step. However, its success depends heavily on several factors, including: a) the role of the teacher; Teachers play a central role in creating a compassionate classroom environment. Teachers who can identify and respond to each student's love language will be more effective in building positive relationships. In addition, teachers also need to be role models by showing affectionate and respectful behavior.

All parties involved, including teachers, school staff, and parents, must commit to implementing the language of love in daily life in schools; e) Support from Other Parties: Support from principals, school staff, parents, and the community is essential for the successful implementation of love language. They need to understand the importance of this concept and work together to create a supportive environment (Riani., 2021) Collaboration between teachers, school staff, and parents is essential in creating a loving learning environment. Teachers can involve parents in a variety of school activities, such as parent meetings, special events, or joint projects. By working together, they can ensure that each student feels supported and loved both at school and at home.

Implications and contributions of love language in reducing bullying in schools

This research contributes to a better understanding of bullying prevention by examining the effectiveness of strengthening love language. Through literature studies, it was found that the reinforcement of the five love languages according to Gary Chapman positive affirmations, acceptance, giving gifts, quality time, and touch can reduce bullying at school (Saraswati & Hadiyono, 2020) These findings show that

love language works by fulfilling love tanks will make children feel empathetic and this is a power to reduce bullying behavior among students. In addition, the research findings provide significant practical implications, namely; Love language training programs for teachers can improve a positive school climate and reduce the incidence of bullying. Thus, this study provides concrete recommendations for educators, parents, and policymakers in creating a safer and more inclusive environment, and the results of this study support the importance of strengthening love language as one of the effective bullying prevention strategies.

The results of this study show that the application of strengthening love language in the school environment can significantly reduce the number of bullying cases. This finding is in line with the research (Kartika Sari et al., 2020) which concluded that increasing empathy and concern between students through similar programs can create a more positive school climate. However, in contrast to the research (Nurmala Hayati & Fadhillah Yusri, 2023) which emphasizes the role of teachers as the main facilitator, this study also involves the active role of students as agents of change through peer education activities. This difference shows that directly involving students in the process of strengthening positive values can have a wider and more sustainable impact.

The literature study method provides an overview of the potential for strengthening love language in preventing bullying, but it has some limitations. The study was less able to generalize the findings directly to different school contexts, provide an in-depth explanation of the working mechanism, and rely on the limited availability of data. Therefore, further research with a more robust design is needed to test the effectiveness of this approach more comprehensively.

Existing research generally identifies a link between love language and bullying prevention, but the mechanisms that mediate these relationships are not fully understood. Variables such as empathy, social intelligence, and strong social bonds may play a role as mediators in this process. In addition, moderation variables such as gender, age, and cultural background also need to be considered to understand how social context affects the effectiveness of the use of love language in preventing bullying. The existing research is mostly conducted in Western countries, so generalizing the findings to different cultural contexts needs to be done carefully. Cross-cultural research can help identify universalities and peculiarities in the relationship between love language and bullying prevention. In addition, differences in the expression and acceptance of love language in different cultures also need to be considered.

This literature study research provides a preliminary overview of the relationship between love language and bullying prevention. However, there are still many gaps in the understanding related to this study phenomenon. Further research is needed to

develop a more comprehensive theory of how love language plays a role in shaping prosocial behavior and preventing antisocial behaviors such as bullying. A strong theory will be the foundation for the development of more effective and sustainable interventions. Further studies have very broad practical implications. By understanding how love language can be used to prevent bullying, by developing training programs for teachers, parents, and other professionals. In addition, this research can also inform the development of digital technology-based applications that can support the use of love language in daily life. Research on love language and bullying is a field that is still growing. With the existence of many research gaps and the latest interesting trends, it is hoped that future research can make a significant contribution to the development of more effective bullying prevention programs.

D. Conclusion

The results of the study show that by creating an environment full of compassion, we can build a more empathetic and prosocial character of students. Although there are still some limitations, this study provides a solid basis for the development of a more comprehensive bullying prevention program. For further research, it is recommended to conduct further quantitative research studies that are needed to more accurately measure the impact of love language use on student behavior. Additionally, qualitative research can provide deeper insights into students' experiences regarding the acceptance and use of love language

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