

# Overcoming Violence Against Children in School: Study on The Role of Education Stakeholders

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**Abstract.** Data on violence against children are only a few reported but in reality, more than reported. School is one of the locations of acts of violence against children. Preventing violence against children cannot just be handed over to the police, but must involve other education stakeholders in the school. This paper looks at the role of education stakeholders in preventing violence in schools. A qualitative approach used to understand the problems to be researched, data taken by the use of in-depth interviews and observation. The research was done in senior high school "X" Bukittinggi City and senior high school "X" Padang City. A description of the cases of violence that occurred at school and the way in which schools dealt with them indicated that education stakeholders had a sufficient role in overcoming or preventing violence. However, education stakeholders are less empowered in carrying out this role. Education stakeholders have the strength and authority but are less brave to use these powers and authorities to take action that can reduce or prevent acts of violence against children in school. Although their roles, duties, and functions are clearly regulated in existing government regulations.

**Keywords:** violence, children, school, role, stakeholders.

## 1 Introduction

Normatively, Indonesia's education has a significant commitment to protecting children from violence. Not only in law aspect but also can be found regulated in the 1945 Constitution through the articles governing the matter. Article 31 paragraph (1) affirms that "Every citizen shall have the right to education". Meanwhile, great attention to protecting children from violence is arranged through Article 28 B (2) "Every child has the right to live, grow, and develop as well as the right to protection from violence and discrimination".

What is normatively regulated by the constitution always not be real according to the normative purpose? Violence against children in school still shows a fairly high number and from year to year even increased. The rank cases of violence school in Indonesia occupies the highest rank based on a survey conducted by the *International Center for Research on Women* (ICRW), 84% of children experience violence in school. Compared to other Asian countries, this case is higher than Vietnam (79 % ), Nepal (79 % ), Cambodia (73 % ), and Pakistan (43 % ).

The bad condition of violence against children also occurs in West Sumatera. The cases during 2016 have occurred as many as 165 cases of physical violence against children and 393 cases of sexual abuse against children — data based on released by the Office of Women's Empowerment and Child Protection of West Sumatra. The enforcement of violence against

children based on data and many statements by the community leaders has become a social problem that requires solving. There are regulations as the implementation of the 1945 Constitution have been made to protect children from violence and discrimination. The rules are made to create a conducive situation, so children are protected from violence which leads to a strong and resilient nation. The increasing number of cases of violence against children from year-to-year gives the meaning that the ideal conditions mandated by the Law on Child Protection are still not achievable.

Violence against children has been more prevented and resolved by the school and security forces (police). Meanwhile, educational stakeholders are less empowered. The violence against children in schools had not got attention from educational stakeholders [1]. On the other hand, the attention of academic achievement or the fulfillment of physical facilities and infrastructure get more focus. Violence against children needs to be properly addressed by empowering all internal and external education stakeholders and addressed comprehensively to the root of the problem.

## **2 Education Stakeholders**

The forms of stakeholder like a person or institutions that hold and support educational institutions. A person's or institution is in education may be directly or indirectly related to educational activities at the school.

Simply put, stakeholders are often expressed as the parties, inter-actor, or parties related to an issue or a plan. A stakeholder can be a group or individual that can influence and or be influenced by a certain goal achievement. Persons or institutions that have a particular interest or attention to the problems faced by the institution can also be called as stakeholder interests of the institution.

Institutional stakeholders are not only from within institutions but also from outside institutions. According to Australia Indonesia Basic Education Program (AIBEP), educational stakeholder purposes at the provincial and district/city levels are: (a) regional development planning board, (b) regional parliament, (c), education authorities (d) Inter-school students organization, and (e) education council. While at the school level are (a) the principal, (b) the teacher, (c) the supervisor or education office, (d) the school committee, and (e) the student's parents.

The role of educational stakeholders in helping schools is important not only regarding addressing the improvement of education quality but also health-related issues. Based on the experiments conducted by some researchers shows that education stakeholders have an important role in various fields in the school environment. In the health sector, for example, the role of education stakeholders is significant in the case of health improvement in the school environment. The results of research conducted in Solok Selatan concluded that the environmental health status of schools in the District of Sungai Pagu Solok Selatan associated with educational stakeholder involvement (headmaster, healthy school unit teacher, small doctor, parent of small doctor [2]. It can provide a basic analogy that the empowerment of education stakeholders will also play an important role in preventing and overcoming violence in the school environment. The role of education stakeholders both internally and externally is expected to impact positively on the reduction of violence against children in schools.

Violence against children is an act against a child, misery or suffering physical, sexual, psychological, and neglect of children, including threats to commit acts, coercion, or deprivation of liberty unlawfully within the family, school and neighborhood other social. Forms of violence against children can be fiscal, psychological, and sexual. While Violence in school is not only different place event but also different regarding actors and forms, violence at school is any form of aggressive behavior to harm to others such as sexual violence abuse, abuse of sexual activity, and various behaviors of students referring to hostile attitudes toward students in the school environment.

### **3 Violence Against Children in School**

There are many kinds of violence against children in school based on physical, sexual, and psychological violence. Physical violence is violence that can cause marks that can physically be seen physically. Injuries, bruises, or bruises are examples of violence that can be seen visually and easily recognized. Sexual assault and psychological consequences are not directly recognizable and relatively less visible.

One of the most common forms of psychic violence in schools is bullying. Based on the ICRW report, 50 percent of children claim to have experienced bullying in school. Although the number of cases bullying is considerable, the prevalence of bullying is not as intensive as the physical violence. Even bullying in the school seemed left out because it is considered a joke among students. Mashar found two factors cause bullying, namely personality and situational [3] while Susilowati explains that the cause of violence against students is the combines between two factors that person/actor and education system.

Violence in schools can be caused by teachers, curriculum, or misperceptions about punishment. Getting a job as a teacher to be a good professional teacher that is still lacking, causing teachers to tend to lack the ability to educate properly and not be able to establish a constructive emotional bond with the students in terms of curriculum that is too dense and inadequate to the students so that teachers only perform their duties just to pursue the target. By disciplining students, the teacher often loses patience to physical beatings, or performing dishonest acts and violating ethical and moral boundaries.

The rise of violence in schools was due to teachers' internal and situational circumstances. Internal conditions of teachers include low teacher competence in managing to learn; problems in the family; a relatively long physical health problem; has an aggressive disposition; the emotional vulnerability experienced by teachers in the face of the external situation that the students show [4].

While the violence caused by situational factors include violations of school discipline by students; attitudes and behaviors of students who are considered disparaging teachers; students are crowded during learning activities so that the learning process is disrupted; mischief of students who interfere with friends. Internal factors are subjective potential while external factors are objective reality. Both of these factors simultaneously trigger the willingness of teachers to do violence against children.

Violence against children can develop in various places outside the school in a form similar to that in school environments and perform by more mature actors. Violence against and sexual abuse is one of the many forms of violence experienced by street children by thugs [5]. A street child lacks the government's protection from violence and sexual harassment by the thugs [5]. There is a difference in the purpose of doing violence based on the place. Parents and

teachers claim punishment in the form of violence is part of how to educate children, it is still their habit (culture) [7].

There are two forms of violence are found for the results of case studies conducted in schools, namely physical and psychological abuse. Teachers and students are the most dominant actors of violence. Violence against can not only occur in the school environment but can also be done out of the school by the same actor (student).

The cases found indicate that teacher abuse by students is not always educational but more often caused by emotional states. Cases between teachers and students found in high school "X" Bukittinggi City for example triggered by alleged student delinquency against teachers. Presumption of teachers about students who are considered to commit acts that can endanger themselves is the cause of teachers to commit violence against. Master accused her students of putting a match into the tank motor oil belongs to a teacher. All students in the class claimed not to know whom the perpetrator and no one filed themselves as the perpetrator. As a rule, the teacher slaps all the students in the class without doing any further investigation.

The power relation between teachers and students is a source of violence against students by teachers. The power possessed as a teacher to his students is a source of courage for the teacher to give corporal punishment only by the accusation without making a deep investigation. The teacher feels the authority and power to punish the disciples without knowing who is guilty.

The conflict theory explained that the school is a social institution that relies on the element of force. In other words, if the force does not exist, then the school structure will collapse as well. As an institution, schools cannot be separated from the force of school rules and teacher's power over students to perpetuate their existence.

In school, such a force is in the teacher and the school officials. Teachers and school officials are regarded as a source of knowledge. Besides, teachers and also given the power to run school order when they face up the teacher's treat to force his students to obey the teacher so that conflict will tend to develop. Conflicts are developed among people in close relationships (teachers and students) [7].

The subordinate condition of the students comes from the assumption that students have less knowledge than teachers. Students who are learning (less knowledge) has a subordinate position to teachers (who master the science and guardians of school rules). The dominance of teacher and student against, done through mastery of science and power. This condition tends to be easy to cause actions that deviation (violence against/slap students). Teachers can easily abuse their power for things that have nothing to do with education. Give a punishment out of the rules allowed in educating students is an excessive action. Students be resigned to accept the teacher's do give a punishment out of the rules may be right because it has no power to resist.

Teachers' punishment against students aim to discipline students to obey the rules, but if punishments are given outside the boundaries of the agreed terms will have a negative effect. Social control for children often become a reference for children to do the same in peers or to the younger [8].

Based on the cases, the resignation of students is characterized by the attitude of the students who dare not refute the allegations of the teacher even though it has been explained that none of the students did the deed (put a match into the motor gas tank) as the teacher alleged. Violent practices in high schools are structured through weakness of control between teachers, counseling guidance, and principal [9]. As part of a minor social entity after family, school on the other hand, can be a new area for the formation of violent society.

Penalties imposed on students should involve educational stakeholders in the school so that they can be given proportionally according to their mistakes. Students who are punished are

given the opportunity to defend. The involvement of education stakeholders in imposing penalties on students will reduce subjectivity in giving punishment. The application of punishment should be carried out by the implementing agency. The implementing agency is formed by the school which involves other educational interests, namely class teachers, homeroom teachers, students, and principals [10].

Aside from being an executing body authorized to impose sanctions on students who commit violations, the implementing body also acts as a coach. Violations of students are recorded in a violation book or disciplinary guidance book. Students are asked to sign the large points obtained from the violations committed [10]. After obtaining a form of sanction according to the size of the violation, the student is then fostered by the implementing agency for student development. Through the coaching process, it is expected that students will not repeat their actions again and not commit other forms of violation.

The friendly attitude of the coaches will be able to encourage students to change and realize the violations they do are wrong. Besides, that students will feel more appreciated and can understand and know where the mistakes are made.

The offense of school rules have been doing by teachers slap all of the students in the class. In the school order school explains that the punishment that can be given to students are divided into three: advice, warning, and return. Physical punishment for students who violate school rules is not listed in the discipline. The discipline has been disseminated in the form of a banner that is on the school announcement wall and at the time of admission of new students so that all leaders of schools, teachers, parents, students already know.

Psychological violence occurs in the form of harassment (bullying) to children who are considered to have a physical shortage or because of his personality that is not easy to get along. There is a link between the actions of the harasser and the unbalanced forces between the perpetrator and the victim. An unbalanced power encourages abuse to engage in harassment without the resistance of the victim. In that case, students who have physical deficiencies or are not sociable are considered to lack the strength to fight. The unequal power and gender relations are the sources of harassment and different forms of harassment by students. Female students tend to abuse verbally while male students are dominant in physical abuse [11].

Harassment abuse systematically and categorized as aggressive behavior that is done by peers who do it repeatedly and are characterized by their unbalanced strength/equal (victims have weakness in self-defense). The point of the act of harassment is a repetitive and systematic action without getting balanced resistance from the victim.

Forms of harassment action can be various one of them is cyberbullying — forms of cyberbullying experienced by students in the form of spreading gossip via social networking, humiliating, threatening via facebook, verbal sentences sexual and degrading. This action is done not once, many times, often or becomes a habit.

The form of acts of psychic violence in the form of harassment lacks the serious attention of the school because it is considered only joking. Such perceptions cause the bullying does not get adequate treatment, whereas some cases of fiscal violence in schools that occur begin from bullying. The case of fighting between futsal game supporters stems from the bullying of one of the supporters against the other supporters.

#### **4 The Role of Education Stakeholders and Mechanisms in Tackling Violence Against Children**

In the concept of sociology, roles relate to positions in social structures. The role is what is expected by people who occupy certain positions. In the position occupied some expectations should be carried out by someone who occupies that position.

Schools have tried to do various ways to enhance the role of stakeholders in overcoming violence against children. In general, schools as educational institutions have made various efforts to prevent violence against children, especially in schools. Based on the research that has been done, the effort of the school in handling and preventing this violence is by issuing the rules and publish the rules not only to students but also to teachers. The rules outlined in the pamphlet above are a form of attempts to prevent violence perpetrated by schools. The above rule explicitly directs students to avoid violence. In addition, the above rules are made to be followed by the students, so that anyone who violates them will be subject to sanctions. Even in preventing violence against school students apply the point of sanction for those who do not comply with the rules that have been set.

The above rules make it clear that the offense has adequate value and sanction. If the offense has 50 points, then the student must make the first agreement with the parents. Furthermore, if the violation is committed to 100 points then the student must receive a punishment in the form of the second agreement on the stamp of 6000 and known by the parents to the suspension. In general, violations committed by students are worth 100 that students should be suspended for a specified time.

To anticipate the violations committed by the students, the rules on order and even the prevention of violence and other policies are submitted by the school to prospective students and parents at the time of school enrollment. The rules should be adhered to by students and the consequences to be given to students who violate them, including acts of violence.

In addition to the established rules to prevent the occurrence of violence, prevention of violence is done through enforcement of rules when there are students who violate. Enforcement of the rules is done by Disciplinary Enforcement Team consisting of senior teachers and teachers who are considered respected by the students.

The school as a place of learning has authority over its students; if there is suspicious behavior, then the school will call the parents and question the child. Activities to monitor students are conducted by teachers picket in front of the school entrance to students who go to school and those in school. Security unit (security guard) within a certain period around the school supervising the pupils. Counseling teachers are also involved in disseminating the established school rules. Counseling teacher must teach things that will give good examples to the students. At the time of the counseling schedule, the guidance and counseling teacher provides material including violence.

Mechanisms for reporting acts of violence against children in schools still make the victims (students) feel afraid. Victims of violence must report to counseling teachers to be handled. The case of teacher's exposure to students is ultimately resolved by the students themselves through the class leader by apologizing to the teacher. While cases of fights between students in futsal game resolved by the police.

Cooperation with other external educational stakeholder is carried out to help resolve cases of violence at school. The school cooperation with external stakeholders who can provide information about events that trigger violence and acts of violence, such as health services,

education services, police, Civil Service Police Unit. While cooperation with education experts, psychologists, and religious experts have not been done to help overcome violence in schools.

## 5 Conclusion

A description of the cases of violence that occurred at school and the way in which schools dealt with them indicated that education stakeholders had a sufficient role in overcoming or preventing violence. However, education stakeholders are less empowered in carrying out this role. Education stakeholders have the strength and authority but are less brave to use these powers and authorities to take action that can reduce or prevent acts of violence against children in school. Although their roles, duties, and functions are clearly regulated in existing government regulations.

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