



CASE STUDY OF TEACHER VIOLENCE AGAINST STUDENTS AT GMT BOKING ELEMENTARY SCHOOL IN CENTRAL TIMOR REGENCY

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ABSTRACT: This study aims to determine the causes of violence perpetrated by teachers against students at GMT Boking Elementary School in South Central Timor Regency, East Nusa Tenggara Province. Violence by teachers aims to discipline students who violate the rules in force at school. Violence that is often used by teachers is physical and psychological violence. Physical violence is violence that is done directly such as hitting, slapping, piling, kicking, pinching, throwing objects that lead to the victim's body and so on. Physical violence can be done both with bare hands and tools. Psychological violence is violence that tends not to be too real. Psychological violence takes the form of pressure that can reduce mental or brain abilities such as insult and ongoing humiliation to minimize the victim's self-esteem, screams and threats that are given to bring fear and others. Actions of violence committed by teachers inadvertently with the aim of disciplining students in the school environment can have an enormous impact on the development of students for example, a feeling of confidence in answering questions raised by teachers for fear of being enthusiastic about going to school. To prevent acts of violence in schools can be done to improve the relationship between parents, students and teachers. The key to a good relationship to know the attitudes and character of students and the needs of students at school is the establishment of good communication from the school and parent to avoid violence.

Keywords: *triggers, completion steps, factors*

INTRODUCTION

Children's education is often inseparable from acts of violence. In Indonesia itself, it cannot be separated from the increasing number of acts of violence against children from year to year. Violence can be experienced by anyone, both men and women. We often see that in Indonesia there are many cases of violence that occur in the world of education, teachers commit acts of violence against students with the aim of disciplining students who often violate applicable regulations in schools. At this time, violence, which is the problem of violence, especially those that occur in the school environment, is increasingly becoming the attention of the community and government because teachers do not intentionally commit violence with the aim of disciplining students.

Violence, as we all know, is not a strange thing in our daily lives because the problem of violence occurs almost everywhere, starting in the family, community and school environment. The world of education is currently in a very poor condition due to rampant acts of violence in schools. Ironically, this act of violence involves two parties that should have positive interactions or relationships, namely teachers and students. Education is a process to develop human potential in order to have intelligence, self-control, good personality and noble character, in order to achieve these goals, conditions that are conducive and far from violence are needed, but we often hear of the increasing cases of teacher violence against students in the school environment.

The Minister of Education and Culture invites the public to see that there are still many things that must be addressed in the education system in Indonesia, there are still many problems of teacher violence against students in schools. This case of violence is very sad because there are so many screams of students who experience violence, but they are not so serious to follow up. Various forms of violence used by teachers such as yelling at students to physical violence that slapped, hit, grabbed, pinched have become a phenomenon at school.

The phenomenon of violence in school environments has recently received sharp attention from the community because violence that befell students in the school environment has become a hot topic of news in the mass media. Violence cases that occur in educational institutions indicate that violence is still used in learning patterns in schools under the pretext of discipline (Nurani, 2010: 86).

Violence that occurs in the world of education is in fact contrary to the prohibition on giving physical punishment to students which has been imposed by the government through the Child Protection Law Number 23 of 2002 which states on Child Protection. In fact, cases of child abuse can occur anywhere, anytime and by anyone. Even in the family realm, which is the initial stage of socializing values and norms, also contributes to the development of a child.

The tragedy of violence in the world of education can be concluded that violence does not mean that it begins with conflict, but instead arises because of the power that is used to paralyze and dominate the social

body so that it makes students obey and submit. Violence is a strategy for controlling students and others, and shows that the right way to avoid violence or punishment is to act obediently and obey existing regulations (Martono 2013: 39).

An educator should be aware of and pay attention to and look for educational guidelines that affect students in preparing children mentally, morally, spiritually, and socially. Guidelines used by educators in educating can be in the form of providing methods that are suitable for them, such as model education, education with customs and habits, education with advice and education with punishment (sanctions). When a teacher educates a child by practicing discipline and giving sanctions to children who are not disciplined against the rules that have been set it is interpreted as violence.

According to the Indonesian Child Protection Commission (KPAI) there are two factors that cause violence in education. The first is due to the character that is not well developed. This causes a lot of input on violent content to students which also have a big influence on children's development, so that they will grow up to be violent and temperamental children. Second, there could be a low pedagogical competence factor of the teacher, especially in class mastery and in creating a creative and fun learning atmosphere.

RESEARCH METHOD

The research design in this study is to use qualitative research which is intended to understand the phenomena of what research information is experiencing, such as behavior, motivation, actions and others holistically and descriptively in the form of words and language in a special natural context. and by making use of various scientific methods (Meleong, 2010: 6).

This research was conducted in four stages, namely survey, field preparation, data collection and data processing. At the survey stage the research observed the problems that existed in teacher violence against students at SD GMIT Boking, Timor Tengah Selatan Regency. The second stage is the preparation for the field, the researcher compiles a proposal to be in the seminar, then it is corrected and approved to be able to enter the field. The third stage, namely data collection, the research began to go into the field to obtain data and information. The research informants interviewed were teachers and students of SD GMIT Boking. Interviews were also conducted with victims and perpetrators. The last stage, namely data processing, the study compares, examines and analyzes the data obtained in the field with the theories and regulations used by the research to draw conclusions.

RESULTS AND DISCUSSION

This study aims to determine:

1. The trigger factor for teacher violence against students at SD GMIT BOKING, Timor Tengah Selatan Regency.

Based on the results of interviews with researchers at the research location, the triggering factor that occurred

began with the student in question who had been reminded repeatedly to use the uniform regional motif set by the school so that the teacher assumed that the student was violating school rules and accidentally, the teacher perform acts of violence in order to discipline students, because they have been repeatedly warned but students always ignore.

2. The role of the school principal to prevent teacher violence against students in SD GMIT Boking, Timor Tengah Selatan Regency.

In solving cases of acts of violence committed by teachers against students at SD GMIT Boking, Timor Tengah Selatan Regency, as the results of interviews conducted with the principal, the action taken by the school was to call the teacher concerned (the perpetrator of the violence) to retell the chronology of the incident. happened, after that the principal concluded that this case must be resolved without making the atmosphere of the two parties heated, after which the principal called the student concerned to explain that the teacher's purpose in committing acts of violence was not because the teacher hated the student but to discipline the student. so that there is no more misunderstanding. Furthermore, to make things better as before between teachers, students and parents, the principal asked for help from customary stakeholders around the school, school committee and senior teachers to find a solution together.

Steps taken by the local government to resolve the cases of the violence by teachers against students. Based on the results of the interviews conducted with school committee and local customary leaders regarding the steps to resolve the violence that occurred, holding a meeting with the school committee to find solutions to resolve the case together, so, that the school atmosphere becomes stable again, the solution is to reconcile or resolve in a kinship way in the sense that the school meets students and parents who experiences violence to apologize and explain according to the initial incident so that there no more misunderstanding between the teacher and parents of students.

CONCLUSION

Based on the results of the research and discussion of the the Case Study of Teacher Violence Against Students at SD GMIT Boking, Timor Tengah Selatan Regency, the following conclusions can be drawn:

1. The triggering factor for this violence was the result of the student being reminded repeatedly to wear the regional motif uniform but the student did not wear the regional motif uniform that had been determined by the school.
2. Actions taken by the principal in resolving this case were holding a meeting with the parents and teachers to solve it in a family manner.
3. The steps taken by the local customary leaders and the school committee were to reconcile the two parties' defense and resolve the case amicably.

SUGGESTION

Based on research that has been carried out on violence perpetrated by teachers against students at SD GMT Boking, Timor Tengah Selatan Regency, the researcher gives the following suggestions.

1. Establish a communication forum between the schools so that it can become a forum for teachers to overcome problems and obstacles found in educational institutions.
2. Creating monitoring or supervisors of all educational activities through communication forums between schools and parents of students as a whole.
3. The school makes communication liaison books between parents and teachers regarding student learning development, student attitudes and character and the needs of students in school.
4. The school always involves parents of students to find out the strengths and weaknesses of each child at school and at home.

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