

*Original article*

The Effectiveness of Logic Punishment to Reduce the Use of Abusive Language in Students

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Abstract

Introduction: The use of social media provides freedom of expression, both verbal and non-verbal, not rarely referring to the use of sarcastic sentences or rude words, especially among students, the majority of whom feel common to use rude language in everyday life. The study aims to test the effectiveness of logic punishment as an attempt to reduce the use of rude words and sarcastic sentences in students, with the solution given being logic punishment.

Method: The research was launched in May 2024 using pre-experimental quantitative methods with two-day early observation techniques, application of logic punishment in 4 days, and transcription of two days post-logic punishing data obtained through observation and evaluation of results involving 20 students of Horizon University Indonesia, Karawang.

Results: There is an effect of using Logic Punishment on decreasing rude word use in students. (p-value 0,001). Based on the results of research, the variations in abusive language spoken by Horizon University Indonesia students are classified into 4 types, namely conditions, objects, animals and body parts, with the average use of abusive language spoken by students being 91.6% in the high category and experiencing a decline to 8.4 % in the low category after the implementation of logic punishment.

Conclusion: This study results that the application of logic punishment has a positive and significant influence on students' use of harsh words.

Keywords: Bad word, Logic punishment, Sarcasm, Student

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INTRODUCTION

Language and communication have a very close relationship, both of which are media for each other to use. For example, not everything that happens in everyday life has a pleasant effect on a person. This is because each individual will have a different response to an event, such as anger, disappointment, sadness, surprise, and other unpleasant reactions. To channel the emotions felt, language and communication are needed. Language development in communication is influenced by technological developments. Technological developments have had an impact on the emergence of language variations that refer to the use of harsh words and sarcastic sentences (Yin and Zubiaga, 2022). This is reinforced by the increasing number of verbal violence cases with a prevalence of 62% since 2019, namely from 39 cases to 119 cases at the end of 2020 (Mahaly and Abd Rahman, 2021). The phenomenon of harsh words and sarcastic sentences is a convergence of media developments on the internet as a response to interactions and opinions carried out by users, especially teenagers with logical defects, giving rise to verbal violence such as hate speech (Ignacio Rodríguez-Rodríguez, Purificación Heras-González, 2020).

Abusive words and sarcasm sentences are more widely used by young people or teenagers. When a child is a teenager, the child is at the stage of searching for identity, so that the teenager's character is influenced by the support of the surrounding environment (Casman et al., 2022). Social support will basically affect a teenager's self-esteem (Kurniawan et al., 2022). Unfortunately, sometimes support from fellow teenagers leads in a more negative direction, for example getting used to using harsh words as an indirect form of support itself. This is mainly reflected among students during the learning process, both individuals and groups. The use of harsh words is often used when students face exams, or large numbers of assignments are given suddenly. In fact, it is not uncommon for students to use harsh words as a form of unilateral familiarity. Unfortunately, choosing words that do not comply with the norm can offend and hurt the

second party without the first party's knowledge (Saudah, Ambawani and Putranti, 2023). Acceptance of abusive language or sarcastic sentences as commonplace will become a long-term habit that can damage language as a medium of interaction and communication. Therefore, good use of language needs to be restored to its original function, especially among students. This phenomenon is a contradiction with students' knowledge and understanding in carrying out the tri dharma of higher education (Tjahyanti, 2020). In order to restore the original function of language among students, researchers apply logic punishment as a form of authority to prohibit harsh words and sarcastic sentences among students. Logic punishment is a consequence that is given by understanding logic in its acceptance and is seen as an opportunity for the individual to take responsibility for his behavior to bring about good change (Lumbantoruan, Widiastuti and Tangkin, 2021). This research aims to test the effectiveness of logic punishment as an effort to reduce the use of harsh words and sarcasm sentences in students.

METHOD

This research is in the form of a pilot study carried out in May 2024 using a pre-experimental approach, where the number and type of harsh words are measured before and after the intervention. The intervention carried out was initial observation for two days, the observation data collection technique was carried out with direct observation and a survey of 20 students as subjects for two days to find out and record the frequency and variations of harsh words that students often say, followed by the application of logic punishment in 4 days and final measurement 2 days after the application of logic punishment. Logic punishment uses a disciplinary system with a fine of Rp 5000.00 as class cash for each violation committed within 4 days. In this research, a total sampling of 20 students was used at Horizon Indonesia University, Karawang Region, with an age range of 19 to 28 years. All respondents involved have gone through inform consent and this research is in accordance with ethical principles and permission from Horizon Indonesia University, Karawang. Analysis of univariate data, characteristics of respondents are shown in frequency distribution (sex, age, and ethnicity), other variables are shown in mean and standard deviation (measurement of the number of rough words before and after the intervention) and bivariate data are tested using the paired t-test.

RESULTS

The results of the study are presented as follows:

Table 1. Respondent Characteristic (N= 20)

Characteristic	N	%
Gender		
Women	15	75
Men	5	25
Total	20	100
Age		
<20 years	2	10
20-25 years	17	85
>25 years	1	5
Total	20	100
Ethnicity		
Sundanese	12	60
Javanese	4	20
Sumatera	4	20
Total	20	100

Table 1 shows that the majority of students are aged between 20-25 years, and more than half are female and 60% of students are Sundanese. The observational data collection technique was carried out by direct observation and surveying 20 students as subjects for two days to find out and record the frequency and variety of harsh words that students often say. Based on the results of two days of observations and surveys conducted by researchers, the following data was obtained:



Figure 1. Pre Logic Punishment (Source: <https://encr.pw/BrHfk>)

Figure 1 shows the abusive language often spoken by students, namely *anjir*, *monyet*, *babi*, *kontol*, *bego*, *tolol*, *anjing*, *tai* and *pepek*, or both of each abusive language spoken. Based on previous study by Ibrahim and Budi (2018), rough language can be classified into four types, namely conditions, objects, animals and body parts, along with the use of four types of rough language: **a) Conditions.** Words that refer to responses to unpleasant events such as destructive situations, immoral individuals, and other unpleasant situations. **b) Object.** Words that refer to the response to bad traits of an object or object, such as body odor, worn clothing, and physical defects. **c) Animals.** Words that refer to unpleasant responses use animal names that are considered disgusting to some people and are prohibited in certain religions. **d) Body Parts.** Words that refer to unpleasant responses related to sexual organs. So it is known that the variations of rough language spoken by students are based on their type, namely a) conditions: *bego*, *tolol*, and puns on *anjir*, b) objects: *shit*, c) animals: *monkeys*, *pigs*, and *dogs*, d) body parts: *dick* and *pepek*, to reduce the use of harsh language by students, Logic punishment or logical consequences are applied. Based on the results of observations and surveys by researchers, the following are the results of the final measurements after the application of logic punishment.



Figure 2. Post Logic Punishment (Source: <https://acesse.dev/WZhZM>)

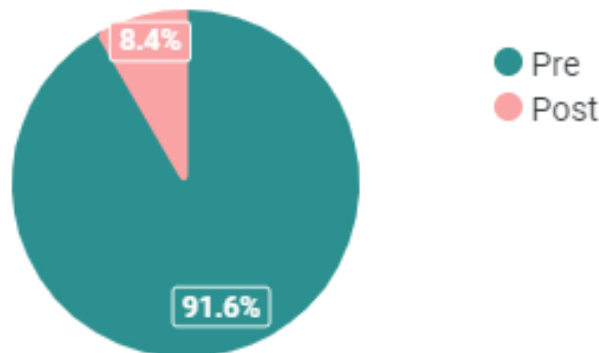


Figure 3. Overview of Rough Words Before and After Logic Punishment (Source: <https://encr.pw/ijKFt>)

Based on figures 2 and 3, after the implementation of logic punishment, the use of abusive language by students experienced a decrease in variety and frequency, students tended to still use abusive language anjir and tai, with presentations before the implementation of logic punishment using abusive words amounting to 91.6% and after the use of abusive words was implemented only 8.4% of the 20 students.

This shows the effectiveness of using logic punishment, this also happens in research (Geneviève A. *et al.*, 2018) which considered that the use of logical consequences was seen as a subcategory of effective use of authority practices with behavioral restrictions of greater control. A paired t-test was carried out to strengthen the comparison of the effectiveness of implementing Logic punishment. The following are the results of the t-pair test carried out by researchers.

Table 2. Differences between Rough Words Pre and Post Logic Punishment

	Pre Mean ± SD	Post Mean ± SD	p-value
Logic Punishment	15,9 ± 4,08	1,45 ± 0,68	0,001*

*t-test

Table 2 shows that, the average value before logic punishment was carried out was 15.9 with a standard deviation of 4.08, while the average after logic punishment was carried out was 1.45 with a standard deviation of 0.68. The T test results showed significant differences in the use of harsh words before and after logic punishment with a p-value of 0.001.

DISCUSSION

Logic punishment uses a disciplinary system with a fine of Rp. 5000.00 as class cash for each violation committed within 4 days. In general, harsh language is often used by generation Z with the presence of new vocabulary which is considered cool and used in everyday life. Generation Z are individuals born between 1996 and 2010 and aged between 11 and 28 years (Adibah Dewi Satriani *et al.*, 2023), so this research used a total sampling of 20 students at Horizon Indonesia University, Karawang Region, with an age range of 19 to 28 years.

This research is in the form of a pilot study carried out in May 2024 using a pre-experimental approach, where the number and type of harsh words are measured before and after the intervention. The interventions carried out were initial observation for two days, application of logic punishment for 4 days and final measurement for 2 days after application of logic punishment.

Based on research theory by Ibrohim and Budi (2018), rough language can be classified into four types, namely conditions, objects, animals and body parts, along with the use of four types of rough language: a) Conditions. Words that refer to responses to unpleasant events such as destructive situations, immoral individuals, and other unpleasant situations. b) Object. Words that refer to the response to bad traits of an object or object, such as body odor, worn clothing, and physical defects. c) Animals. Words that refer to unpleasant responses use animal names that are considered disgusting to some people and are prohibited in certain religions. d) Body Parts. Words that refer to unpleasant responses related to sexual organs. It is known that the variations of rough language spoken by students are based on their type, namely a) conditions: stupid, stupid, and puns on anjir, b) objects: shit, c) animals: monkeys, pigs, and dogs, d) body parts: dick and pepepek, to reduce the use of harsh language by students, Logic punishment or logical consequences are applied.

This shows the effectiveness of the use of logic punishment, this is also the case in research (Geneviève A. *et al.*, 2018) which assesses that the use of logical consequences is seen as a subcategory of effective authority use practices with behavioral restrictions on greater control. A paired t-test was carried out to strengthen the comparison of the effectiveness of applying logic punishment. The following are the results of the t-pair test carried out by researchers.

CONCLUSION

Based on the results of research, the variations in abusive language spoken by Horizon University Indonesia students are classified into 4 types, namely conditions, objects, animals and body parts, with the average use of abusive language spoken by students being 91.6% in the high category and experiencing a decline to 8.4 % in the low category after the implementation of logic punishment. This shows that the application of logic punishment has a positive and significant influence on students' use of harsh words.

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