

Violence among Senior High School Students in the City of Abepura

R. Partino

Guidance and Counseling Department
Universitas Cendrawasih
Jayapura, Indonesia
hrpartino@yahoo.com

Ahmad Muhammad Diponegoro

Faculty of Psychology
Universitas Ahmad Dahlan
Yogyakarta, Indonesia

Abstract—This research aims at understanding (1) The quantity level of the violence to high school students in the city of Abepura; (2) The types of violence to the students; (3) The actor of violence to the students; and (4) The factors causing the violence. This research used descriptive design. The sampling technique of proportional random sampling was applied. The population was 748 students and 72 teachers. The subject of this research was 112 students and 12 teachers. The data analysis of quantitative descriptive was used. The finding of this research shows that: (1). 86.6% of the students experienced violence, consisting of 40.18% physical violence and 44.64% psychological violence. (2). The students who experienced violence and doing violence were 31.56%, consisting of 15.79% physical violence and 15.79% psychological violence; (3). Cultural violence to the students was 43.16%, consisting of 24.21% physical violence and 18.95% psychological violence; and (4) The factors causing violence were superiority, revenge, the effect of violence exposure, money, and addiction.

Keywords—*violence; senior high school students*

I. INTRODUCTION

In this decade, violence is a rife phenomenon in all levels of education, from elementary school [1], middle [2], high school [3,4], or three all together [5] to college [6,7]. Violence also spread in the family of human being [8,9]. Despite affecting millions of families around the world, parental alienation has been fundamentally unrecognized or denied by authorized and health professionals as a practice of family violence. This multifaceted form of aggression involves a parental character enchanting in the long-term use of a diversity of aggressive behaviors to damage the relationship between their child and another parental figure. directly because of their relationship with their child. Like other forms of family violence, parental alienation has serious and negative consequences for family members, yet victims are often blamed for their experiences. Like other forms of family violence, parental alienation has serious and negative consequences for family members, yet victims are often blamed for their experiences.

In the second week of January 2017, Indonesians were shocked by the death of Amirullah, a Jakarta first semester of Shipping School Science (STIP) student who was persecuted by five of his seniors in his boarding house. The case that occurred in STIP was not the first, but it also happened in 2014

and 2008. A very distressing case occurred on January 25, 2017 which happened to the Student Activity Unit (UKM) students of nature lovers (MAPALA) of Universitas Islam Indonesia (UII) the basic education of MAPALA that killed 3 new members. As a result of the death of three UII students, UII Rector resigned from his post. Another case was the video of a child's beating done by his classmates going on at SD in Bukit Tinggi physical peer violence, described as a physical combat with a peer [10], another example for physical violence is corporal punishment [1], sexual violence [3].

Violence is not only happening among adolescent in the western countries like United States [2], but also in Asian countries like Bangladesh in collective violence [11] or eastern countries like China [1,12] and among Asian American women with psychological violence and sexual violence [13]. Usually women got more attention, especially in intimate partner violence (IPV). Intimate partner violence (IPV) is a persistent and widespread social and health matter, with almost more than one fourth of women reporting a record of IPV [14] and they suffered more than men educational environment, but it happens in all our living environments. There have been many cases of domestic violence and violence in public spaces (stations, terminals, ports, airports, recreation areas, etc.). The last case occurred in Jakarta at the end of December 2016, the robbery at Duddy Triono's house with violence (11 people locked up in a narrow bathroom) which eventually claimed 6 lives. Many efforts have been done to overcome violence, by text massaging [10] restorative circle program [15] for instance.

Violence also occurred in respected state institutions, for example in the House of Representatives of the Republic of Indonesia (DPR-RI), the criminalization of officials namely the unlawful arrested of Bambang Wijoyanto (KPK Chairman / KPK), and also against Abraham Samad (Chairman of KPK). Clashed between two community organizations in early January 2017 occurred in front of the West Java Regional Police Headquarters between the Islamic Defenders Front (FPI) and the Indonesian Underworld Movement (GMBI) that killed Suratman a teacher from Bogor (FPI member).

Violence can be interpreted as intentional or intentional behavior (verbal or non-verbal) aimed at injuring or damaging others, whether physical, mental, social or economic attacks that violate human rights, contrary to values and the norms of

society. Jehel restrains violence as a form of behavior of the dominance of others in its various manifestations, such as physical, verbal, moral and psychological. In short, violence is the action of an individual or group of people who harm others, both physiologically and psychologically.

Violence discussions are often paired with discussions about "bullying". In general, bullying can be interpreted as an aggression (attacking) of a person or group in order to harm others both physically and mentally [16]. The form of negative behavior is manifested in physical actions, such as hitting, kicking, pushing, and the likes including verbal behavior among people, in threats, mocking and calling with a derogatory name. According to the writer's opinion, violence with bullying has the same essence, which is equally as a form of negative behavior by an individual or group, which involves and harms others, both physiologically and psychologically. Forthcoming studies of bullying that track samples from childhood into adulthood discover that adults who suffered childhood bullying are further likely than their peers to report symptoms of depression and anxiety, lower levels of self-esteem, higher levels of substance use [17].

Psychologists and Sociologists seem unable to reach agreement with the concept of violence. Lystad distinguishes the behavior into four types, namely (a) instrumental violence, (b) expressive violence, (c) cultural violence, and (d) non-cultural violence. Violence can be divided into four types, namely (a) physical violence, (b) emotional violence for example anger, (c) verbal violence, and (d) sexual violence [18,19]. These show three violent beliefs, namely physical violence, psychological violence, and structural violence. There are various forms of psychological violent behavior that include: (a) mocking, (b) criticizing, (c) calling others with disenfranchised titles, (d) look for the faults of others, and (f) gossip.

Based on various opinions of experts regarding violence, the author proposes three forms of violence, namely (a) physiological violence, (b) psychological violence, and (c) cultural violence. The physiological forms of violence include, among other things, killing, punching, slapping, throwing, kicking, pushing, pulling, pinching, twinkling and similar behaviors. Physiological violent behavior can result in physical injury to individual victims of violence.

Psychological violence includes actions or behaviors such as threatening, suppressing, mocking, ridiculing, sneering, harassing, humiliating, denouncing, yelling, stigmatizing, and the like. This psychological violence can result in hurt feelings, hurt self-esteem, and lower self-esteem make individuals feel contemptible, small, weak, ugly, useless and helpless.

Cultural violence is violence caused by the prevailing cultural system and is preserved by policy-makers related to the culture. School environment, family environment, community environment, and work environment have their own culture. The school environment upholds discipline for students and of course the discipline for educators and educators. Students who are undisciplined or violate school rules will get "punishment". The punishment for students who violate this discipline is highly dependent on the individual (teacher) who punishes. This punishment is, in essence, a form of violence. Cultural

violence may take the form of physiological, psychological or combined behavior of both.

Violence is not caused by a single cause but is influenced by various factors. A study conducted it was found some factors as the cause of violence to students [20]. These factors include: Violent students feel themselves superior, feel stronger, as retribution resulting from treatment when the School Orientation Period (MOS), imitating violent scenes (from family, community, school, or television viewing), no money, influenced by alcohol [20,21], influenced by psychotropic substances [22], especially marijuana [16,23]. Liquor and consumption of marijuana, that was legalized in United States and widely used among youth, have entered schools in Jayapura City, both junior, senior or vocational high schools. Even when the break time, students dare to drink liquors behind the school building, although not to get drunk. This kind of event was once uploaded to WhatsApp's Forum (Rembuk BK) showed four female junior high school students and still used the school uniform packing of liquor in a certain location. The event was uploaded on September of 2016.

A very alarming event occurred in SMA Negeri 70 Jakarta. Violence has occurred for decades, it has a tradition of violence, even said by Musni Umar (70 Chairs of School High School Committee) that violence has been entrenched. Furthermore, Wanda Hamida, a member of the House of Representatives, stated that violence in SMA Negeri 70 has been going on for years. The problem was the omission in the school. The facts showed that the third grader of SMA Negeri 70 pressed the 1st-grade students to ask for money. If the request was not met, then they would be hurt, tortured, and would be a false. This kind of event has been going on for decades.

Based on unstructured observations and unceremonious reports, high school students in Abepura City experienced violence. If it is true that violence, to test the statement must be done a research. The research problems can be formulated in the following questions: (1) How high is the level of violence against high school students in Abepura City? (2) What types of violence happened to students?; (3) Who are the perpetrators of violence against students: and (3) what are the factors that cause violence?

A violent event occurring in both the formal and the wider community environments are symptoms of icebergs. The actual violence occurred far beyond what was reported by various print and electronic media. The violence that occurred in Indonesia can be declared as already entered in the stage of "chronic and emergency". Expressed as chronic and emergency based on field facts as follows.

Anies Baswedan as Minister of Education and Culture (then) stated that 84% of students suffered violence at school. This case is the same as stated by ICRW survey results that 84% of Indonesian children experience violence in schools. Even worse, 45% of male students stated that sexual violence was perpetrated by teachers and school officers at SMA Negeri 8 Cirendeu Tangerang Selatan. Violence is not just happening in big cities, but it is also occurred out in a small town or district city, as in Buton violence was very alarming. A female junior high school student was beaten by a high school woman

with punches and kicks. This event occurred after coming home from school and directly in the empty garden of the population, recorded and duration 8 minutes 58 seconds. This violent video was uploaded to the Facebook on April 17, 2016. While the other friends watched, it seemed like a fresh entertainment after school. Another case was the beating of a female junior high school student it was done by a group of SMA students in Sentani Capital District of Jayapura. This case occurred after the learning process activity or when they went home from school. This case of violence has been reported to the Jayapura District Police Resort, and finally taken the path of peace by both sides.

Violence has occurred in all environments of human life, which occurs in the family environment, community environment, school environment, work environment, and in the public space. In the family environment there is a lot of Domestic Violence (KDRT). Domestic violence is usually a husband or wife. Domestic violence can happen to husbands, wives and children, as well as other people such as domestic servants and people who join the family. It was found that there was sexual violence against women in the public sphere, i.e. 54.1% occurred in the village and 45.9% occurred in the city of Jayapura.

Violence in the community can take the form of extortion for various reasons, such as contributions to the construction of a predetermined environment without prior deliberation at the RT, RW or Village / Village levels. If a family does not fulfill its obligations, then the individual concerned and his or her family will be ostracized or complicated when handling documents in RT, RW or Kelurahan.

Violence in the school environment can be done by educators (teachers), education personnel (administrative staff, laboratory staff, security unit / SATPAM, and hygiene service personnel). Campaign it was reported shows that 45% of SMA Negeri 8 Cirendeu students experience violence perpetrated by teachers and education personnel. In addition, violence can also be done by students and parents of students. Violence can affect students, educators, and education personnel. A violence case beating occurred by parents to teachers at State Vocational Secondary School 2 (SMKN-2) Makassar. Another case occurred at SMA Negeri 70, based on violent incidents occurring in the students, then the Principal was reported to the National Commission on Human Rights (KOMNAS HAM). There are still many violent incidents happened to teachers reported by parents to the police. The results of the parents' report indicated that the teacher being detained at the police office for a few days and finally receiving a probation sentence every week to report to the judiciary.

The discussion of violence in this article is limited to violence against high school students in Abepura City, both within school and outside the school environment. Violence that occurs in the household environment (KDRT), community environment and workplace environment becomes a separate topic in future research.

II. RESEARCH METHODS

This study uses descriptive research design, which describes the actual situation and conditions that occur at the

present moment. The study population was 748 students of high school grade, consisting of 332 male and 416 female students. The sample was determined as much as 15% by random proportional technique. Thus, the whole samples are 112 people, consisting of men 50 people and women 62 people. The population of teachers who teaches high school students in grade 12 is 72 people. Samples are taken purposively, i.e. sampling with a specific purpose. Individuals who are closest to the students are the vice principal affairs of student and teachers Counseling Guidance (BK). Thus all the Vice Principals (WAKASEK) become a sample member. BK teachers are also considered very close and very concerned with the behavior of disturbed students. Therefore, 4 BK teachers are used as a sample member. In addition to WAKASEK and BK teachers, all Principals are members of the sample. This is based on the consideration that the Principal is the policy maker in the SMA concerned. Because the school consists of one public SMA and 3 private SMAs, then the number of samples consists of 12 teachers who have additional positions as Head of School and WAKASEK and BK teachers.

III. RESULTS AND DISCUSSION

Violent acts occur both in school and outside the school, such as on the streets when students come home from school. In general, 95 students (84.82%) had experienced violence, especially when they attended School Orientation Period (MOS). Violence also occurs when students sit in class XI and class XII. Violence on male students were 51 people (53.68%) and female students were 44 people (46.32%). Physical violence experienced by students consisted of 45 people (47.37%), male students consisted of 29 people (30.53%) and female students consisted 16 people (16.84%). Psychological violence was experienced by 50 students (52.63%), male students consisting of 22 or (23.15%) and female students (28.48%).

Committed violence against other students. Violence committed by male students consisted 18 people (18.95%) and female students were 12 people (12.63%). Physical abuse was done by 10 students (10.53%) and psychological violence was done by 20 students (21.05%).

Cultural violence also occurred and happened to high school students Abepura City. A total of 41 students (43.16%) had experienced violence by educators and education personnel. Cultural violence affecting male students were 23 people and female students consisted 18 people (18.95%) [21,24].

In addition to students having experienced violence, the students concerned have also committed violence against other students. A total of 30 students (31.58%) committed violence

Factors that because violence include feelings of superiority, revenge, the influence of violent scenes, no money, and additives. In more detail, the results of this study can be described as follows:

The results showed that 84.82% of students had experienced violence, whether physical violence or psychic violence. This violence was very high. This result was higher than the previous and ICR's findings. At 84% (coverage 6,

2015), this result was lower than the KPAI finding of 87.6% (KPAI, 2012). The author believes that the number may be lower than the actual fact. This fact can be traced and required samples of limited research only class XII. If a larger sample of research related to Class X and Class XI may result in a different and much more valid. However, the results of this study can be used as an entrance for research with larger scales and more complex variables.

The results of this study indicate that the phenomenon of violence is not only happening in big cities, such as Jakarta, Bandung, Surabaya, Makassar, and Medan, but also happened in Abepura Town (District City and as student city). Nowadays, violence has become a very serious problem for our young generation. Violence will give rise to greater and more violence. Therefore, the chain of violence must be immediately decided to give birth to a young generation filled with love and affection.

In general, physical violence is lower than psychic violence. However, if observed, physical violence for male students was higher than violence against female students. The danger of violence against women sometimes could cause the use of alcohol as dangerous drink [24]. The findings on physical violence and psychological violence were in line with previous reports, such as the case in United States (16). Physical violence can result from victims of wounded violence, from minor injuries to severe injuries, even to death. The exposure toward violent also could cause depression and other ill mental problems [25]. According to scientists and psychologists, media also has important role in developing violence among youth especially the exposure of violent in television and other media [26].

Psychic violence has also occurred, even higher when compared with physical violence. Psychic violence is not a trivial event for students who are victims of violence. Psychic violence may be fatal for students who experience it. As a result of psychic violence, students can become quiet, moody, stressful, depressed, even to the point of suicide (Academia, 2017). This suicide case occurs to female students who are often teased by friends at school because of a seller of porridge. The findings of Sejiwa Foundation have occurred 30 cases of suicide due to psychic violence.

Cultural violence reached 43.16% divided for male students 24.21% and female students 18.95%. This cultural violence is perpetrated by teachers and education personnel. This violence occurs because students do not obey school rules or undisciplined. Undisciplined behavior includes not doing homework (homework), joking or talking to a friend next to her when the teacher carries out the process of learning, cheating, late in the classroom.

Cultural violence occurring in high schools in Abepura was lower than in cultural violence occurring in senior high schools of 45% (ICRW, 2015). This violence occurs because of circumstances that require a person to commit violence. For example, the teacher should punish the disciplinary student. The cultural violence occurring in high school in Abepura was lower than that it does not matter to schools, parents, communities, and government. No matter how small the name of violence should be attempted to be abolished, expected in

the absence of violence in schools, the atmosphere of the school, including the fun learning process. This condition is very coveted by the educational community, as realizing Active, Creative, Empathic, and Exciting Learning (PAIKEM).

The research results have identified five factors that trigger violence against students. These factors include feeling superior, revenge sometimes it comes from intimate partner, takes a place formerly held by a culture of principle revenge ideology in an earlier developed intimate partner violence model, the influence of violent scenes in the environment, no money, and addiction (additive substances) for example alcohol use [27,28]. Students who feel superior do violence to inferior students. This case is shown by students of high school students in Central Buton who abuse female junior high school students. This high school student was a Martial athlete, so he felt superior to the students being persecuted. The persecuted student received only punches, slaps, kicks without any reply. The occasional victim of this violence just wiped away tears and winced, moaning as a sign of pain.

The results of this study are also in line with the report that the third graders SMA Negeri 70 pressed and squeezed grade 1 students to ask for money. If the request as not met, then they would be threatened, harassed, tortured, and would be the brats of his seniors. The results of this study also match the experience of researcher when his son was blackmailed after returning from school in SMA Negeri 1 Jayapura.

IV. CONCLUSION

A total of 4 out of 5 high school students in Abepura City experienced violence, each 2 men and 2 women. A total of 4 out of 5 people suffered physical violence and psychic violence, each 2 male students and 2 female students.

As many as 2 out of 5 students have committed violence, each performed by male students and female students.

As many as 2 out of 5 people have experienced cultural violence perpetrated by teachers and other education personnel, each beating male and female students. Violent factors include superior feelings, revenge, violent scenes, no money, and addictions.

For recommendation we have to seek and cultivate a student-friendly school environment, educators, and education personnel. We should implement an active learning process, creative, empathic, and fun. We need to provide adequate moral education and practical ethics in the family, community, and school environment. Providing specialized and practical training for educators, education personnel, and parents about child development should be discussed intensely with regard to the redefinition of the type and level of violence against students.

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