

MANAGEMENT OF VIOLENCE ON CHILDREN IN THE EDUCATION WORLD TO IMPROVE THE QUALITY OF SCHOOLS

Akmaluddin ¹, Mardhatillah ¹, Rahmattullah ¹, Siti Mayang Sari ¹,
Marlina Siregar ², Al Fajri Kamal Ayu ¹

¹ Universitas Bina Bangsa Getsempena, Indonesia

² Universitas Labuhan Batu 1, Indonesia

*Corresponding Address: akmaluddin@bbg.ac.id

Received: 15 October 2022 / Approved: 30 November 2022 / Published: 29 December 2022

Abstract: The purpose of this research was to find out the prevention and control of violence and the management of supervision of violence in the world of education for students in improving the quality of schools. This research used the method of descriptive research in terms of survey research. The subjects of this study were school residents (principals, teachers, and school staff at SD Aceh Besar. To collect factual information is used the interview method. The use of interviewing techniques received positive responses, as well as providing input and effective suggestions regarding the management of violence monitoring in the field of education. The results of this study show that there are several indicators in the monitoring management of violence. First, schools must conduct counseling or outreach and work with the police officer. Next, violence management can also be carried out in an orderly manner and create a conducive or comfortable situation by forming a violence monitoring team, implementing the rules and sanctions, or follow-up when the event of violence. Research conclusions show some internal indicators of management violence supervision: schools should take counseling or socialization and work with government officials such as the police.

Keywords: Surveillance Management, Sexual Violence, Quality of Education

INTRODUCTION

Education is a first effort structured to create a learning environment and a demanding learning process that encourage participant of the student to be active in developing their potential to know religion, control self, personality, intelligence, and morals glorious, as well as necessary skills for self her and society (Prasetya et al., 2018). The quality of education depends on the implementation of learning at school. Various factors, including discipline from human resources, can influence this. It is the educator's power at school. The main element in educational institutions is the connection between teachers and students (Fauzi, 2017). Case violence occurs at educational institutions that demonstrate primary violence still exists in educational learning conditions.

The phenomenon of violence at school recently underwent review intensive publicity. The violence of students in the school environment has popular news in the media. Students often experience school violence in the guise of discipline. A phenomenon of violence in the scope of education is the reality that contradicts a ban on physical punishment for the student. This is included in the Constitution Protection of child number 23 of 2003, which states that teachers and whoever is at school are prohibited from physically punishing children (Diyah & Imron, 2016). According to UNESCO, discord possible could not be avoided, but violence could be avoided.

There is violence commonly experienced by students, including physical violence, which is a shape causing violent injuries to students as harassment and abuse (Research et al., 2022). Besides that, there is some other violence, such as psychology and psychics conducted in a manner that is aggressive, annoying, judging or saying words that hurt feelings, hurt price self, lowered trust self, make people feel humiliated, small, weak, ugly, no useful & not Empower (Ilham & Handoyo, 2013). Most people believe that violence in education is not allowed to practice. Others argue that violence could be conducted for educational purposes. For the second issue, no clear rules limit reasonable permissible force (Fauzi, 2017).

Adrianti explains in (Fauzi, 2017), based on the data released by the Commission of Indonesian Child Protection (KPAI) in 2017, according to the survey conducted by the International Center for Research on Women (ICRW), as much as 84 percent of children in Indonesia experience school violence. The number of violence cases at schools in Indonesia is higher than in Vietnam 79%, Nepal 79%, Cambodia 73%, and Pakistan 43% in (Fauzi, 2017). David expressed that of whole cases of violence to the child, 10 percent of them were done by the teacher. It was found that significant numbers of violent types were from abuse or bullying, as well as other violence in the education sector. The total was 2,655 cases. Article 9, chapter 1a, and Article 54, chapter 1 of Law No. 35 2014

(regulates the protection of a child from violence or crime in the environmental education sector) (Tang, 2020).

With arising a significant number of violent matters, it is needed using management supervision violence to control as well as look for a solution to this problem which t occurred in the education field. Management case violence is a guaranteed process to minimize violence in the education sector. Violence will affect students' competency, decreasing education quality (Tanuwijaya & Tambunan, 2021). If violence is released in education, it would greatly impact education, especially in elementary school.

Having examined the issue, it needs to focus on that problem that will not happen in a manner and not continuously violence in the education sector. Suppose It needs management supervision strictly related to the violence that occurs in the world of education, especially elementary school (Nafiah & Wijono, 2021). A huge number of students at elementary school could not protect themselves. Moreover, it needs supervision from parents, teachers, and the school's headmaster. This violence will also affect students such as mental, psychological, social, and physical health of students it influences students' competency and causes the quality of education (Tobing & Lestari, 2021). From the explanation, the writer will research “ Management Supervision Violence In the Education Field To Increase The Quality Of Elementary Schools in Aceh Besar.”

METHODS

This study used qualitative descriptive research with a form of survey research. This method is considered the appropriate tool because this study was conducted to gather factual information through interviews. The interview technique is used to collect data about management violence at school, supervision violence, and management supervision execution to increase the quality of the school. The sample study is members of the school (headmaster, teachers, staff, and officers). The location of this study was implemented in SD Negeri 1 Lamcot Aceh Besar District.

RESULTS AND DISCUSSIONS

From the results study through technique interview, several opinions about supervision violence in education are collected from several teachers at SD Negeri 1 Lamcot Aceh Besar. The results interview are as follows:

Based on the results interview, Informant 1 stated:

“Surveillance violence, especially in the world of education important, because Thing could increase attitude tolerance and attitude responsible answer good it's the teacher as well as students, management supervision for following violence is a wise thing _ so management will minimize following violence however there are several obstacles in realize supervision such, like lack of facility school one of them that is CCTV.....” (interview December 2022 at 10.15 WIB).

From this opinion, it could be interpreted that an attitude of tolerance and responsibility answers the urgent in socializing at school. He said CCTV is a capable tool to minimize violence at school, with such intention to follow violence will be dismissed by the people. It could prevent violence and minimize it, especially in the education field, and a lack of facilities or infrastructure also affects the management supervision of violence.

The researchers also interviewed Informant 2, who argues that :

“Often his advice given from educator to participants teaching also helps child mind set for renew knowledge especially emotional for keep away a child from negative thoughts you get from outside as well as on the environment school, however lack of teacher knowledge about violence physical and psychological will impact on motivation and change behavior participant educate, things violence as that must quick be avoided if violence will give big impact for participant educate trauma” (interview December 2022 at 08.30)

He explains that consolidation among educators and participants should be stable, and teachers must upgrade their knowledge about psychic or physical violence in the education sector.

Next, the opinion from Informant 3:

“To prevent violence not just supervised in the world of education, however, parental involvement is also a great effect and is necessary to support happening violence. The school must carry out socialization or counseling with government officials such as police about violence, and it needs MOU” (interview December 2022 at 11:20)

Based on the argument, the touch on that parental control also matters big in the prevention of violence for children permanently monitor their actions at school or home. As a result, a student could behave well and appropriately as they should. Counseling and socialization are also very good and needed for coping following violence. With existing counseling, the student or the teacher will be more open about violence in education.

As for the results interview from Informant 4 explained :

“There must be order and formation team supervision violence at school is a good strategy good for prevention violence nor management supervision violence, also make deliberations and meetings with committee, parents, and educators with purpose establishment of the desired order enacted” (interview December 2022 09.20)

The explanation is that formulation of rules and establishment of team supervision also has a role urgent in management supervision as well as prevention of violence in the education sector because educators and the student will be guided by the rules and regulations that apply, with rules and regulations exist penalty for a person who is conducting violence. It is a solution for minimizing following violence at school.

Plus, with opinion Informant 5:

“Important his socialization as advising students will bring influence, better again if formation character built since early will generate impact optimally positive” (Interview December 2022 11:20)

Explanation the meaning that advising earlier age will give good influence students for the later day because of the violence conducted of lack of knowledge which is obtained.

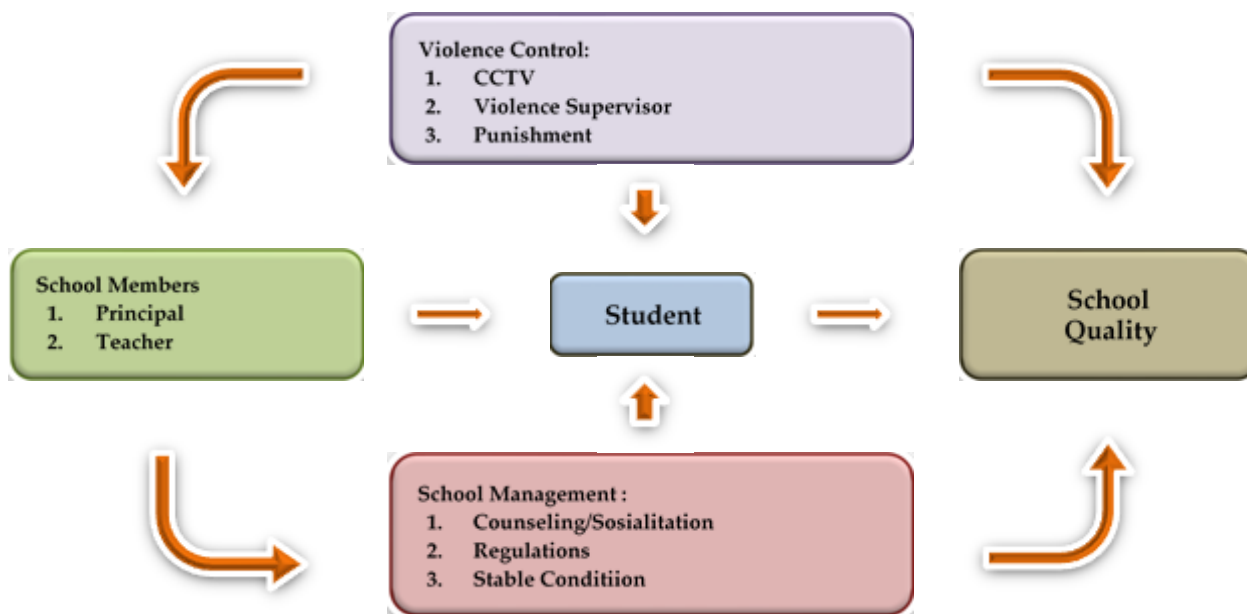
Also, available view Informant 6 explained as follows:

“Surveillance violence very good held at school, especially with manage it because with exists supervision and management supervision will keep away a child from things that don't want as bullying good that physical, psychological or mental, violence will also result in descent motivation as well as results study student if Thing the Keep going continuously happen purpose Indonesian education namely educate life nation no will realized” (interview December 2022 11.50)

The meaning of this opinion explains that management and supervision of violence will bring a positive impact because participant education will keep away from following violence that is not should experienced. Violence is not just about bullying but also the violence it gets from educators, both mentally and physically.

Based on the results interview, it could be concluded that violence supervision is urgent in education. It occurs because of the freedom act, whether from educators or students. With existing supervision, the scope of freedom following violence will decrease, and violence could be avoided. Otherwise, management supervision will impact quality education at the school base. It is not only in the school base but in other educational institutions. The results of this study there are relating to management school and supervision of possible violence seen as follows:

Figure 1. Violence Management Supervision In Education



The Ministry of Education regulation number 82 in 2015 concerning preventing and managing violence in the education sector. It states about protecting the child from violence, preventing the child from acting violently, and rule mechanism prevention and control as well as sanctioned (Sabaruddin, 2019). The Ministry of Education regulation number in 2016 concerning the system guarantees the quality of primary and secondary education (Suradnya, 2021). Ashlan dan Akmaluddin (2021), Management empowerment must be seriously considered because it greatly influences the improvement of the quality of education

The principles of basic education, as mandated by the Minister of Education and Culture, will not be realized if the educational process is only oriented and monotonous and there are no genius and realistic policies. Policies in education programs should be based on four principles: quality, quantity, access, and suitability or consistency (Jakaria, 2014).

General Directorate of Teachers and Education Personnel of Education Ministry and Culture explain that four must be noticed to improve the quality of education: policy, leadership schools, infrastructure, and learning processes (Sinsyi & Setiadi, 2021). The policy is the main point to improve the quality of education. Management policy supervising violence in the education field is quality policy because, in the 21st century, significant numbers of violent cases occurred in the education field. For example, psychological, mental, and other violence may decrease the quality of education. Educational Institutions are assessed as the best place for the basic sources of humanity and for shaping a good character (Fathurrochman & Muslim, 2021).

CONCLUSION

Based on the study and respondent interview results, some internal indicators of management violence supervision exist in which schools should take counseling or socialization and work with government officials such as the police. Next, management violence could also be done with the appropriate rule to create a conducive and comfortable situation. Supervision violence could apply CCTV assistance, formation of team supervision violence, and setting rules and sanctions if the violence occurs. With the management supervision violence, it will improve the quality of the school as well as intellectual generation formation. Using the interview technique obtained the results that supervision of violence is urgent in the education field, especially in the 21 century often happens violence whether in public spaces or the education field. The violence in the education sector also decreased the study competency and decreased motivation for participants to take the learning process at school. If violence continuously goes in the education sector, it will affect declining school quality.

REFERENCES

- Diyah, N. C. M., & Imron, A. (2016). Kekerasan dalam Pendidikan (Studi Fenomenologi Perilaku Kekerasan Di Panti Rehabilitasi Sosial Anak). *Paradigma*, 4(3), 1–12. <https://core.ac.uk/download/pdf/230701812.pdf>
- Fathurrochman, I., & Muslim, A. (2021). Menangkal Radikalisme Dengan Penguatan Pendidikan Karakter Nasionalisme Melalui Amaliyah Aswaja di SD Islamiyah Magetan. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 801–818. <https://doi.org/10.37680/qalamuna.v13i2.1071>
- Fauzi, I. (2017). Dinamika Kekerasan Antara Guru dan Siswa Studi Fenomenologi Tentang Resistensi Antara Perlindungan Guru dan Perlindungan ANak. *TARBIYATUNA: Jurnal Pendidikan Islam*, 10(2), 40–69.
- Hendry, E. (2016). Kekerasan Dalam Pendidikan. *At-Turats*, 3(1), 51–61. <https://doi.org/10.24260/at-turats.v3i1.252>
- Ilham, M., & Handoyo, P. (2013). Kekerasan guru terhadap siswa: Studi fenomenologi tentang bentuk kekerasan guru dan legitimasi penggunaannya. *Jurnal Paradigma*, 1(3), 1–4. <https://jurnalmahasiswa.unesa.ac.id/index.php/paradigma/article/viewFile/3913/6456>
- Jakaria, Y. (2014). Analysis of Appropriateness and Suitability of Primary School Teachers' Educational Background and Their Taught-Subject-Matter. *Jurnal Pendidikan Dan Kebudayaan*, 20(4), 499–514.

- Nafiah, U., & Wijono, H. A. (2021). Konsep Pola Asuh Orang Tua Perspektif Pendidikan Islam. *Jurnal Studi Kemahasiswaan*, 1(2), 155–174.
- Penelitian, J., Muslim, U., & Medan, N. A. (2022). All Fields of Science J-LAS Concept of Area of Flat Shapes. 2(1), 209–217.
- Prasetya, E. P., Abdulrahman, & Rahmalia, F. (2018). Pemberdayaan Masyarakat Tentang Kesehatan, Pendidikan Dan Kreatifitas. *Jurnal Pengabdian Pada Masyarakat*, 2(1), 19–25. <http://pkm.uika-bogor.ac.id/index.php/ABDIDOS/article/view/69>
- Sabaruddin, S. (2019). Implementasi Permendikbud No. 82 Tahun 2015 Tentang Pencegahan dan Penanggulangan Tindak Kekerasan di Lingkungan Satuan Pendidikan di SMP Telkom Makassar. *Phinisi Integration Review*, 2(1), 146. <https://doi.org/10.26858/pir.v2i1.8365>
- Sinsyi, M. M., & Setiadi, Y. (2021). Perbedaan Kualitas Sekolah Unggulan di Kabupaten Banyuwangi Setelah Diberlakukannya Sistem Zonasi Studi Kasus di SMPN 1 Banyuwangi. *Seminar Nasional Official Statistics*, 2021(1), 705–714. <https://doi.org/10.34123/semnasoffstat.v2021i1.1015>
- Suradnya, I. N. (2021). Penerapan Sistem Penjaminan Mutu Internal (Spmi) Di Smp Negeri 1 Banjarnagan. *MANAGERIAL: Jurnal Inovasi Manajemen Dan SUpervisi Pendidikan*, 1(1), 8–17. <https://jurnalp4i.com/index.php/manajerial/article/view/226>
- Tang, A. (2020). Hak-Hak Anak dalam Pasal 54 UU No. 35 Tahun 2014 tentang Perlindungan Anak. *Jurnal Al-Qayyimah*, 2(2), 98–111. <https://doi.org/10.30863/aqym.v2i2.654>
- Tanuwijaya, N. S., & Tambunan, W. (2021). Alternatif Solusi Model Pembelajaran Untuk Mengatasi Resiko Penurunan Capaian Belajar Dalam Pembelajaran Tatap Muka Terbatas Di Masa Pandemic Covid 19. *Jurnal Manajemen Pendidikan*, 10(2), 80–90. <https://doi.org/10.33541/jmp.v10i2.3272>
- Tobing, J., & Lestari, T. (2021). Pengaruh Mental Anak Terhadap Terjadinya Peristiwa Bullying. *Jurnal Pendidikan Tambusai*, 5(1), 1882–1889.