

Evaluating the Policy of Child-Friendly School in a Junior High School in Ternate

Safrudin Amin*
Social Anthropology
Universitas Khairun,
 Ternate, Indonesia
 safrudinamin1@gmail.com

Badrun Kartowagiran
Faculty of Engineering,
Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 kartowagiran@uny.ac.id

Abstract--Some recent reports publish an alarming condition of child abuse at home and schools. This condition is unfortunate since children should be supported to grow in a healthy atmosphere. To meet this need, the Indonesian government issued a child-friendly school policy in 2014. The present study aims to evaluate the performance of the policy in an empirical setting in a school. Of the four domains of abuses, this study only focuses on the physical violence experienced by students in the sample school. This study was conducted at one of the child-friendly schools in Ternate. By employing quantitative anthropology, this study surveyed physical abuses to 187 students using a valid and reliable instrument and analyzed the data by using descriptive statistics. In general, the whole study covered three dimensions of physical abuses namely abuses committed by schoolmates against the respondents, abuses committed by respondents to their schoolmates, and abuses by teachers to respondents. However, due to the limited space available, this article merely discusses the pictures of abuses by schoolmates and abuses by respondents. The result shows that the cases of physical abuses experienced by students varied from never, seldom, sometimes, often, and very often in frequency. Most of the students never experienced the abuses, some percentage experienced the abuses in different gradation of frequency, from seldom, sometimes, often, and very often.

Keywords--Students, physical abuses, schoolmates, child-friendly school

I. INTRODUCTION

Education is very essential in human civilization. When humans have grouped in state organizations, one of the important state agendas is to ensure that their citizens get a proper education. In the state of Indonesia, education is a basic right of every citizen and is guaranteed in the 1945 constitution. Article 28 C paragraph 1 states that everyone has the right to develop themselves through fulfilling their basic needs, has the right to education and benefits from science and technology, art and culture, and improve the quality of life for the welfare of mankind. In addition, Article 5 paragraph 1 of the National Education System Law states that "every citizen has the same right to obtain quality education".

In the embodiment of the constitutional mandate and legislation above, the government and the private sector carry out a level of education from basic to higher education. However, there are several problems that arise in the process of delivering education; for example, there are still many who do not continue their education to higher education, especially to tertiary institutions. In

addition, there are also cases of dropping out of school, low quality of schooling and output, limited educational infrastructure, and others. Among the various problems that arise, there is one problem that is often discussed by the public, namely violence in schools. A survey conducted by Plan International and the International Center for Research on Women (ICRW) conducted in Jakarta and Serang Banten District found that 84% of children experienced violence at school [1]. The Indonesian Child Protection Commission (KPAI) found that from 2011 to 2015 there was a significant growth of violence against children, and the data also found that 87.6% of students experienced violence at school [2]. In November 2017, KPAI also published its findings that seven out of 10 children have experienced violence at school [3]. These school violence surveys have not included the city of Ternate as part of its study area. Therefore, it is considered important to conduct this study to find a picture of violence in schools in Ternate City to fill in the information gaps.

The data on violence against children in schools above clearly contradicts the mandate of Law No. 20 of 2003 concerning the National Education System. In article 3, one of the functions of education is to develop the potential of students. The problem is that the violence that often takes place in schools will hinder the development of the potential of students. The potential of new students can develop well if students feel safe in the school environment. Realizing the many cases of violence in schools, the government through the Ministry of Women's Empowerment and Child Protection issued Ministerial Regulation No. 8/2014 on Child Friendly School Policy (SRA). This policy is aimed at preventing potential violence against children in schools.

In Kota Ternate, in 2016 the city government designated three junior high schools as child-friendly schools. This study aims to evaluate the implementation of child-friendly school policies in one of the three schools. The main question of this study is how the performance of child-friendly school policies in the first high school we studied. The answer to this question was traced through the experience of physical violence of the final year students at the school.

The question items are elaborated from the definition we have proposed about physical violence, namely that all actions refer to the threats or harmful actions that make the victim's physicality a target, whether it causes physical injury or not [4]. Although this survey includes three

dimensions of physical violence, namely violence of schoolmates towards respondents, violence of schoolmates towards respondents, and violence of teachers towards respondents, due to the limited space available for this article, the presentation in this article only focuses on the first two dimensions. In addition, it needs to be emphasized here that this study does not seek the causes of violence and solutions to violence. Apart from that, it needs to be emphasized that this study does not look for the causes of violence, nor does it look for the impact of violence, or a solution to violence. This study only maps the conditions of experiences of physical violence that occurred in the schools surveyed.

II. METHOD

This study was conducted in one of the junior high schools in Ternate City which implements a child-friendly school policy. The study used a quantitative anthropological recommendation in the form of a survey with the use of a questionnaire, and data analysis used statistical descriptive procedures, especially univariate analysis [5], [6], [7] because it only involved one single variable, namely physical violence. This descriptive analysis is carried out by tabulating the respondents' answers according to their choice of answers based on their experience, then calculating the frequency distribution according to the gradations on the Likert scale used, and presenting them in tables and percentages.

The students surveyed were final year students (grade nine). Given the high level of homogeneity, the number of samples taken was 187 students out of the 384 students population in the ninth grade. The survey uses an instrument of experience of physical violence in schools which has proven its validity and reliability through factor analysis [8]. Through an exploratory factor analysis, 24 items were produced, which were spread out into three factors, namely (1) schoolmate violence against respondents, with a loading factor between 0.44 to 0.69; (2) respondent's violence against schoolmates, with a loading factor between 0.45 to 0.66; (3) the teacher's violence against the respondent with a loading factor ranging from 0.57 to 0.58. Because the presentation of this article is only on the first two factors, the number of items analyzed is only 18 items. The reliability of the instrument is estimated using Cronbach's Alpha coefficient where the first factor, namely violence by school friends, has a reliability coefficient of 0.830 and the second factor is the violence of respondents to schoolmates which has a coefficient of 0.735. The results of this factor analysis show that the instrument has a good construct validity and reliability.

In collecting the data, the researchers distributed the questionnaire directly to the students in the school and asked them give their responses during about 15 to 20 minutes. The 24 items in the questionnaire were organized in a form of modified Likert scale. The categories of the provided responses were never = 1, seldom = 2, sometimes = 3, often = 4, and very often = 5. The respondents were asked to choose one of the responses most suited to their experience during being students in the school.

III. RESULTS AND DISCUSSION

In the findings section, the findings are presented in the form of a percentage based on the form of hardness and the category of gradation of frequency. Furthermore, the discussion section presents interpretations of data and discusses the findings of previous studies, especially those related to the potential impact of violence on student academic achievement.

A. Findings

The findings of this study present two factors in physical violence against students at school, namely violence experienced by respondents from schoolmates and violence experienced by respondents against schoolmates. The following is data on experiences of violence in these three dimensions.

1. Violence of Schoolmates Against Respondents

The dimensions of physical violence done by school friends on respondents are asked through 10 question items. It found that the highest type of violence a student had experienced was being slapped by a schoolmate. Table 1 shows that on average, from the five gradations of experiencing violence between never (never) to very often (very often) it appears that most students have never experienced violence when compared to the choice of rarely, sometimes, often, and very often. Particularly the experience of being slapped by a friend, out of 187 respondents there were 72 students who admitted that they had never experienced it, 44 people had experienced it but rarely, 29 people said they experienced it sometimes, and 26 and 16 people admitted that they have experienced it often and very often. In the case of being hit with hard objects, 101 students admitted that they had never experienced it. The remaining 42 students admitted that they have experienced it rarely, 22 students admitted that they have experienced it sometimes, and 11 students each admitted that they have experienced it often and very often.

TABLE I. PERCENTAGE OF STUDENTS WHO EXPERIENCE VIOLENCE FROM SCHOOLMATES BASED ON FORMS OF VIOLENCE AND GRADATION OF VIOLENCE

No.	Form of Hardness	Gradation Hardness (%)				
		Never	Rarely	Sometimes	Often	Very Often
1	Slapped by Friends	38.5	23.5	15.5	13.9	8.6
2	Hitting with hard objects	54	22.5	11.8	5.9	5.9
3	Kicking	73.8	13.4	4.8	5.3	2.7
4	Throwing	46	25.7	17.6	7	3.7
5	Pinching	61.5	16.6	10.2	5.9	5.9
6	Hair drawn	73.8	16.6	3.7	3.2	2.7
7	Ear pulled	72.2	14.4	8.6	2.1	2.7
8	Body / head driven	52.4	25.1	11.2	5.9	5.3
9	injured	75.9	13.9	5.3	3.2	1.6
10	scratched	86.6	6.4	3.7	2.7	0.5

Respondents also experienced violence in the form of being kicked by school friends. Out of 187 respondents, 138 students never experienced it. Only 26.20% (49 students) have experienced this violence with a gradation of 25 people

who rarely experience it, 9 people sometimes, the remaining 15 people experience it often and very often. The data also shows that there are students who have been thrown with hard objects by school friends. Among them, there were 48 students who admitted that they rarely experienced it, 33 students experienced it sometimes, 13 students often and 7 students admitted that they experienced it very often. 86 students admitted that they had never experienced it.

In the form of pinching violence by other students, 115 students admitted that they had never experienced it. The remaining 72 students admitted to having experienced it in gradations from rare to very frequent. Respondents also experienced violence in the form of having their hair pulled roughly by their schoolmates. There are 138 respondents who have never experienced this violence, 31 respondents rarely experience it, the remaining 18 respondents are divided into sometimes experiencing it sometimes, often and very often.

Another form of violence is ear jewelery by schoolmates. There are 135 respondents who admit that they have never experienced it, 27 respondents rarely experience it, and 16 respondents sometimes experience it. The remaining 9 people were divided frequently and experienced it very often. In the item that asks whether they have been pushed roughly by their schoolmates, there are 98 students who admit they have never experienced it, 47 students rarely experience it, 21 experience it sometimes, 11 experience it often, and 10 admit to having experienced it very often. In case of being hurt by a schoolmate, 142 respondents said they had never experienced it, 26 students said they had but rarely experienced it, 10 students had it sometimes, and the remaining 6 students experienced it often, 3 students experienced it very often.

The final item on the dimension of violence by schoolmates asks whether they have been scratched by other students. It found that 162 of the 187 students said they had never been scratched. On the other hand, only 25 students admitted that they had been scratched with a gradation of 12 people rarely experienced it, 7 people sometimes, and 5 students often experienced it, and 1 person very often.

2. Respondents' Violence Against School Friends

The experience of physical violence at school is not only in the form of violence against school friends towards respondents, but also in the form of violence against schoolmates. The dimensions of violence respondents against school friends are explored through 8 questions, namely have you scratched other students ?, have you bitten other students ?, have you pulled another student's hair harshly ?, Have you tweaked another student's ears ?, Have you pinched other students because you are angry to him / her ?, Have you pushed other student's body or head harshly ?, Have you injured other students ?, and Have you thrown something solid at other students (such as book or other stuff)?

Empirical data obtained through a survey of students shows that there are 111 students who admit to never throwing schoolmates. 49 students admitted that they have

thrown other students but rarely, 19 students said they did it sometimes, 6 students said they did it often, and only 2 people admitted that they did it very often. In case of pinching other students, there are 119 respondents who have never done it, 36 people rarely do it, 19 sometimes do it, 8 people do it often and 5 people do it very often.

TABLE II. PERCENTAGE OF NUMBER OF RESPONDENTS WHO COMMITTED VIOLENCE AGAINST SCHOOLMATES BASED ON FORMS OF VIOLENCE AND GRADATION OF VIOLENCE

No.	Form of Hardness	Gradation Hardness (%)				
		Never	Rarely	Sometimes	Often	Very Often
1	Throwing a schoolmate	59.4	26.2	10.2	3.2	1.1
2	Pinching a Schoolmate	63.6	19.3	10.2	4.3	2.7
3	Hair pulled	84.5	9.1	4.8	1.1	0.5
4	Twisting Schoolmate's Ears	73.3	18.2	5.3	2.7	0.5
5	Pushing the schoolmate's body / head	71.1	17.6	7.5	1.6	2.1
6	Injuring a Schoolmate	80.7	13.4	3.7	1.6	0.5
7	Scratching a Schoolmate	92	5.3	2.1	0.5	0
8	Biting Another Student	94.1	3.2	1.6	0.5	0.5

Violence of respondents towards other students is also in the form of pulling the hair of other students roughly (pulled hair harshly) that usually happened when they were upset or in a fight. This form of violence was only done by 29 students out of 187 respondents, in the range of rarely (17 people), sometimes (9 people), often 2 people, and very often only 1 person. There are 158 students who have never committed this violence. In terms of tweaked ears of other students, 137 students claimed to have never done it, and only 50 students claimed to have done it with in a range of 34 rarely, and 10 people sometimes did it. Some respondents also do the act of pushing the body or head of another student violently. There are 133 respondents admitted that they have never done it, the remaining 54 students have done it in gradations from rarely to very often.

In the item hurt other students, there are 151 students who admit they never did it, 25 respondents rarely do it, and 11 respondents are divided into sometimes, often, and very often. There were only 15 respondents who scratched their schoolmates, 172 respondents said they never scratched other students. In the item biting school friends, there were 176 respondents who admitted that they had never done it, only 11 students had done it.

B. Discussion

The data above shows the experiences of physical violence that occurred in schools, especially in the school where this study was conducted. These data reveal the physical violence that occurs between students (apart from teacher violence against students, which is not discussed here), namely

violence between schoolmates and students, respondents and violence respondents against schoolmates.

There are 10 forms of violence by school friends, namely being slapped, hit with hard objects, kicked, thrown, pinched, hair pulled roughly, ears twisted, body or head pushed roughly, injured, and scratched. Most of the violence experienced by students was being slapped and the lowest was being scratched. In the violence respondents against school friends, there are eight forms of violence, where the form of violence that mostly respondents do is throwing hard objects with the lowest biting the friends. In each form of violence, there is a category that has never experienced it and has never experienced it.

From the data illustration above, it is clear that in all forms of violence, whether violence originating from school friends to respondents or violence respondents against schoolmates, the percentage of students who have never experienced it (never) either as victims or perpetrators is much higher than the rare category. (seldom), sometimes (sometimes), often (often) or very often (very often). This finding is somewhat of a relief based on two considerations. First, the number of students who did not experience violence (either as victims or perpetrators) was much greater than in each category that experienced violence. Second, these findings show that the number of students who experience violence in this school is much lower than the results of the ICRW and KPAI surveys which found that more than 80% of students who experience violence at school reach (discussed earlier in this article). Although this study shows that the percentage of violence in this school is lower than the findings of other studies in other areas (for example the findings of ICRW and KPAI), violence is still violence. Violence remains a problem for the potential development of learners.

It must be admitted that almost no schools are without violence because in many developed countries there are many reports of violence [9]. The problem is that violence at school, including physical violence, tends to have a negative impact on student achievement and performance at school. Citing several previous studies, Ajema, Muraya, Karuga, and Kiruki (2016: 2) concluded that “violence in school and associated fear, anxiety, and injuries contribute to poor education and health outcomes” [10]. According to them, violence in schools has an impact on poor learning outcomes and the emergence of various health problems. They also emphasized that violence at school can cause children to frequently skip school, drop out of school, and lack academic achievement motivation.

Andrea Cohn & Andrea Canter [11] found that victims of bullying often experience difficulties academically at school, and also found that in cases of bullying both the perpetrator and the victim were strongly correlated with cases of dropping out of school. The same finding was also shown by Nansel et al. [12]. Nansel emphasized that bullying has a significant correlation with academic achievement. According to him, both the perpetrators and victims of bullying showed lower academic achievement compared to those who were not involved with bullying. Shellie B. Simpson [13], based on several previous findings,

emphasized that school violence in the form of bullying, both physical and non-physical, can have a negative impact on children's academic achievement.

The various studies above show that violence, including physical violence, can have a negative impact on student academic performance. Of course, schools with child-friendly status have tried to minimize various forms of violence. Survey data in this school shows that the number of students who have never (never) been involved in violence either as victims or perpetrators of violence is higher than in the seldom, sometimes, often, and very often categories.). However, there are several important notes that need attention. In the dimension of violence from schoolmates towards respondents, the experience of violence in the form of being slapped by a friend was quite prominent, namely 15% of students admitted that they experienced it sometimes and 13% admitted that they often experienced it. Likewise the experience of being thrown, body or head pushed roughly, and being pinched by a schoolmate is quite prominent in the occasional category.

On the dimensions of violence respondents against their schoolmates, most of the respondents admitted that they had never committed any of the eight forms of violence that were asked (see table 2). Even so, in the category of having committed violence, especially those who admitted to having done it sometimes, the violence of throwing, pinching, and pushing schoolmates appeared dominant. This needs to be a serious concern for the school to gradually reduce the potential for this violence.

IV. CONCLUSION

As a study that focuses on one variable only (univariate), this study is not designed to look for causes of physical violence, does not try to find the relationship or influence between violence and student academic performance, nor does it try to find a solution to the problem of violence. This study maps the incidents of physical violence experiences among students and measures the sub-categories of physical violence in gradations from never to very often. The focus of the study is violence of the schoolmates against students' respondents and violence respondents against their schoolmates. The contribution of this study is to fill in the gaps in information about violence in schools in the city of Ternate, especially physical violence in one junior high school.

In general, it was found that most students did not experience violence by schoolmates and did not abuse schoolmates. Even so, violence is still violence even though with a small percentage. In addition, the findings of various previous studies show that violence can have a negative impact on the academic, social, and emotional performance of the perpetrators and victims of the violence. For that reason, it is necessary to pay attention to several forms of violence that stand out in the category sometimes experienced or perpetrated by students in the school. The findings of this study indicate that efforts to implement a child-friendly school policy at these schools appear to have been made, but even harder efforts need to be made.

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