

## ANALYSIS OF VIOLENCE IN SCHOOL BASED ON NEWS EXPOSED IN MASS MEDIA

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### Abstract

Schools are educational institutions that are expected to be a safe place for all school members, without exception. However, in the last five years, based on KPAI data regarding cases of child complaints, there were 3194 cases of violence in schools that emerged. This study analyzes violence in schools based on news that appears in the mass media, from 2016 to 2020. The data is analyzed using Microsoft Excel using the Pivot Table feature. As a result, there were 112 cases dominated by physical violence as much as 68.75%. The specifications of violence that most often occur in schools are persecutions and beatings as much as 29.46% and 22.32%, respectively. In terms of education level, violence that occurs in senior high school has the highest frequency. In addition, students dominate violence in schools as much as 50% as perpetrators and as victims as much as 85.71%. Systematic prevention efforts are needed in order to reduce various irregularities that occur in schools, especially violence itself.

**Keywords:** school; violence; mass media

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### Introduction

Along with the development of technology and science, society's need for information seems to be increasing day by day. In this regard, the mass media as a source of daily information has an important role in providing views to the public to see the events that occur, especially on crime or criminal events (Marsh & Melville, 2014). Although access is easy to obtain, incidents of violence that have often appeared in recent years (Dimas, Akmal, Pusat, & Komunikasi, 2017) could have various negative impacts if the authorities are not alert in preventing and handling cases of violence. Therefore, it is important to be able to analyze violence in schools that appears in the news in order to find the best prevention and handling methods regarding to the problems.

According to Permendikbud RI No. 82 of 2005, violence in schools is defined as behavior that is carried out physically, psychologically, sexually, or online that reflects aggressive actions and attacks that occur within the education unit and result in fear,

trauma, damage to goods, injuries, disability, and/or death. In addition, according to the Centers for Disease Control and prevention, violence in schools can be described as physical attacks between students or by students against school staff, which can occur on the way to or from school, within a school setting, or at school-sponsored events.

Violence in schools is a social problem and can take the form of bullying, shootings, fights, and various other physical violence. The consequences of school violence are severe, as extreme cases have resulted in the loss of human life. Other effects of school violence include vandalism and loss of property, moral decadence, poor human resource development, increased crime rates, erosion of cultural values and a bad reputation for schools and society (CDC, 2015). Even so, defining violence only in the physical sphere is a narrow definition, negative behaviors such as racism, humiliation, neglect, harassment and so on are behaviors that also have elements of violence in them (Bulut, 2016). For this reason, violence in this study does not only lead to physical violence, but also psychological and sexual violence.

Throughout 2019, based on 153 complaints related to cases of physical and psychological violence against students in education units, 39% of physical violence and bullying occurred at the elementary/equivalent level, 22 percent occurred at the junior high/equivalent level and 39% occurred at the high school/equivalent level. The number of students who became victims of physical violence and bullying reached 171 children. Meanwhile, there are 5 teachers who are victims of violence. Judging from the perpetrators of violence, cases of violence against teachers or principals to students are 44%, violence from students to other students is 30%, violence from parents to teachers or students is 13% and violence from students to teachers is 13% (Maharani, 2019).

From the results of research by KPAI (Indonesian Child Protection Commission), as much as 17% of violence against children occurs in schools. Even in 2013, there were 181 cases that resulted in the death of the victim, 141 cases of victims suffering serious injuries, and 97 cases of minor injuries (Sulisrudatin, 2015). In addition, there is a report from the International Center of Research on Women (ICRW) survey that Indonesia has the highest ranking in cases of violence in schools (Setyawan, 2017) indicating that this phenomenon has become a serious problem.

**Table 1.**  
**The Spread of Violence in Schools**

<b>Children as Perpetrators/Victims of Violence</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>Total</b>
Student Brawl	55	57	56	73	9	250
Student Brawlers	76	74	88	84	7	329
Victims of School Violence (Bullying)	122	129	107	46	76	480
Perpetrators of School Violence	131	116	127	51	12	437

(Bullying)						
Policy (Children expelled due to pregnancy, illegal levies at school, school sealing, ban on taking exams, drop out, etc.)	43	52	73	67	1463	1698
<b>Amount per year</b>	<b>427</b>	<b>428</b>	<b>451</b>	<b>321</b>	<b>1567</b>	<b>3194</b>

Source: (Child Complaint Case Data 2016 – 2020 , 2021)

According to these data, violence in education in the last five years was at its peak in 2020, where 53% of all violence that occurred were victims of school policies or educational institutions themselves. In addition, 28.71% of violence occurred in schools, a place that should be a safe place for students to study (Peguero, Ovink, & Li, 2016). While the least violence is brawls, especially in 2020. This significant value gap can be attributed to the COVID-19 pandemic, thereby reducing interaction between students both inside and outside school.

Incidents of violence that are also increasing in many countries have become a serious problem that has a negative impact on the scope of education. Various researchers have raised concerns that violent incidents can threaten school safety and raised it as the topic of their research (De Cordova et al., 2019; Galand et al., 2007; Hoşgörür & Orhan, 2017; Lira & Gomes, 2018; Oktaviana, 2020; Pittaro, 2007; Silva et al., 2019; Varela et al., 2018; Volungis & Goodman, 2017; Wu, 2017). Violence in schools also has some negative impacts. In this case, the impact is not only at the individual level, but interpersonal, or even at the institutional and organizational level (Montgomery, 2019).

According to Article 1 of the Regulation of the Minister of Education and Culture (Permendikbud) Number 82 of 2015 concerning the Prevention and Control of Violence in the Education Unit Environment, whoever the perpetrator is, legally, such violence cannot be justified. Article 28G of the 1945 Constitution states that everyone has the right to be free from torture or treatment that degrades human dignity. On the basis of this thought, schools as one of the providers of education must be able to make efforts to prevent acts of violence. In this case, Benbenishty and Astor (2008) state that school violence is an international problem that requires global collaboration in its prevention efforts (Volungis & Goodman, 2017).

## Methodology

### Sample and Research Population

In this paper, the researcher makes a case of violence as an event even though in the news the case appears several times, whether violence is in the form of physical, psychological, or sexual. In addition, in this study, the violence that occurs is limited to events that occur only within the scope of the school, both during the learning process

and outside these hours. However, this study covers acts of violence that occur between all school members including students, teachers, management and school employees. Violence involving school members that occurs outside of school does not fall into this research category. Because conditions that occur outside the school are beyond the control of the school's supervision.

**Data collection**

In this paper, the researcher uses detiknews.com as a source to find news related to violence from 2016 to 2020. The reason the researcher uses detiknews.com is because the quantity of news related to the topic looks more and is structured compared to other mass media. To obtain data, the researchers scanned internet sites through existing official addresses and filtered news sequentially from 2016 to 2020. In addition, the keywords used by researcher to search for news related to school violence were: “school violence”, “violence in school”, “violence in educational institutions”, “bullying in schools”, “victims of violence in schools”, “perpetrators of violence in schools”.

**Data analysis**

The data collection technique used is focused on analyzing documents based on news that appears related to violence in schools. To analyze the news data, the researcher used Microsoft Excel by utilizing the Pivot Table. Several previous studies or statistics show the general distribution of violence without showing more detailed conditions of the incident. Meanwhile, in this study, researchers tried to analyze the spread of violence in schools by province, type of violence, specifications, causes of violence, form of discourse, school level, perpetrators and victims, quantity of perpetrators/victims and sanctions given.

**Discussion**

After analyzing the news that appeared on detiknews.com related to violence in schools, there were 112 cases of violence exposed. Violent incidents that include physical, psychological and sexual violence are subdivided into several different specifications of violence. Table 2 shows the distribution of types of violence based on specifications that directly appear as news material in the mass media.

**Table 2**  
**Distribution of Types of Violence by Specification**

<i>Type of Violences</i>	Specification	Amount	Percentage
Physical	Bring into Conflict	5	4.46%
	Bullying	5	4.46%
	Push up penalty	1	0.89%
	Murder	5	4.46%
	Beating	25	22.32%
	Persecution	32	29.46%
	Mass Beating	5	4.46%
	Hazing	2	1.79%

<i>Type of Violences</i>	<i>Specification</i>	<i>Amount</i>	<i>Percentage</i>
Physical Total		81	72.32%
Psychological	Bullying	5	4.46%
	Suicide	2	1.79%
	Threats	8	7.14%
Psychological Total		15	13.39%
Sexual	Sexual Violence	8	7.14%
	Sexual Harrasment	7	6.25%
	Textual Harrasment	1	0.89%
Sexual Total		16	14.29%
<b>Grand Total</b>		<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 2., it can be seen that physical violence dominates other types of violence, especially violence that is in the category of beating and persecution. Beating in this case includes slapping the face or other organs. While in the category of persecution, the forms varied, from mild to severe such as pinching, grabbing, banging the head, breaking the collarbone and so on. In the case of suicide which is in the scope of psychological violence, it occurs because there is inner pressure that he gets from the surrounding environment. In addition, sexual violence includes obscenity and sodomy where most of the perpetrators are teachers.

**Table 3.**  
**Total Types of Violence by Year**

<i>Year</i>	<i>Types of Violence</i>	<i>Amount</i>	<i>Percentage</i>
2016	Physical	5	4.46%
	Psychological	4	3.57%
2016 Total		9	8.04%
2017	Physical	24	21.43%
	Psychological	3	2.68%
	Sexual	2	1.79%
2017 Total		29	25.89%
2018	Physical	16	14.29%
	Psychological	3	2.68%
	Sexual	6	5.36%
2018 Total		25	22.32%
2019	Physical	23	20.54%

<i>Year</i>	<i>Types of Violence</i>	Amount	Percentage
	Psychological	5	4.46%
	Sexual	1	0.89%
2019 Total		29	25.89%
2020	Physical	9	8.04%
	Psychological	4	3.57%
	Sexual	7	6.25%
2020 Total		20	17.86%
<b>Grand Total</b>		<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 3., it can be seen that the violence that occurred was recorded up and down every year. Violence in 2017 and 2019 was higher than in other years, by 25.89%. On the other hand, physical violence seems to dominate other types of violence. Even so, physical violence decreased significantly in 2020, it could be attributed to the emergence of a pandemic that reduced the interaction of school residents.

Similar to physical violence, psychological violence was recorded up and down and experienced the highest point in 2018 with 5 cases. In this psychological violence case, 42.85% of the victims were teachers whose perpetrators were students or guardians of students in the form of bullying or threats. One of the news that had gone viral on social media was a student threatening the teacher with a sickle because the teacher confiscated the student's cellphone (Damarjati, 2019).

**Table 4**  
**Distribution of Violence by Province**

<i>Province</i>	Amount	Percentage
Aceh	1	0.89%
Bangka Belitung	2	1.79%
Banten	3	2.68%
Gorontalo	1	0.89%
Jakarta	12	10.71%
West Java	25	22.32%
Central Java	11	9.82%
East Java	29	25.89%
West Kalimantan	1	0.89%
Maluku	2	1.79%
NTT	2	1.79%
Riau	3	2.68%
South Sulawesi	13	11.61%
North Sulawesi	1	0.89%

<i>Province</i>	Amount	Percentage
South Sumatera	2	1.79%
East Sumatera	1	0.89%
North Sumatera	2	1.79%
Yogyakarta	1	0.89%
<b>Grand Total</b>	<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 4, it can be seen that the highest spread of violence through the news listed in the mass media is in the Java area as much as 68.74%. In addition, the province that dominates the violence is East Java with 25.89%, followed by West Java with 22.32% and Jakarta with 10.71%. Meanwhile, in areas outside Java, South Sulawesi is seen in the top position as much as 11.61%. This condition shows that school violence that occurs in large provinces is easier to disseminate and becomes news that is broadcast in the mass media.

**Table 5**  
**Types of Violence by School Level**

<i>School Level</i>	<i>Types of Violence</i>	Amount	Percentage
Elementary	Physical	20	17.86%
	Psychological	4	3.57%
	Sexual	5	4.46%
Elementary Total		29	25.89%
High School	Physical	32	28.57%
	Psychological	7	6.25%
	Sexual	5	4.46%
High School Total		44	39.29%
Junior High	Physical	25	22.32%
	Psychological	7	6.25%
	Sexual	5	4.46%
Junior High Total		37	33.04%
Kindergarten	Physical	1	0.89%
	Psychological	1	0.89%
Kindergarten Total		2	1.79%
<b>Grand Total</b>		<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 5., it can be seen that along with the increase in the level of school violence that occurs also increases. Based on the type of violence at the high school level, the highest quantity was 39.29%, followed by 33.04% in junior high school and

25.89% in elementary school. Physical violence is seen as dominant at each level and at the high school level is in the top position as much as 28.57%. Meanwhile, psychological violence at the junior and senior high school levels has the same portion as much as 6.25%.

**Table 6**  
**Spread of Causes of Violence**

<i>Category of Causes of Violence</i>	Amount	percentage
School Administration	1	0.89%
Bring into conflict	3	2.68%
No confirmation yet	26	23.21%
Joking	4	3.57%
False witness	1	0.89%
Bullying	3	2.68%
Revenge	6	5.36%
School activity	2	1.79%
Continuous Violence	1	0.89%
School Negligence	28	25%
Student Delinquency	10	8.93%
Misunderstanding	1	0.89%
Rule Violation	6	5.36%
Lust gratification	4	3.57%
Fights between Students	2	1.79%
Puberty	1	0.89%
Mocking each other	4	3.57%
Seniority	4	3.57%
Voluntary	1	0.89%
Therapy	1	0.89%
Inspired by Youtube	1	0.89%
Not deliberate	1	0.89%
To join the group/gank	1	0.89%
<b>Grand Total</b>	<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 6., it can be seen that the cause of violence in schools is based on school negligence as much as 25%. School negligence referred to in this case is the lack of supervision from the school so that violence occurs. In addition, the negligence of the teacher in placing an attitude or giving an excessive response to students who commit violations is also included in the school's negligence. For example, the teacher slapped because students were late for class, untidy clothes, not doing assignments and so on. The cause of further violence is dominated by student delinquency as much as 8.93%, these incidents usually occur due to misunderstandings, deliberately making noise, saying rude and so on.



**Table 7**  
**Spread of Violence from Perpetrators to Victims**

<i>Perpetrators</i>	<i>Victims</i>	<b>Amount</b>	<b>Percentage</b>
Teachers	Students	38	33.93%
Teachers Total		38	33.93%
Principals	Students	3	2.68%
Principals Total		3	2.68%
Others	Managements	1	0.89%
	Students	1	0.89%
Others Total		2	1.79%
Managements	Teachers	1	0.89%
	Students	4	3.57%
Managements Total		5	4.46%
Parents	Teachers	1	0.89%
	Principals	1	0.89%
	Students	1	0.89%
Parents Total		3	2.68%
Students	Teachers	8	7.14%
	Students	47	41.96%
	Staff/employees	1	0.89%
Students Total		56	50.00%
Staff/employees	Students	2	1.79%
Staff/employees Total		2	1.79%
Student Guardian	Teachers	3	2.68%
Student Guardian Total		3	2.68%
<b>Grand Total</b>		<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 7, we can see that the most violence occurred from students as perpetrators as much as 50%. Violence committed by students has various victims, namely students, teachers and staff/employees. And the most significant violence is violence committed by students to other students, which is 41.96%. Furthermore, violence perpetrated by teachers to students was 33.93%. Although the numbers are not significant, there are also violence committed by parents against school members, both management, teachers and students themselves in the school environment. And in the table above, what is meant by management is the principal or the authorities who have full responsibility within the scope of the school.

Meanwhile, from the types of student violence against teachers, which are often carried out are bullying and beatings which even in one case caused the teacher to die. Not infrequently this incident of student violence against teachers also went viral because there were several parties who videoed the related incident, then uploaded it to social media (Maharani, 2019). While the reasons that cause a student to dare to commit violence against his teacher are mostly based on their attitude that they do not accept being reminded or do not want to follow the teacher's wishes (Jajeli, 2018; Kusuma, 2017). Even so, there are also those who commit violence just to play or joke (Guritno, 2019).

**Table 8**  
**Distribution of Violence based on Number of Perpetrators to Victims**

Types of Violence	Number of Perpetrators	Number of Victims	Amount	Percentage
Physical	Individual	Individual	33	29.46%
		Group	16	14.29%
	Individual Total		49	43.75%
	Group	Individual	19	16.96%
		Group	9	8.04%
	Group Total		28	25.00%
Physical Total			77	68.75%
Psychological	Individual	Individual	11	9.82%
		Individual Total	11	9.82%
	Group	Individual	7	6.25%
		Group	1	0.89%
	Group Total		8	7.14%
Psychological Total			19	16.96%
Sexual	Individual	Individual	4	3.57%
		Group	8	7.14%
	Individual Total		12	10.71%
	Group	Individual	1	0.89%
		Group	3	2.68%
	Group Total		4	3.57%
Sexual Total			16	14.29%
<b>Grand Total</b>			<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In table 8., physical violence perpetrated by individuals is seen to be the most significant compared to other violence as much as 43.75%. In this case, violence perpetrated by individuals to other individuals dominates the existing violence as much as 29.46%, then followed by violence perpetrated by groups to individuals as much as 16.96%. Meanwhile, the lowest distribution of violence was sexual violence perpetrated

by the group as much as 3.57%. In addition, psychological violence from group to group and sexual violence from group to individual were 0.89%.

**Table 9**  
**Distribution of Sanctions based on Violence that Appears in the Mass Media**

<i>Sanctions</i>	<b>Amount</b>	<b>Percentage</b>
Imprisonment threat	5	4.46%
Threat of demotion/postponement	1	0.89%
Threat of criminal punishment	6	5.36%
No confirmation yet	39	34.82%
End with peace	19	16.96%
Police arrested	3	2.68%
Expelled from school	7	6.25%
Mutated	1	0.89%
Temporarily disabled	1	0.89%
Imprisoned	17	15.18%
Convicted	5	4.46%
Reported to the police	2	1.79%
Suspended	2	1.79%
Expelled from the village	1	0.89%
Compensation	1	0.89%
Rehabilitation	1	0.89%
First warning letter	1	0.89%
<b>Grand Total</b>	<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 9., it can be seen that in general, some of the sanctions have not had a clear final confirmation. Even so, it can be seen that, 16.96% of cases ended peacefully, 15.18% ended up in prison and a small number of others were convicted, reported to the police as well as the threat of imprisonment or punishment itself for the perpetrators. Meanwhile, other sanctions according to the level of violence are resolved in accordance with the provisions in the applicable regulations in each school or the area where the violence occurred.

**Table 10**  
**Forms of Discourse Included in News of Violence in Schools**

<i>Types of Violence</i>	<i>Forms of Discourse</i>	<b>Amount</b>	<b>Percentage</b>
Physical	Criticize	26	23.21%
	No Comment	51	45.54%
<b>Physical Total</b>		<b>77</b>	<b>68.75%</b>
Psychological	Criticize	8	7.14%
	No Comment	11	9.82%

Psychological			
Total		19	16.96%
Sexual	Criticize	9	8.04%
	No Comment	7	6.25%
Sexual Total		16	14.29%
<b>Grand Total</b>		<b>112</b>	<b>100.00%</b>

Source: News exposed on detiknews.com in 2016-2020

In Table 10., it can be seen that 61.61% of violence news focuses more on providing information without providing criticism related to violent events that occur within the school environment. Giving a response that this incident is something that should not have happened at school and of course has other negative impacts that may arise in the future will have an influence on readers that this is not appropriate and a good thing to do. This is necessary in the context of prevention which may indirectly affect the reader's subconscious.

### Conclusion

As an educational institution that has a wider scope of responsibility, it is undeniable that schools certainly have many social rules that are applied. However, with the high number of students in the school which is inversely proportional to the number of teachers and the socio-economic context in which the school is located, sometimes these things make the school not as safe as expected. Weak security factors both formally and informally lead to the spread of several examples of negative behavior called delinquency and have a negative effect on students. This is evidenced by the fact that children and adolescents whose psychological needs are not met will encourage themselves to behave aggressively and antisocially (Aypay, Durmus, & Aybek, 2016).

Education is a learning process that is expected to create intelligent, insightful and knowledgeable human beings. This is important as an adequate provision for students to solve the various problems they face (Murdiyati, 2021). With this, schools as institutions and teachers as the vanguard of education should be able to emphasize the importance of human values to each of their students through good habits at school and make them want to do it wholeheartedly (Bayraktutar, 2011). However, despite the expectations of schools and teachers in nurturing and educating their students, recently violence in Indonesian educational institutions has begun to become a major concern among the public. This can be seen from various reports that appear in the mass media (Bunga, 2019).

Violence in schools through news that appeared in the mass media from 2016 to 2020 there were 112 cases dominated by physical violence, 68.75%. There is an ups and downs spread every year, even though in 2017 and 2019 school violence that appeared in the news was at its peak at 25.89%. The most frequent specifications of violence were persecutions and beatings as much as 29.46% and 22.32%, respectively. While the causes of violence are more often caused by school negligence and also student delinquency in general, however, from the news that there are 23.21% it is still not

known in detail why such violence can occur. In terms of education level, violence that occurs in high school has a higher frequency when compared to other levels. In addition, students dominate violence in schools as much as 50% as perpetrators and as many as 85.71% as victims. As a sanction, 16.96% of the incidents ended peacefully, while 48.22 were dealt with according to the level of violence committed and 34.82% the final outcome was unknown.

Through the analysis of the news that has been carried out in this study regarding the spread of violence in schools in Indonesia, it can be said that there needs to be planned and strategic improvements in order to reduce deviations or violations that occur in educational institutions, including violence in schools. In addition to the violence students are exposed to, there are also other forms of verbal and non-verbal violence that may not appear directly in the news. In addition, there is also violence perpetrated through the internet or the use of communication that is actually ethically inappropriate (Montgomery, 2019). If not, then this condition will affect the development of Indonesia's future generations. With maximum awareness and strategy, it is hoped that the prevention of violence in schools can be used as a turning point in growing the nation's children who have noble character and are beneficial to the nation.

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