



Strategies for Prevention and Management of Student Violence in Kristen Calvin Middle School Central Jakarta

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ABSTRACT

School violence not only affects the physical health and safety of young people, but also their mental health, social relationships and academic performance. In addition to this, student violence in middle school has different degrees of impact on the perpetrators and those affected by the violence. This paper provides an in-depth analysis of the characteristics and manifestations of violent behavior among middle school students, and studies the related factors that influence violent behavior among middle school students. It explores the causes of school violence among middle school students from four perspectives: school, family, society, and the students themselves, and discusses the prevention and management strategies through interviews and literature research with Kristen Calvin Middle School as the research subject.

Keywords:

Student violence,
Middle school,
Prevention and
management strategies

INTRODUCTION

The impact of violence in schools between teenage students has become an important concern of the community. Because of concerns about violence in schools, research institutions in several countries also conduct survey data on violence in schools.

Based on Global School-Based Health Survey data in 2015, more than 21% of teenagers aged 13-15 years or around 18 million teenagers in Indonesia experienced violence in a month of April when the survey was conducted (GSHS, 2015). National Data of Child and Youth Life Experience (SNPAR) and United Nations Children's Fund (UNICEF) in 2018 show that, as many as 1/2 boys and 3/5 female children aged 13-17 years have experienced emotional violence in Indonesia. Data from the Ministry of Women's Empowerment and Child Protection in 2018 states that as many as 84% of students have experienced violence in schools. Then, 40% of students aged 13-15 years reported that they had experienced physical violence by peers. Based on the results of a survey from the Indonesian Child Protection Commission (KPAI), cases of violence in children decreased in 2021, but 3/10 boys and 4/10 girls in Indonesia aged 13-17 years had experienced one or more types of violence throughout his life.

Research on school violence begins in America, extensive research accumulation provides a basis for the prevention and control of school violence among middle schools. Since the 1960s and 1970s, an increasingly serious school violence incident occurred in western developed countries. This situation has attracted the attention of the government and all levels of society. Therefore, universities and research institutions work together to find effective ways to reduce violence in schools.

In recent years, when school violence in Indonesia has received more attention from the community, more and more related research results have increased. The



governments and schools have devoted a lot of energy for research on the prevention and prevention of violence in schools. However, research on the prevention and prevention of violence in schools is not enough to rely solely on schools. As mandated by Law Number 20 of 2003 concerning the National Education System, healthy adolescent growth is the responsibility and mission of the family, school and community. Permendikbud No. 82 of 2015 concerning Prevention and Management of Violence Acts in the Educational Unit to create a safe and comfortable school environment. This rule contains about

Prevention and Management of Violence Acts in the Educational Unit Environment. All sectors of the community must work together to provide correct guidance to adolescents. Good collaboration between schools, communities, parents, and students is the main key in avoiding violence in the school environment.

Prevention of violence in schools is a prerequisite for the smooth development of teaching works and harmonious community development. A good and conducive school ecosystem can encourage students to develop their best potential. Most previous research includes attribution, impact, precautions, school management strategies, law improvement and improvement opinions and so on. This research takes middle school violence as the object of research, and analyzes the current situation and the characteristics of current school violence among middle school students in responding to current academic discussions about school violence. Taking Kristen Calvin Middle School in Central Jakarta as an object of research, to summarize and discuss its prevention strategies that have no school violence incidents reported for more than 10 years. Through interviews and literature research to understand the experience of preventing and overcoming violence in schools. Try to find the trigger, propose a prevention and prevention strategy, reduce the likelihood of occurrence, until this behavior is eliminated.

1. Definition of Violence and Student Violence

Regarding the definition of violence, the scholars have a different understanding of violence. As shown by Norwegian Sociologist Galtung (1969): "There is no universal definition of violence, and no two scholars use the definition of violence with the exact same meaning." This definition has been recognized in general by the academics of West State (Budirahayu, 2022).

However, when the World Health Organization (WHO) proposed the definition of violence from a medical point of view, generally recognized by the academic community. According to WHO, violence is the use of physical strength and power, threats or actions against oneself, individuals or groups of people (society) that result in or most likely to result in bruises or trauma, death, psychological losses, developmental abnormalities, or deprivation of rights. Bandy (2019) submitted a redefinition of the concept of violence put forward by WHO since publishing a world report on violence and health in 2002 in the book *Violence: An Interdisciplinary Approach to Causes, Consequences, and Cures* page 4, innovating the definition of violence, emphasizing the behavior of intentional violence, and expand the definition of violence.





Another definition of violence against adolescents according to Law No. 35 of 2014, is every act carried out against children that results in physical, psychological, and sexual or neglect of misery, including threats to carry out actions, coercion or robbers of independence. Meanwhile, according to Hamby (2017) for the appropriate definition of violence requires four elements. Violence is a behavior (a) intentional, (b) unwanted, (c) is not important, and (d) dangerous. The four elements are needed to include all the actions included in the category correctly and exclude similar actions that are not violence, such as self -defense (a form of aggression but not a form of violence), accidents, and rough games (Hamby, 2017).

From some of the opinions above, researchers can conclude that experts generally agree that student violence refers to aggressive behavior that occurs in or outside of school and can cause physical, psychological, and sexual losses for victims. Violence in the journey to and from school is also considered a violence in schools. This includes serious violent crimes and less serious acts of violence such as insult and threats.

2. Characteristics of student violence in middle school

Middle school students do not need to bear the legal responsibility for acts of mild and general violence. This, to some extent, encourages the coincidence mentality of cruel people, making them commit violence more recklessly. According Liu Yongsheng (2019) student violence among middle schools has characteristics as

a. Acts of violence.

Compared to elementary school violence, middle school violence is stronger. Elementary students' violence is relatively mild, does not cause serious physical injuries, and is mostly verbal. Student violence in middle school often uses tools, such as sticks and other violence tools, cellphones and other photo tools, and internet media. The level of damage is more serious, and some surfaces are injured with different degrees.

b. Hidden

The incident of student violence carried out by middle school students is relatively hidden, most toilets, school corners, corners outside the school gates and other corners that are not easily found. Difficult to note and control by teachers and parents.

c. Complexity

In terms of school or family education, students lack communication with teachers and parents, and spiritual communication is not enough. On the other hand, the perpetrators want to prevent the victim from telling the teacher what happens, and usually reply wildly and repeatedly personally, and keep pressing the victim. And the perpetrators often show signs of collusion with social gangsters, which are more common in intimidation outside of school (Liu Yongsheng, 2019).

3. Triggers for Student Violence

Some scholars try to explain the aggressive behavior of school intimidation from a physiological point of view, such as anatomical expert frenologi, the body shape of the Craigioll psychiatrist, and humans described by the Longbro Criminal



Anthropologist. In the 1960s, American scientists used chromosome deviations or gene defects to explain the causes of the attack itself, and so on. This interpretation has been criticized by scholars from various disciplines (Sun et al., 2017). The second is psychological interpretation, which is to study the relationship between student violence and variables such as aggressiveness and impulsive behavior. The related study shows that the higher the impulsive, the more aggressive the behavior (Yang, 2021). The third is from the perspective of sociology. Sociologists believe that the severity of student violence is positively related to the social environment.

Another dimension of student violence is a method of analysis of social factors, based on the theory of situational interaction Goffman (2019) emphasizes that "events occur in the context of social interaction, and bad behavior related to bad behavior" which analyzes the causes of student violence based on four factors related to adolescent growth Individual, family, school and community (SU, 2022).

a. Individual

Aggressive teenagers seem to have a worse self-perception. However, the relationship between self-esteem and aggression and violence is still controversial. Aggression is associated with low self-esteem even though this relationship gets one of the lowest values in both sexes (Estévez et al., 2018).

b. Family

Children begin to know the right and wrong manayan is from the family, especially parents, in the family also children get values and norms adopted by the culture and beliefs of the local community. Therefore parents play an important role in the formation of children's behavior. Transfer of values and norms is inseparable from the types of parenting applied by parents to children, both parenting, authoritarian and democracy. Each parenting contributes to the formation of children's character (Sufriani et al., 2017).

c. School

Xiang (2018) summarizes three school factors: 1. Incorrect teaching methods, schools consider grades as a standard for measuring students, and ignoring student mental health education. 2. The relationship between teacher and student is not good, poor teacher-student relationships will greatly affect student moral development and greatly reduce the dignity of teachers 3. Schools do not pay attention to student violence and confuse play behavior with violent behavior (Xiang, 2018).

d. Social

According to Sari (2020) the environment around children who do not care, Dimanasocial tends to let a child who is wrong in his environment as long as he is not his biological child. Low social control over the surrounding environment. Finally, technological factors are parents who do not supervise when their children play mobile phones. So children are free to access videos that have a bad effect on him and practice what he watches in life (Sari et al., 2020).

Teenagers who have committed acts of violence in students have not developed the ability to distinguish the right and wrong and self-control, and are vulnerable to emotional instability when facing pressure from studies and life, and they tend to





use violence to solve problems. Some parents themselves are accustomed to violence to solve problems and educate their children with violence, and children easily learn violence. In the case of schools: Inappropriate teacher education methods are an important reason for violence in schools. In terms of community factors, violence in schools is the result of various factors.

METHOD

This study uses literature research methods and field research, which consists of research on literature study, interviews and field observations. With a large number of literature on educational psychology, education management, and education law has been reviewed to build intellectual backgrounds and theoretical foundations for this research. Field interviews to discuss the reasons for the success of preventing school violence. The design used in this study is qualitative research. The causes of school violence among middle schools were collected and analyzed through literature and interviews to provide factual basis for this research. And research on violence in secondary schools proposed by previous researchers was explored to summarize the main reasons that influence violence in secondary schools, so that it becomes the basis of research for this research to get the prevention and prevention strategy approach.

In this study the data collection techniques needed to answer the focus of this research. Data collection techniques that researchers use are as follows:

a. Observation

According to Basrowi (2012) observations are defined as a technique that is carried out by making observations on research and systematic recording. Researchers used this method to get a Calvin Christian School Middle School report on school violence in PKAI for the past 10. Before the researcher collects data by literature research methods and interview methods, previous researchers used the observation method to obtain data.

b. Literature study research

According to Danial and Warsiah (2009), literature study is a study conducted by researchers by gathering a number of books, magazines related to research problems and objectives. The use of this technique is a method for obtaining information through review of literature in accordance with certain research goals or topics, to obtain a comprehensive and correct understanding of the problems to be studied.

c. Deep interview

In -depth Interview Research Methods are basic research methods in psychology that seek to understand the psychology and behavior of people interviewed through face -to -face conversations between researchers and those interviewed. In this study, in -depth interviews with the principal, teachers, students, and parents from Kristen Calvin middle school in small groups allowing a collection of simple and narrative information to be analyzed in various ways.

Data analysis in qualitative research was conducted during the data collection process and after the data collection was completed within a certain period of time.



Miles and Huberman propose that qualitative data analysis activities are interactive and continue to completion. Data analysis activities in the study, namely:

a. Data collection.

Definition of Data Collection Techniques According to Djaman Satori (2011) is a data collection in scientific research is a systematic procedure for obtaining the necessary data. It can also be understood that data collection techniques are a research process where researchers use scientific methods to collect data systematically to be analyzed.

b. Data reduction.

According to Mantja (2018) that data reduction took place continuously throughout the study. The product of this data reduction is a summary of the field records, both from the initial notes, expansion, and addition of data reduction is a processing process that occurs after a study. Usually data reduction requires the help of some tools to facilitate researchers to achieve research goals after collecting research data.

c. Drawing conclusions

The final step in this study is to draw conclusions and verification. Drawing conclusions is the final stage of data analysis activities. In this study the drawings of conclusions were carried out by comparing the suitability of respondents' statements with the meaning contained in the problem of researchers conceptually.

RESULTS AND DISCUSSION

The author chose 3 teachers, 8 students and 5 parents from the Calvin Christian school middle school as a guest speaker. The background of each resource person will be explained in detail in the profile section of the resource person. The speakers in this study included the role, history of education, and gender of each resource person.

1. Characteristics of school violence among middle schools.

The researcher asks the teacher: As long as you are a teacher, have you ever experienced an incident of school violence? What is the difference between violence in the chaotic middle school students and other age students? Answer from Teacher's Resource No. 1: As a teacher, I must have dealt with student contradictions. Compared to violence in schools in elementary and middle school students, violence in schools in middle school students is more complicated. The behavior of elementary school students is relatively simple and straightforward, while the minds of middle school students are more mature. Children may be fine the next day. Middle school students may experience a big conflict but they begin to have basic abilities to deal with problems. Middle school students have increased physical fitness but immature thoughts. Lack of ability to deal with conflict is more likely to cause conflict. Then Teacher No. 2 Add: In my opinion, middle school violence will further affect students' mental health. School violence among elementary school students is more like slapstick, and middle school students are more physically dangerous. Violence among middle schools is relatively mild in terms of physical injury but more serious in psychological injuries. Another thing to note is that





student gender awareness is clearly visible when sitting in middle school. Girls are more emotionally and inner sensitive, and sarcasm can cause unresolved pain, and when they cannot find the right way to solve this negative emotions, they can use violence by impulsive way to resolve it

In addition, some parents say that boys experience physical and mental violence in middle school. In addition, some parents say that with the arrival of puberty, unlike in elementary school, boys experience physical and mental violence in middle school. Girls do more violence mentally or coldly, and do not do too physical violence than boys. But in fact, girls and boys are both hurt.

Through communication with teachers and parents, it can be concluded that school violence in middle school students has several characteristics: a. Violence of middle schools is hidden. b. Long -term nature of middle school violence. c. The nature of junior school violence gang.

2. Triggers for school violence in middle school

When the research continued and the data obtained were analyzed, the author found that some students rarely communicate with 37 their parents about what happened at school (for example, of the 8 students interviewed, only 3 students who established communication every day with their parents). Researchers ask during interviews with students: What will you do if you yourself experience violence at school? Do you want to tell you, or find good friends to ask for help, or look for parents and police? Student resource persons No.6, No. 7 and No.8 stated that they wanted to tell their classmates or closest friends first. Students interviewed No.8 said: It is more useful to tell classmates about school affairs. If parents don't ask about violence at school after returning home, I don't want to take the initiative to speak up. Students interviewed No. 6 says: - If I am a victim of violence at school, I might not take the initiative to tell the teacher, let alone inform the police.

The reason for the formation of school violence in middle schools, the findings of scholars from various countries mainly include factors such as indifference between students and their parents, lack of family education, inappropriate school management. The combined effect of education that is not appropriate in the family and the harmful external influence causes school violence among middle schools. This study was combined with previous studies plus the conclusion of the actual survey of middle school students, decided to explore the reasons for the formation of school violence from the following four aspects :

a. Individu factor.

From the results of interviews with speakers, it can be said that the cognition of middle school students determines their behavior, middle school students in adolescence have not developed perfectly, easily reckless and easily influenced by bad habits, and lack of legal awareness. Over time, bad habits and lack of awareness of prevention will cause school students

b. Family factors

The most significant factor that encourages my communication with students is a discussion about the atmosphere of kinship. Psychologist Professor Zhang Chunxing has shown that "If the problem of adolescents is considered as a



pathological phenomenon, the cause is rooted in the family, the symptoms arise in school and their conditions worsen in the community" (Han Mei et al., 2020). Therefore, the existence of violence in school as a problem of adolescents is very closely related to the influence of the family. A poor family environment is accompanied by conflict and even domestic violence. In long-term influences, children can be accustomed to using violence as a way to solve problems. In addition, proper parenting has a positive impact on child development, while improper parenting will have a negative impact.

c. School factors

When talking to teachers about violence in schools, researchers need to understand the teacher's perception of violence in schools. So the researcher asks the teachers: Some people think that violence in school is a normal puberty phenomenon, and will be fine after puberty. From the results of interviews with speakers, it can be said that students start learning and entering the community from school, the words and actions of teachers, educational methods, and school atmosphere all have a major impact on students. Students respect the teacher, and the teacher gives an example for students. Teacher education methods and the ability to educate will have a direct impact on students. Superior teachers not only have high teaching skills, but also have teaching skills and good communication skills.

d. Social factors

Violence in schools is a relatively prominent school security issue, not only influenced by external factors in the family and school, but also by social factors, this is mainly reflected in: a. There is a gap in the law, and it is impossible to build a long-term mechanism to prevent and control violence in schools. b. The influence of social atmosphere.

If you want to find a legal basis for handling security events such as violence in schools, then you must refer to the Basic Law of the Republic of Indonesia, Article 54 of Law Number 35 of 2014 concerning Child Protection or Article 1 letter c and d Regulation of the Minister of Education and Culture No. 82 of 2015 concerning Prevention and Management of Acts of Violence in the Environment of the Education Unit and other legislation. However, this provision is not targeted or quite specific. Factors of school violence among middle school students are very diverse, and their manifestations are also very complex. Therefore, the prevention of school violence among middle school students also requires active participation from all forces in the community to shape the shared strength and play their joint roles. Work together for healthy developments for middle school students.

1. Prevention and mitigation of students

Basically, the occurrence of school violence among middle school students is determined by the students themselves. If the perpetrators can control themselves before violence, and if the victim can take precautions from one thing or another, then the occurrence of violence in schools can be avoided. results with half effort.

a. Increase self-control.

Children with strong self-control abilities will develop more prominently in their future careers and are more likely to succeed. To control violence, they must





first learn to consider the consequences of their actions in the context of morality and comprehensive effects. Even more important to objectively understand the consequences of violence.

b. Improve the mental quality of students themselves

Good psychological quality is very important for middle school students, which not only affect academic performance, but also plays a key role in dealing with emergencies.

c. Handle interpersonal relationships correctly

This is the key point of school learning for middle school students to have good skills in dealing with interpersonal relationships, the skills needed for their social survival, and are also an effective way to prevent violence in schools effectively.

d. Strengthening awareness of law protection

Middle school students must learn to use legal weapons to protect their own rights and interests, this requires middle school students to have sufficient legal knowledge, the school provides special education and counseling for students to increase legal knowledge, study legal science, and not be affected and disadvantaged by behavior external bad.

2. Family Prevention and Management

The family is the main transition for middle school students to relate to social, understand social, and eventually integrate into the community, and the family must be the first examination post for the prevention and handling of school violence in middle schools.

a. Create a harmonious family atmosphere

Parents must give examples, build friendly and harmonious parents' relationships with their children, and communicate with children with patience and perseverance, so that children want to take the initiative to tell their parents what they meet. Communication between parents and children is very necessary. The relationship between parents and good children can detect adverse psychological changes in children in time and guide them to grow healthy.

b. Improve the way of delivering education

The community where the family can also hold a variety of parents' interactions, allowing parents to communicate, learn from good experiences with each other, and allow children to communicate and confide in the heart, so that parents can better understand the psychological growth of their children.

c. Give a good example

Parents are very demanding themselves in family education, improving the quality of themselves, giving good examples for their children in every word and deed, helping children build positive and healthy outlook on life, improve the views and values of the world, and consciously prevent violence at school.

3. Prevention and Social Control

The task of increasing school security laws to ensure the growth of healthy middle school students becomes urgent and still long.

a. Stabilize social order



With the joint effort of all social layers, we must maintain social stability, unity and order, and hold fast to the principles of Pancasila democracy to provide a good social life environment for middle school students.

b. Manage the environment around the school

The learning environment and life of middle school students need calm, stability and harmony, and the messy environment will interfere with students. Safe and hygienic places that meet national standards can be built within the appropriate distance around the school.

c. Tight control of electronic films and television products

Experience and lessons so far have proven that strict control of film products and electronic television is very important. Related departments at all levels of the state need to work together to carefully formulate appropriate classification methods and review procedures for products in the form of publications, audio-visual products, TV programs, films, game software, broadcasting, internet sites, and other items .

4. Social prevention and prevention

To prevent and reduce violence in schools, schools must bear their responsibilities first.

a. Improve the school system

For example, schools can regulate: Review System for Appreciation and Punishment. While realizing a clear appreciation and punishment, we must maintain students' feelings. On the other hand, the formation of a system of handling violence in a comprehensive school. The third point is to strengthen security inside and outside of school.

b. Improve teacher quality

Teacher education capabilities increase, and they are in harmony with students. When students face difficulties, they will seek teacher assistance, find school violence early, respond to school violence on time, deal with school violence well, and create a harmonious environment for middle school students atmosphere of learning life.

c. Strengthen education about the supremacy of law

Schools can increase the awareness of middle school students about the legal system through various methods of education, increase their awareness of self - protection, and learn to use the law to protect themselves, so that they effectively prevent and avoid violence in school

d. Strengthen psychological education

The relationship between teachers and middle school students is that teachers and students are also friends, teachers must release their identity, change the concepts of traditional education, and chat with students through various opportunities to understand student psychology as deep as possible. As a friendship relationship, the teacher can understand the psychological state of students in the most practical and direct way.





CONCLUSION

School violence among junior middle school students is a common problem at home and abroad, and it was formed for various reasons. School violence among junior middle schools is hiding, long term and gang.

After analyzing the results of the actual interviews and surveys of students at the Calvin Christian School Middle School and analyzing and summarizing previous research, it was concluded that school violence among junior middle school students. School students have four important reasons, including the reasons for students themselves such as conflicts between one another or conflict caused by monkey love, school factors, family factors and social factors. Thorough and analysis as well as an appropriate strategy to prevent violence in school for these four reasons.

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