



RESEARCH ARTICLE

Parents Role and the Representation of Bullying Acts in the Drama "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So I (Semiotics Analysis)

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Abstract: The phenomenon of bullying is widespread in society and involves a group of people or individuals which is often triggered by pressure from both social norms and class levels in society, making someone a perpetrator or passive observer of bullying behavior. This research is a qualitative study that observes the role of parents in dealing with bullying, and the representation of bullying that occurs in the drama "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So-i using Roland Barthes' semiotic analysis by explaining the meaning of connotation, denotation and myth. Based on the research results, the role of parents in acts of bullying in the form of negative responses is represented more in the drama "The Glory" by Kim Eun Sook with 71% of views, while the representation of acts of bullying from both dramas shows verbal bullying as much as 44% in the drama "Pyramid Game" by Choi So-I.

Keywords: Parents Role Representation, Bullying, Drama, Semiotic Analysis of Roland Barthes.

Peran Orang Tua dan Representasi Tindakan Bullying dalam Drama "The Glory" Karya Kim Eun Sook dan "Pyramid Game" Karya Choi So I (Analisis Semiotika)

Abstrak: Fenomena Bullying yang marak terjadi di masyarakat dan melibatkan sekumpulan orang maupun individu yang seringkali dipicu oleh adanya tekanan baik dari norma sosial dan tingkatan kelas yang berada di masyarakat sehingga menjadikan seseorang menjadi pelaku maupun pengamat pasif dari perilaku bullying tersebut. Penelitian ini merupakan penelitian kualitatif yang mengamati bagaimana peran orangtua dalam menangani tindakan bullying, dan representasi dari tindakan bullying yang terjadi dalam drama "The Glory" karya Kim Eun Sook dan "Pyramid Game" karya Choi So-i menggunakan analisis semiotika Roland Barthes dengan memaparkan makna konotasi, denotasi dan mitos. Berdasarkan hasil penelitian, peran orangtua dalam tindakan bullying berupa respon negatif direpresentasikan lebih banyak pada drama "The Glory" karya Kim Eun Sook dengan jumlah tayangan 71%, Sedangkan representasi tindakan bullying dari kedua drama menampilkan tindakan bullying verbal sebanyak 44% dalam drama "Pyramid Game" Karya Choi So-I.

Kata kunci: Peran Orang Tua, Representasi, Tindakan Bullying, Drama, Analisis Semiotika Roland Barthes.

Introduction

Nowadays, one of the most concerning issues is the prevalence of violence occurring everywhere. Various forms of violence and abuse of power have become routine in society, whether in the home environment or at school. Violence that occurs in schools is often referred to as bullying. The phenomenon of bullying can be found worldwide, including in schools. Bullying has become a serious social issue across many parts of the world, particularly among teenagers. This phenomenon not only affects victims psychologically and emotionally but also reflects the complex social dynamics within the school environment. As a form of aggressive behavior that is repetitive and intended to harm, bullying often takes place in the context of peer interactions, influenced by group pressure, prevailing social norms, and the desire to be accepted within a group, which often leads individuals to engage in bullying, either as perpetrators or as passive observers.

However, although much attention has been given to school environments and peer influence as factors contributing to bullying, the role of parents also has a significant impact on shaping a child's behavior, both as a perpetrator and as a victim of bullying. Parental involvement in a child's life—including parenting styles, supervision, and emotional relationships—can be a determining factor in a child's behavioral development. Parents who are indifferent, neglectful, or even reinforce aggressive attitudes in their children often indirectly contribute to bullying. Conversely, parents who provide emotional support, proper discipline, and adequate supervision can prevent their children from engaging in bullying or becoming victims of it.

Schools are one of the key institutions in determining the success of achieving national educational goals. Education aims to develop students' potential to become individuals who are faithful, pious, morally upright, healthy, knowledgeable, skilled, creative, independent, and responsible citizens (Law No. 20 of 2003, Article 3). Victims of bullying generally lack the power or strength to protect or defend themselves due to physical or mental weakness, which can lead to stress caused by overwhelming fear.

The Glory by Kim Eun Sook illustrates how trauma caused by bullying can last long and affect a person's future life. The drama also shows how parental roles can significantly contribute to perpetuating norms of violence and isolating individuals. On the other hand, Pyramid Game by Choi Soi I focuses on the social structures within schools that enable hierarchical systems among students, ultimately creating an environment where systematic bullying occurs. Both dramas represent life, including the phenomenon of bullying, and depict how severely it impacts teenagers who feel perpetually marginalized, hurt, ignored, and mistreated by their environment, as well as deprived of love and attention from their parents. The dramas illustrate parental roles in dealing with children who experience bullying and their crucial influence on whether a child becomes a bullying perpetrator.

These dramas raise awareness of the values that should exist in society through storylines containing scenes reflective of reality. Through semiotic analysis, these dramas can be interpreted as representations of social realities, where visual and verbal symbols signify various aspects of bullying, including the pivotal role of parents. The influence of parents is not only evident in the direct actions of bullying perpetrators but also in how they provide passive or active support to the perpetrators and victims. Therefore, this study aims to analyze the role of parents and the representation of bullying in the dramas The Glory by Kim Eun Sook and Pyramid Game by Choi Soi I, using a semiotic approach. By understanding how these dramas represent bullying and identifying the signs used to depict parental influence, this research seeks to contribute to a deeper understanding of the dynamics of bullying in popular culture and how it can shape societal perceptions of bullying in real life.

The author needs to get support for her own study from the previous research and found some papers analyzing the drama "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So-iframe from the internet. Studies solely analyzing the drama "The Glory" by Kim Eun Sook was done by Rifqi (2024). It was specifically examining the conflicts faced by the main character, Moon Dong-eun, and how these conflicts build curiosity among viewers. Abdussalam et al. (2024) also analyzed this drama highlighting the dynamics of communication in bullying situations, emphasizing the dominance of directive illocutionary acts and their implications in the context of social interactions. In addition, Fitri (2024) focused specifically on the analysis of the drama "The Glory" by examining social class conflict through a sociological lens, particularly using Bourdieu's theories. She highlights issues such as bullying as a means for certain social classes to maintain their status, reflecting real societal issues in South Korea.

Meanwhile, the study focuses mainly on the drama Pyramid Game, analyzing social inequality through Peter Berger's social construction theory and Charles S. Peirce's semiotics. It examines how visual and linguistic elements reflect social hierarchies among characters (Ashshiddiq, et al., 2024). Another study also analyzes the "Pyramid Game" series on social media X, using semiotic analysis to explore the dynamics of bullying depicted in the drama. It breaks down each scene into signs, objects, and interpretations related to various forms of bullying, such as physical violence, threats, sexual harassment, and social exclusion. While the focus is on this particular series, it also emphasizes the broader implications of bullying awareness and prevention in both school and community environments (Nurlatifah, et al., 2024).

A research observing the drama "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So-i altogether in one study has never been done. The current research fills the gap to analyze both dramas using Roland Barthes' semiotic analysis. The research questions for this article are: "What are the roles of parents and the representation of bullying in the dramas "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi Soi I?" and "What are the implications of parental roles and bullying for education?" Thus, the objectives of this research are to uncover the roles of parents and the representation of bullying in the dramas The Glory by Kim Eun Sook and Pyramid Game by Choi Soi I, as well as the implications of parental roles and bullying for education.

Research Method

The type of research used in this study is a qualitative approach, as defined by Gay, Mills, and Airasian (2012:7), who state that qualitative research involves the collection, analysis, and interpretation of comprehensive narrative and visual data to enhance specific insights.

There are three characteristics of qualitative research. First, there is interaction between individuals, where the researcher collects data directly from research participants to achieve the research focus. Second, the research data is analyzed inductively. Researchers do not make assumptions about findings before gathering evidence. Third, researchers avoid making quick decisions. The more data collected, the stronger the foundation for analysis. Thus, researchers remain open to alternative explanations for their findings (Gay, Mills & Airasian, 2012:16).

The sequence of activities in the qualitative research method includes identifying the problem, conducting a literature review, determining the focus and sub-focus, formulating research questions, collecting data, analyzing and interpreting data, and preparing the research report. According to Gay, Mills, and Airasian, when identifying the problem, researchers narrow the research topic to make it more manageable. Next, the researcher identifies the information and strategies to be used in the study and selects the research focus and sub-focus, which are fewer in number compared to those in quantitative research. The next stage is data collection, where in qualitative research, data is gathered through methods such as interviews and/or observations. The collected data is then analyzed and interpreted so that, in the final stage, the results can be summarized and integrated in narrative and visual forms (2012:16).

Results and Discussion

Research Results: Representation of Parental Roles in Bullying Actions

Based on the findings analyzed in this study, the researcher categorized the results using the theory proposed by Elizabeth B. Hurlock (2008:200). The highest representation of parental roles in bullying, as depicted in the dramas "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So I, presented as follows:

1. Acceptance

Drama: The Glory

Real Estate Owner: "I think that there should be at least one person on your side."
(The Glory, 2023: 00:32:05–00:32:48)

Denotative: The property owner explains that they felt someone should be on Dong Eun's side.

Connotative : This suggests that Dong Eun may have a complicated or strained relationship with her mother. It implies the existence of intentional distance or secrecy between Dong Eun and her mother.

Myth: The mother-child relationship serves as a foundational theme here. It is often assumed that a mother will always know her child's circumstances and provide support.

Analysis: The property owner takes on a protective role, which mirrors a parental figure despite not being biologically related. They see themselves as a guardian within the environment, offering support to Moon Dong Eun in place of her neglectful biological mother.

Drama: Pyramid Game

Female Teacher: "Hold on, Myoung Ja Eun. I have to ask you. It has been bothering me. Could you tell me? Is there any bullying in your class?" (Pyramid Game, 2024: 00:50:36–00:51:05)

Denotative: The teacher expresses concern and seeks to understand what is happening in Class 2-5.

Connotative: Her statement that it has been bothering her suggests she has noticed subtle signs of bullying and is trying to gather more information from Myoung Ja Eun.

Myth: Bullying often goes undetected by schools, even when it happens right in front of them. Victims are often threatened into silence, making them afraid to report the truth.

Analysis: The female teacher's sensitivity to the possibility of bullying reflects her attempt to prevent and address it by building trust with the victim. Her approach exemplifies the role of educators in recognizing and tackling bullying within the school environment.

2. Rejection

Drama Pyramid Game

Teacher 1: "I wonder if kids these days are abnormal or sick."

Teacher 2: "They obviously were fighting, but when I stopped them, they said they were just playing. I guess it's a way to have fun these days. They're totally different from our generation. They're really rough and violent."

Ms. Yoon: "I really don't get it. Can you call that a joke? Is that simply having fun?"
(Pyramid Game, 2024, 00:37:04 – 00:38:20)

Denotative: The teachers are literally discussing students' behavior, where bullying is considered a form of entertainment.

Connotative : They feel that violent behavior among students is not simply for fun but indicates deeper issues.

Myth: The older generation believes they were better than the current generation, which is seen as more unruly and uncontrolled.

Analysis: The teachers fail to mediate the situation and instead act as passive observers, ignoring their role in curbing violent behavior among students. This indicates a lack of moral education both at home and in school. Insufficient parental and teacher involvement in children's social lives enables unchecked bullying behavior.

3. Overprotection

Drama: The Glory

Yeon-jin's Mom: "Yeon-jin. Look at me. Remember what I said before? Never look back. You will not find solutions in the past. They are always in front of you. That's what life is like."

(The Glory, 2023, 00:04:16 – 00:05:37)

Denotative: Yeon-jin's mother advises her not to dwell on the past but to focus on finding solutions in the future.

Connotative: The mother's advice reflects her attempt to protect the family's reputation by evading accountability for past actions and focusing solely on appearances and future outcomes.

Myth: The myth here is that parents should do whatever it takes to shield their children from shame and painful truths, even if it involves dishonesty or covering up mistakes..

Analysis: Yeon-jin's mother emphasizes maintaining their social standing over addressing moral or ethical concerns. Her approach teaches Yeon-jin to ignore past mistakes and avoid accountability, contributing to Yeon-jin's unethical behavior.

4. Domination

Drama: The Glory

Dong-eun's Mom: "Of course! I'm your mommy, right? Blood is thicker than water, you see? Go and hide if you'd like. I'll find you again." (The Glory, 2023, 00:18:13 – 00:19:25)

Denotative : Dong-eun's mother suddenly appears at her house, asking if she rented the place and offering help, while emphasizing their blood relationship.

Connotative: Dong-eun's mother suggests that she uses their blood ties to demand loyalty and attention. Her tone and attitude reveal an emotionally abusive and controlling nature.

Myth: Blood is thicker than water

Analysis: Dong-eun's mother is portrayed as a manipulative and insensitive figure, disregarding her daughter's boundaries. Her actions reinforce a dysfunctional parent-child relationship, where emotional control is exerted under the guise of familial love.

5. Parental Ambition

Drama: The Glory

Park Yeon-jin : "You received a check back then, right? You just need to get her kicked out. It's a pretty similar situation. Take this now, for the taxi ride there. And this for the ride back. Make sure she signs her resignation, and then you can come get the rest of your money." [wincen] (The Glory, 2023: 00:14:08 – 00:16:37)

Denotative : Dong-eun's mother is tempted by Yeon-jin's offer of financial compensation for completing the task.

Connotative: Yeon-jin exploits the broken relationship between Dong-eun and her mother to achieve her revenge.

Myth: Social status and money can erode basic values like trust and family loyalty.

Analysis: Dong-eun's mother's role in this scene illustrates how parental ambition for wealth can overshadow moral responsibility and lead to familial betrayal.

6. Excessive Indulgence

Drama: The Glory

Sa-ra's Mom: "If you're gonna smoke, at least smoke something with a weaker smell. There are slim cigarettes, you know. What? Your dealer can't do that?" (The Glory, 2023: 00:38:27 – 00:39:25)

Denotative : Sa-ra's mom orders someone to administer an IV drip into Sa-ra's arm while she lies unconscious from drug use. She scolds Sa-ra and insists she get up for her special exhibition. Instead of addressing the drug issue, Sa-ra's mom suggests using substances with a weaker smell.

Connotative: Sa-ra's mother excessively indulges her daughter, even advising her to use more discreet products, like weaker-smelling cigarettes, rather than addressing her drug addiction.

Myth: Sa-ra's mother normalizes pampering children, treating Sa-ra's addiction as a minor inconvenience.

Analysis: The lack of discipline and boundaries is masked as love, allowing Sa-ra to view her parents' support as a license for immoral behavior.

7. Obedience to Children

Drama: The Glory

Park Yeon-jin: "It's me. He scratched me on the foot."

Police Chief : "Okay, don't worry. I've got this covered." ("The Glory," 2023: 00:04:09 - 00:04:39)

Denotative : Park Yeon-jin speaks to a police chief who is complicit in her crimes.

Connotative : Park Yeon-jin and the police chief collaborate to hide evidence of a crime.

Myth: Those at the top of the social hierarchy can "buy" their freedom, and individuals in positions of power can manipulate justice to serve their own interests.

Analysis: The police chief demonstrates how parental authority and societal power are used not to morally guide or educate but to protect and enable wrongdoing. Yeon-jin becomes a manipulative individual who feels emboldened to commit heinous acts, knowing she has the support of powerful allies.

8. Limiting children

Drama: Pyramid Game

Da-yeon's Dad : "Do you still hang out with that judo girl?"

Kim Da-yeon : "I'm closer with Ha Rin." ("Pyramid Game," 2024: 00:31:52 - 00:33:16)

Denotative: The parents of Baek Ha Rin, Seo Do Ah, and Kim Da-yeon discuss the academic future of their daughters, tying it to their social status.

Connotative: This family limits their daughters' friendships to those of equal social standing.

Myth: High social status families ensuring their children only socialize with peers of equivalent status.

Analysis: The role of parents is depicted as enforcing transactional relationships, This approach lacks genuine affection or friendship, prioritizing status and power over meaningful peer connections.

9. Favoritism

Drama: The Glory

Teacher : "Hey. What the hell were you doing at the police station? Did you really think calling the police over a small prank was a good idea? The vice principal found out." [inhales, sighs] We'll talk later. Come on. Let's go."

Jeon Jae Jun: "Sir, help me too. I'm an orphan this week 'cause my parents are abroad... golfing."

Teacher : "Really? You should have called me right away. I'll take him too."

("The Glory," 2023, 00:07:47–00:08:22)

Denotative : Jeon Jae Jun jokingly tells his teacher that he's "an orphan" this week because his parents are abroad playing golf.

Connotative : The teacher's response reflects a school culture where serious issues like violence or negative behavior, such as bullying, are trivialized or dismissed as jokes.

Myth: Teachers or police often fail to enforce true social justice in situations requiring special attention.

Analysis: The teacher's harsh tone toward the less affluent student reveals a bias. This absence of a strong parent-child bond leaves Jae Jun unrestrained and misguided, ultimately enabling his harmful actions.

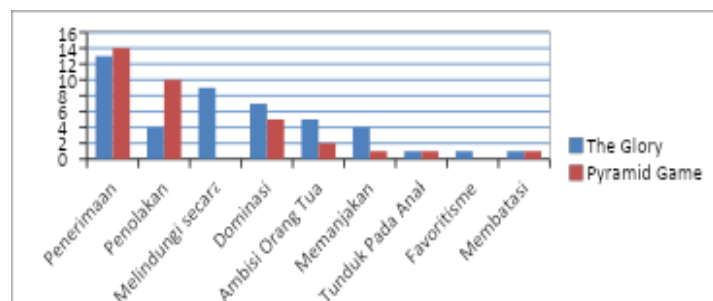


Diagram 1 Comparative results of the representation of the role of parents regarding bullying in the dramas "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So I

Research Results: Representation of Bullying Actions

Based on the findings analyzed in this study, the researcher categorized the results using the theory proposed by Barbara Coloroso (2006:47-50). The representation of parental roles in bullying, as depicted in the dramas "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So I, presented as follows:

1. Verbal Bullying

The Glory Drama

Park Yeon Jin : "I do it because nothing will ever happen to me, and nothing will change no matter what. Take now, for example".

Park Yeon Jin : "You raised such a fuss with the police, but look where you are right now. Did anything change?". "What I'm trying to say is that no one's going to save you. Not the cops, not the school, not even your parents. Know what they call a person like that? They're called a loser". [bullies laughing]
 ("The Glory", 2023: 00:11:12-00:12:10)

Denotative: Moon Dong Eun screams for help, but Hye Jong states that no one will hear her. Even the gym teacher gives them the key to the gym.

Connotative:The school turns a blind eye to the bullying due to an inappropriate relationship between a student and the gym teacher, ensuring his silence and cooperation, including providing the gym key.

Myth: Bullying and acts of violence can be concealed and face no consequences when perpetrated by those with wealth and power.

Analysis: Park Yeon Jin and her friends psychologically intimidate Moon Dong Eun by emphasizing that even the teachers are on their side. This leaves Moon Dong Eun isolated, with no one to help her, and no hope of justice even if she reports their actions to the authorities.

Pyramid Game Drama

Sung Soo Ji : " Why do you keep blowing that?".

Kim Da Yeon : "Don't you know about Pavlov's dog? I'm a trainer. For you".
 ("Pyramid Game", 2024: 00:27:53 - 00:28:14)

Denotative: Kim Da Yeon recalls Pavlov's experiment, in which dogs were conditioned to respond to the sound of a bell, and continuously blew her whistle.

Connotative: Kim Da Yeon demonstrates her ability to control Sung Soo Ji's behavior by treating her as though she were training Pavlov's dog.

Myth: Defying hierarchical systems in social structures is meaningless.

Analysis: This illustrates psychological control and dehumanization, as individuals of Grade F are treated like dogs, expected to obey commands from their "masters" without question.

2. Physical Bullying

Drama The Glory

Park Yeon-jin : "Come on". [*flesh sizzling*] [*Dong-eun wails*]

Park Yeon-jin : "Is it hot enough? Seems to be good. Try it now". [*Dong-eun sobbing*]
(*"The Glory"*, 2023: 00:10:58-00:11:11)

Denotative : Park Yeon Jin says, "Come on," and her friends repeatedly press a hot hair straightener against Moon Dong Eun's arm. After the straightener is sufficiently hot, Park Yeon Jin uses it to straighten her own hair.

Connotative:

Park Yeon Jin aims to torture Moon Dong Eun using her hair straightener. T

Myth: Bullying is often carried out in groups, which reduces the victim's ability to escape from the bullying they are experiencing.

Analysis: Park Yeon Jin's frustration at being reported for bullying by Moon Dong Eun leads her to drag Moon Dong Eun back to the sports facility. She inflicts pain on Moon Dong Eun by pressing a heated hair straightener against her arm, showcasing her vindictiveness and cruelty.

Drama Pyramid Game

Kim Da Yeon : "Let her out, Seol Ha".

Go Seul Ha : "What a bummer. This was just the start".

Bang Woo-I : "Oh, no! Her legs gave out!". (*Savage dog, 2*)

Seo Do Ah : "Recess is over. Get back to your seats".

(*"Pyramid Game"*, 2024: 00:08:50 - 00:09:34)

Denotative : Seong Su Ji is in a dark room, closing her eyes while hearing the sound of dogs howling. Kim Da Yeon instructs Seol Ha to take her out. Seong Su Ji's body is pulled out of a black plastic bag, and a mobile phone is placed against her ear.

Connotative : Kim Da Yeon manipulates the situation by instructing Seong Su Ji to be taken out, pretending they are just starting the bullying act. The sound of dogs howling signifies psychological bullying, aiming to instill fear in the victim.

Myth: Bullies often use manipulative actions and words to obscure their true intentions, enabling them to carry out acts of psychological harm against their victims.

Analysis: The mental and emotional distress experienced by Seong Su Ji is heightened by her feelings of being trapped in darkness and the manipulative behavior of Kim Da Yeon and her friends. They take pleasure in their role as tormentors, inflicting not only physical but also psychological harm on the victim. This bullying involves psychological intimidation and physical violence, as they leave the victim weakened and confined in plastic for an extended period.

3. Relational Bullying

Drama The Glory

Moon Dong-eun: "All the feet that walked next to yours,
ready to inflict pain..."

"All the lips that curled up with you when you laughed at others..."

"All the eyes that looked on with no compassion..."

[*Yeon-jin continues singing*] [*cruel chuckle*] [*solemn choral music continuing*]

(*"The Glory"*, 2023:00:02:45 - 00:03:05)

Denotative: Moon Dong-eun speaks about the complicit looks of those who sided with Park Yeon Jin in bullying her. There are legs walking side by side, lips laughing together, and eyes watching the bullying unfold without pity. Meanwhile, Yeon Jin remains indifferent, continuing her cruel laughter and enjoying herself.

Connotative: The people around Yeon Jin either directly or indirectly participate in the bullying, they ignore Park Yeon Jin's actions and view Moon Dong Eun's suffering as something not worth stopping. Instead, they choose to indulge in the act of bullying.

Myth: Groups of bullies believe that their unity shields them from facing consequences for their actions. Meanwhile, victims of bullying remain unsupported and powerless due to their lack of authority or influence.

Analysis: This dialogue portrays bullying as a group activity involving those surrounding the main perpetrator. It reinforces the primary bully's sense of power, making them feel immune to consequences. Additionally, the group's presence creates a sense of security for Park Yeon Jin, encouraging her to continue her bullying. The collective participation makes the bullying appear more "justified" and less risky, further normalizing the behavior.

Drama Pyramid Game

Girl 1 : “*Seung, what's up? We're off to the restroom*”

Girl 2 : “*Are you talking to a Grade F?*”

Seung Yi : “*No.Let's go.*”

(“Pyramid Game”,2024:00:01:54 - 00:03:18)

Denotative : Seong Su Ji reflects internally that even a close friend will avoid someone who is in Grade F. Seung Yi betrays Pyo Ji Ae by not choosing her during the Pyramid Game and ignoring Ji Ae's question about it.

Connotative : Ji Ae feels betrayed by her only friend. Seung Yi’s behavior demonstrates that social status plays a significant role in maintaining friendships.

Myth: Friendships rarely endure over time, and betrayal may occur when social status shifts within society.

Analysis: The betrayal and abandonment of Pyo Ji Ae by her only friend, Seung Yi, reflect not only a personal rejection but also an act of social bullying. Seung Yi's decision to distance herself from Grade F stems from fear of the repercussions. Bullying is not limited to physical or verbal acts; isolating or ostracizing someone from a group is also a form of bullying, as it reinforces the victim's exclusion and alienation.

4. Sexual Bullying

Drama The Glory

Myeong-o : “*Can you stand there?*”

Myeong O : “*I'll kill you if you move your hand. Stay right there.*”

Myeong O : “*Lower your hands! I'm going to kill you*”.*[door opens]*

Teacher : “*Hey, which homeroom are you in? The bell rang hours ago!*”

Jeong Jae Jun : “*Oh shit. Fuck*”.

Jeong Jae Jun : “*I guess you drink a lot of milk, huh? You can stop drinking now*”.*[Jae-jun chuckles]*

Myeong-o : “*I was right, wasn't I? Dong-eun's boobs are fucking huge!*”.*[whimpering]*

(“The Glory” 2023: 00:07:33 - 00:08:21)

Denotative : Jeon Jae Jun and Myeong O enjoy the scene. Jae Jun remarks that she should stop drinking milk, and Myeong O agrees, commenting that Moon Dong Eun’s breasts are indeed large.

Connotative: Myeong O and Jae Jun force and oppress Moon Dong Eun to stand in the heavy rain, exposing her body as her transparent uniform clings to her. They take pleasure in objectifying Dong

Eun's figure, particularly her breasts, which are clearly visible. Jae Jun explicitly sexualizes her by commenting on the size of her breasts, further degrading her.

Myth: Bullies treat their victims as objects and justify sexual harassment, believing they have control over their victim's body due to their perceived dominance.

Analysis: As a bullying victim, Moon Dong Eun feels powerless to refuse the demands of her tormentors due to their threats. She is forced to endure whatever actions they impose on her body, highlighting the complete loss of agency and the severity of the physical and psychological abuse she faces.

Drama Pyramid Game

Kim Da Yeon : *"You all must be stressed out"*.

Kim Da Yeon : *"Let's do the F Challenge"*.

Kim Da Yeon : *"I'll temporarily allow you to touch those in Grade F"*.

(*"Pyramid Game"*, 2024: 00:34:11 - 00:34 :37)

Denotative : Kim Da Yeon asks the entire class to bully the Grade F student so they can relieve their stress. She gives her classmates permission to physically touch the Grade F student, Seong Su Ji.

Connotative : Kim Da Yeon allows the entire class to mistreat and humiliate Seong Su Ji simply because she is ranked as Grade F. Seong Su Ji is rendered powerless, unable to resist the abuse, as her lower status subjects her to exploitation and dehumanization.

Myth: Those at the top of the hierarchy can act arbitrarily and exploit those below them without consequence.

Analysis: Actions like stepping on someone's foot, lifting their skirt, and pulling their bra strap exemplify physical and sexual harassment. These acts reflect the use of violence as a means to humiliate and degrade the victim's dignity.

5. Cyber Bullying

Drama The Glory

Moon Dong Eun : *Screaming,*

Park Yeon Jin : *"Hang On, They said you'd pass out after eight seconds. That can't be right"*.

Park Yeon Jin : *"Come on, She'll pass out if you hit her hard enough. If She doesn't, that just means you're weak as shit"*.

Myeong O : *"Come on, hey. Who here got the high score on the punching machine? That was all me"*.

Park Yeon Jin : *"Dong-eun, tell me if it hurts. I'll pray for you"*.

Park Yeon Jin : *"Look here, Come on"*.

Myeong O : *"Stand straight. Let's go, Dong-eun"*.

Myeong O : *"If I miss, I might hit your boob"*.

(*"The Glory"* 2023: 00:38:19 - 00:38:56)

Denotative : Moon Dong Eun is dragged to the gymnasium, where Myeong-O physically bullies her by choking. Dong Eun screams in pain, asking to be released. Yeon Jin records the scene with her phone, claiming it's a "test of strength" to see how long it takes to make the victim pass out. Yeon Jin laughs as she manipulates her tone and emotions, asking if Moon Dong Eun is in pain and adding a sarcastic "I'll pray for you" as a cruel taunt. Myeong-O threatens to hit or kick Dong Eun if she doesn't stand up straight.

Connotative : Park Yeon Jin views this as entertainment and continues recording while showing emotional manipulation by saying she will "pray" for Moon Dong Eun, which is a sarcastic statement masking her true intentions.

Myth: Bullying can be disguised with seemingly kind words like "I'll pray for you," but they are used sarcastically to further demean the victim.

Analysis: Park Yeon Jin engages in cyberbullying by recording the bullying incident for her own gratification and enjoyment. Myeong-O also participates in intimidation and sexual harassment against Moon Dong Eun.

Drama Pyramid Game

(New message from Joo Seung Yi)

Baek Ha Rin : “At tomorrow's game, I'll make Ja Eun Grade F.”

(“Pyramid Game”, 2024 : 00:27:44 - 00:27:55)

Denotative : A message from Baek Ha Rin reads, "Tomorrow I will make Ja Eun Grade F," indicating someone’s intent to place Myeong Ja Eun at a lower status. The account spreading harmful rumors about Ye Rim is owned by Seung Yi.

Connotative : The manipulation of vote results to place Moon Dong Eun at Grade F implies that Myeong Ja Eun will be subjected to bullying by her classmates. Seung Yi spreading malicious rumors through a "hate account" shows deliberate betrayal and reputational damage, driven by malice.

Myth: Social status is everything and can be used as a tool to control others.

Analysis: Baek Ha Rin wants Myeong Ja Eun to remain at Grade F, so she can be bullied by the class, thus satisfying Baek Ha Rin’s desires. This manipulation of the voting process reflects a desire to maintain power over others. Seung Yi, with a hate account, spreads false information and rumors, exemplifying cyberbullying or the act of spreading lies, harassing, and impersonating on social media, particularly targeting Im Ye Rim.

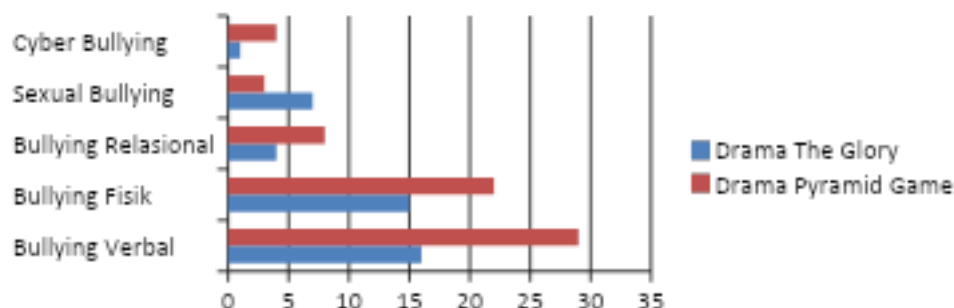


Diagram 2 Comparative results of the representation bullying in the dramas "The Glory" by Kim Eun Sook and "Pyramid Game" by Choi So I

CONCLUSIONS

The researcher concludes that the representation of parental roles in bullying actions in the drama "Pyramid Game" by Choi Soo-I predominantly highlights the negative roles of parents. The portrayal of negative parental roles in bullying is more prevalent in the drama "The Glory", whereas the representation of positive parental roles is more commonly featured in "Pyramid Game." Meanwhile, the depiction of verbal bullying is shown more frequently in "Pyramid Game", while cyberbullying is portrayed less often in "The Glory."

To make schools a safe place for all students, policies and programs supporting bullying victims are essential: (1). Besides affecting students' psychological well-being, bullying also impacts their academic performance. In the long term, this will negatively affect the overall quality of education. (2) Parents are expected to assist in their children's development. Moreover, they are encouraged to collaborate with educational institutions to monitor their children's activities at school and provide knowledge about ethics and proper behavior. (3). The education system is encouraged to provide training for educators and staff to identify and address signs of bullying. To foster empathy, appreciation for differences, and a sense of social responsibility among students, character education



should be a top priority. (4). Student mental health should also be a primary concern by providing counseling services and support for bullying victims, along with approaches to strengthen teacher-student relationships. (5). The government is expected to mandate all schools to incorporate moral education and require every educational institution to have an anti-violence committee.

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