

# Treatment of Acts of Verbal Violence by Teachers Against Students

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## Abstract

This study investigates the issue of Verbal violence perpetrated by educators against students during the learning process in schools, highlighting that such behavior contradicts humanitarian values. The research aims to uncover: (1) the forms of violence committed by educators in the classroom, (2) the factors contributing to this violence, and (3) strategies to prevent violent behavior in educational settings. The study employs a mixed-methods approach, combining quantitative and qualitative research. The population consists of teachers and students from vocational schools in Padang City, with samples drawn using Multistage Random Sampling. Key informants include students, subject teachers, counseling teachers, school principals, parents, and the head of the Education Office. Data collection methods include observation, interviews, questionnaires, and documentation, followed by descriptive analysis and qualitative analysis. The findings reveal that: (1) forms of violence by teachers include (a) physical violence, (b) psychological or mental violence, (c) verbal violence, and (d) professional violence; (2) factors leading to violence include (a) imbalanced relationships between teachers and students, (b) incorrect educational practices stemming from flawed educational understanding and philosophy, and (c) a lack of authority principles in teaching; (3) strategies to prevent violence involve (a) enhancing teachers' competencies—personal, social, pedagogical, and professional, (b) implementing authority principles in teaching, including recognition, compassion, guidance, reinforcement, disciplinary actions that educate, and modeling, (c) educating about Human Rights, particularly children's rights, and (d) ensuring that teachers adhere to ethical codes and principles in their teaching practices.

**Keywords:** Student Perceptions of Teachers, Verbal Violence, Impact of Verbal Abuse, Emotional Impact on Students

## 1. Introduction

- In the objectives of national education, it is explained that the function of national education is to develop abilities and shape the character and civilization of a nation that produces future generations by enhancing the potential of students to become human beings who have faith and devotion to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.
- To achieve this goal, efforts are made by involving all components that have been hierarchically assigned their respective burdens and responsibilities. Schools are essential means for forming national character and culture. Within schools, there is a process of developing all the potential that

exists in students. Through education, it is hoped that the quality of life of students will improve to a better level, enabling them to become devout, intelligent, independent, and respectful individuals.

- Through education, students are actively encouraged to develop their potential. Six focuses on developing students' self-potential through education are as follows: (1) students have religious spiritual strength, (2) self-control abilities, (3) personality development, (4) intelligence development, (5) noble morals, and (6) skills needed for life in society, the nation, and the state. Efforts to develop individuals through education can be effectively realized if there is constant attention to Human Value and Dignity (HMM).
- Human dignity can be acknowledged by understanding human nature, the dimensions of humanity, and being able to cultivate the five innate powers within humans: the power of faith, the power of creativity, the power of emotion, the power of initiative, and the power of originality (Prayitno, 2009). To realize the six focuses of developing students' personal potential and to enhance the five strengths, educational institutions (schools) are necessary as places where the learning process takes place.
- The implementation of education in schools must adhere to the Education Process Standards outlined in the regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 for primary and secondary education units, which states that the learning process in educational units should be presented in an interactive, inspiring, enjoyable, challenging, and motivating manner, encouraging students to actively participate and providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development. Additionally, in the learning process, educators should set a good example.
- Achieving educational goals depends on the quality of the implementation of the teacher's functions and his sense of responsibility in carrying out the learning process. A teacher must have 4 basic competencies, namely pedagogical, personality, social and professional competencies. These four competencies are integrated in the learning process. Thus, the learning process is so crucial that it cannot be ignored.
- The learning process as an operational form of educational practice carried out by educators must contain elements of acceptance and recognition, affection and tenderness, reinforcement, decisive action that educates, example and direction as tools that link students with educators.
- However, in the learning process that occurs in schools, cases of violence are still encountered. This is not in line with the 2003 Child Protection Law, Article 54 which reads; "Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends within the school concerned, or other educational institutions." So, in the education process teachers are not justified in carrying out acts of violence against students.
- However, lately we often watch news broadcasts on television or read in newspapers about the phenomenon of violence that occurs in the world of education, both perpetrated by teachers against their students and violence perpetrated by students against other students. This is very worrying because it is in schools that moral values should be instilled.
- Education and teaching are not synonymous with violence, both in the past and especially now.
- But violence is often associated with discipline and its application in the world of education. The term "firm" in developing a disciplined attitude in students is commonly replaced by the word "hard". This is then supported by the use of violence to foster discipline in the military world,

especially military education. When military education methods were later adopted by the world of civilian education, the "hard" method, now known as violence, was also taken over in the school environment.

- In general, violence can be defined as an unpleasant action that even injures and harms other people, both physically and psychologically. Violence does not only take the form of physical exploitation, but it is psychological violence that needs to be watched out for because it will cause long-lasting traumatic effects for the victim. Nowadays, acts of violence in education are often known as bullying.
- This bullying practice can be carried out by anyone, whether by classmates, upperclassmen to lowerclassmen, even a teacher to his students.
- Regardless of the reasons behind the action, the practice of bullying cannot be justified, especially if it occurs in a school environment. Acts of violence or bullying can be divided into physical and psychological violence. Physical violence can be identified in the form of beatings (using hands or tools), slapping and kicking. The impact of this action can cause scars or bruises on the body, and in certain cases it can even result in permanent disability that the victim must bear for the rest of his life. Psychological violence includes acts of terrorizing, humiliating, isolating, giving cynical views and even showing attitudes or expressions of displeasure, and words that hurt other people's feelings.
- The psychological impact of violence can cause feelings of discomfort, fear, tension, and can even cause long-lasting traumatic effects. Apart from that, because it is not visible physically, dealing with it becomes quite difficult because usually the victim is reluctant to reveal or tell about it. Another impact that arises from the effects of bullying is that students become quiet or withdrawn, feel inferior and awkward in socializing, are stressed or tense, so they cannot concentrate on studying, do not want to go to school and in some more severe cases can result in suicide.
- Unicef research results in Central Java, South Sulawesi and North Sumatra in 2006 showed that the majority (80%) of violence against children was carried out by teachers. As many as 55% of teachers admitted that they had asked their students to stand in front of the class. 90% of teachers admitted that they had told students to stand in front of the class, apart from that, 73% of teachers had shouted at students, and 54% of teachers had told students to clean the toilet.
- The Indonesian government also recognizes that violence against children also occurs in schools, both by teachers and school staff and by fellow students. The forms of violence that occur can be physical such as beatings and the use of rattan to enforce discipline, sexual harassment, psychological such as insults, threats, degrading bullying, gender-based violence. Violence at school by fellow students can occur in the form of fighting, bullying, hazing, threats, bullying which more often occurs against children from poor families or marginalized ethnic groups.
- The rise of shows of violence in the world of education, especially those carried out by teachers against their students or by students against their friends, should be able to open or inspire the hearts of educators, that it is possible that bullying practices also occur in our respective school environments. Violence in the educational process, such as: hazing practices carried out by seniors at a favorite high school in Jakarta. In Surabaya, a sports teacher punished a student who was late arriving several laps because he was physically weak, and the student died.
- A teacher at Lubuk Gaung Elementary School, Bengkalis, Riau, punished his students by running around the field naked. (Jawa Pos, November 2007:21). The results of this research provide awareness that violence can occur anywhere, including in the school environment, a place that has

long been believed to be the safest and best for children. Apart from that, based on data on violence from the Indonesian Child Protection Commission (KPAI), the total number of violence recorded by KPAI was 780,000 cases.

- In one case it was also found that a student's parent threatened a State Vocational School teacher in Palembang with a machete because he was accused of committing violence against two of his students (Haluan Daily, September 2010). A State Vocational School teacher in Bekasi Regency shaved 2 students because they were accused of bullying their friends. The two students also admitted that the female teacher slapped them with books. Indopos (April 2010: 18).
- Apart from that, based on the results of interviews with several students at SMKN 1 Padang, SMKN 5 Padang and SMKN 10 Padang, who stated that they had experienced acts of violence from teachers in the form of: being rebuked with harsh words, squatting, doing push ups, having their pants cut, being teased cynically. , sunbathing and other violent behavior.
- Educators or teachers tend to consider acts of violence (bullying) as a common event and a means of mental testing. Based on the records of the West Sumatra P2TP2A (Integrated Service Center for Women's Empowerment) institution regarding perpetrators of violence, generally they are people closest to and known to the victim. The perpetrators of violence at school apparently involve people closest to them such as: teachers, vice principals, parents and friends.
- This means that perpetrators of violence in schools are generally related to or come from the educational components involved in the school.
- Observation results also show that there are still many cases related to less harmonious relationships between teachers and students in the learning process which actually contradicts the meaning and goals of education itself.
- This is because teachers in the learning process tend to position students in an inferior, passive position, teachers show more defensive attitudes and justifications, even to the point of physical violence such as slapping and kicking students in school (school violence), as has been revealed recently in mass media and various research, both domestic and foreign research (Akiba: 2002; Skiba et al: 2004; Makmur: 2006).
- The emergence of violent behavior in the learning process at school increasingly distances students from the ideal goal of education, namely improving the quality of life, so that they truly become the most noble creatures among God's creatures on earth. Education should make humans the most noble, dignified creatures, able to develop according to their own potential, but sometimes it can cause suffering for other people if what is done is not in accordance with the goals of education.
- Frequent news about violence involving educators and students indicates that violent behavior in the world of education exists.
- This means that violence continues in new forms and ways. Apart from that, it also gives the impression that there is impunity towards violence, so that violence persists. As a result, violent behavior seems to have become a habit in schools and is imitated by society or the next generation.
- The occurrence of cases of violence committed by educators indicates that achieving educational goals through the learning process is still steeped in nuances of violence because violence is still considered to be a powerful and effective tool for achieving educational goals, so cases like this rarely come to the surface. This also results in difficulties in knowing the causes of violence, so that solutions in the form of violence prevention strategies are rarely or never implemented in schools.

- From the background description above, several problems in this research can be identified. There are many factors that cause teachers to commit violence against their students, namely: (1) lack of knowledge that violence, both physical and psychological, is not effective in motivating students or changing behavior, instead there is a risk of causing psychological trauma and hurting students' self-esteem, (2) partial perception in assessing students. (3) there are psychological problems that cause obstacles in managing emotions so that the teacher becomes more sensitive and reactive, (4) there is work pressure, (5) teachers also have difficulty in creating an interesting learning atmosphere, on the other hand they are also required to produce outstanding students.
- Many factors are associated with violence. Violence surfaces in various forms, including: (1) in the form of visible behavior, such as beatings, abuse, fighting, rape, murder and so on, (2) in the form of invisible behavior (attitudes), such as hatred, fear, distrust, racism, sexism and intolerance, (3) in the form of context (circumstances), such as discrimination, impoverishment, economic monopoly, restrictions on human rights and so on. Forms of violence include: (1) physical violence, namely actions that result in pain, illness or injury, (2) psychological violence, namely actions that result in fear, loss of self-confidence, loss of ability to act, feelings of helplessness. , and/or severe psychological suffering to a person, (3) sexual violence, namely forced sexual relations carried out against people who live in an environment.
- Apart from that, sexual violence also constitutes forced sexual relations between someone within the household and another person for commercial purposes and/or certain purposes.
- The forms of violence are as follows: (1) Psychological violence such as: teachers responding to students' inability to learn lightly, teachers humiliating students in front of other school members, teachers showing favoritism towards their students, teachers who often threaten, rebuke, scold or pit themselves against each other. students, teachers who do not respect students' work or students' honor and dignity (2) physical violence, namely in the form of hitting with a clenched fist or a hard instrument, kicking, slamming or causing burns constitutes abuse, regardless of the severity of the injury, (3) verbal violence, namely cornering students with statements that pressure them, such as teachers insulting students, accusing students of things they have never done, embarrassing students with insults or gossip, slandering students, and calling or giving negative labels to students. (4) violence related to professionalism, such as teachers not giving students their rights, giving unfair assessments, and threatening students with grades below standard Based on the background stated above, it is necessary to carry out research to uncover acts of violence that appear to be carried out by teachers in the learning process at the Padang City State Vocational School.

## 2. Research Methodology

### A. Types of research

This research uses a combination of qualitative and quantitative approaches ( *mixed methods* ). According to Creswell (2009:14) states that " *Mixed Methods Research is an approach to inquiry that combines or associates both qualitative quantitative forms of research* ."

Furthermore, according to Sugiyono (2011:18), this *mixed methods research method* combines or combines quantitative and qualitative research methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained. So, this research will analyze the forms and factors that cause violence in the learning process currently taking place at the Padang City State Vocational School, and look for strategies to prevent acts of violence in the learning process .

**B. Population, Sample and Research Informants**

**1. Population**

Population is a generalized area consisting of objects/subjects that have certain characteristics and have the same opportunity to be selected as samples (Husein Umar, 1999). In this paper, research was carried out at 10 State Vocational Schools in Padang City, West Sumatra Province. There are several sub-districts, namely: North Padang, South Padang, West Padang, East Padang, Nanggalo, Kuranji, and Koto Tengah District. Meanwhile, the population in this study were all teachers and students of State Vocational Schools in Padang City.

**2. Sample**

Technique taking sample in study This use technique *multistage random sampling* , selected randomly and layered . *The first step* , carried out in the selection of ten vocational schools in clusters, SMK Negeri 1 Padang, SMK Negeri 5 Padang and SMK Negeri 10 Padang were selected . *Second step* , based on amount student from each vocational school is carried out determination amount sample amounting to 238 respondents . *The third step* , based on amount the determined amount sample from each of the vocational schools above in a way *proportional random sampling* as listed in table 1 below This .

**Table 1 : Student Sample Frame**

No.	School name	Amount student	Proportion	Sample
1	Padang 1 State Vocational	1021	10%	102
2	School	1080	10%	108
3	Padang State Vocational School 5	278	10%	28
	State Vocational School 10 Padang			
	Amount	2379	10%	238

**Table 2 : Teacher Sample Framework**

No.	School name	Total number of teachers	Proportion	Sample
1	Padang 1 State Vocational	81	25%	20
2	School	149	25%	38
3	Padang State Vocational School 5	61	25%	15
	State Vocational School 10 Padang			
	Amount	291	25%	73

**3. Informant**

Informant is the person who is made source information in study . Informant the have criteria : age , knowledge , understanding , role or position certain things , and the people who have them linkages with study . Informant the such as : Head of the Padang City Education Department, head school , deputy head schools , counseling teachers , field teachers studies , students and parents student . Election

informant done with technique *snow -ball* ie with look for *key informants* . What is meant is *key informant* ( informant key ) is those who know and have various information the principal required in study or informed informant in a way deep moderate problem researched . And data collection continues done until the data is obtained felt saturation .

### C. Development Instrument

In accordance with required data type , type instrument collection of required data that is shaped questionnaire ( questionnaire ). Compilation and development instrument done through steps as following :

1. Determine indicator of each variable
2. Make grille based on indicator .
3. In terms of This researcher use questionnaire enclosed *nominal scale* model . Alternative answer questionnaire use two The nominal scale is : Never ( 1) and Never (0).
4. Drawing up a statement in accordance with the grille already made . Drafting This held like that appearance so that every item can produce validation construction in accordance with draft . Drafting details constant statement base to convenience charging and dodging hesitation by respondents with method :
  - a) avoid containing statement Lots understanding ,
  - b) avoid use of words that create feelings of antipathy ,
  - c) consider is answer will concerning prestige someone , and so on .
5. Studying suitability instrument item statement study with grille instrument , which aims For know what items are being developed ? Already represent every required indicators .
6. Arranging instructions charging instrument study . This matter aim For makes it easier respondents in understand what the instrument desires , and avoids error in collecting data is carried out .
7. Before questionnaire used For retrieve data first formerly testing was carried out For know level validity and reliability in a way empirical . Reliable and valid statement items are obtained by conducting instrument trials (validity) and reliability.

#### a. Validity test

In testing validity this , researcher use formula *Product Moment Biserial* . With formula :

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Information :

R<sub>pbis</sub> = Item validity index

M<sub>p</sub> = Average score of samples that answered correctly the item being sought for validity.

m = Average total score

S<sub>t</sub> = Standard deviation of total score

p = Proportion of samples who answered correctly (number of samples l correct answer: sample size )

q = Proportion of samples who answered incorrectly (q= p-1)

Test criteria:

If  $r_{xy} \geq r_{table}$  or  $-r_{xy} \leq -r_{table}$  the statement item is valid.

If  $r_{xy} < r_{table}$  or  $-r_{xy} \geq -r_{table}$  the statement item is invalid.

**b. Reliability test**

Instrument said reliable If instrument the Enough Good so that capable reveal the data that can trusted . Testing reliability of the instrument used formula *Kuder Richadson* (KR-20) follows This .

$$KR\ 20 = \frac{K}{K-1} \left| 1 - \frac{\sum piqi}{St^2} \right|$$

Information :

KR20 = coefficient reliability

k = count item

$\sum piqi$  = amount variance score item

pi = proportion correct answer item i

qi = proportion wrong answer item i

As a level of reliability, the scale proposed by Slameto (1997: 215) is used as follows:

**Table III.5. Question Reliability Index Classification**

No.	Reliability Index	Classification
1	$0.05 \leq rii < 0.20$	Very low
2	$0.20 \leq rii < 0.40$	Low
3	$0.40 \leq rii < 0.60$	Currently
4	$0.60 \leq rii < 0.80$	Tall
5	$0.80 \leq rii < 1.00$	Very high

Source: Slameto (1997: 215)

**D. Data Collection Techniques and Tools**

Necessary data in study This collected with use questionnaires , interviews , observation and documentation . Questionnaire used For obtain data about forms - forms violence in the learning process . Interviews and observations done For obtain data about : (1) causes action teacher violence in the learning process , (2) effort prevention action teacher violence in the learning process . Interviewed respondents determined based on criteria that have been set previously with utilise *interview guidelines*.

Apart from that , get oral data done studies field with interview the people involved in incident or anyone who knows all necessary data , with use method *LifeHistory*. Selecting interviewees , with method combined between method history oral and *snowball sampling*. *Snowball sampling* is something technique Data collection begins from somebody or group of people. Through *snowball sampling*, participants depicted as something related networks , between one person with other people.

How to get data is also done through studies documentary . This study done with collect secondary data relevant with problem action teacher violence in the learning process . Documentation in study This used For disclose data of an administrative nature , such as geographic data , regulations school , structure organization , educator data, participant data educate , photo sketch .

Beside tool data collection above researchers also use *field notes* as a very instrument important in study qualitative It means time researcher are in the field , researchers only make notes short , key words , even codes , however after return from field , researcher compile notes field created after return from field as perfection , so easy For analyzed .

Apart from the methods above , obtaining data is also carried out with discussion focused ( *focus group discussion* ). Discussion directional is also intended For get primary data. Participant discussion



attempted diverse and have adequate appreciation to the problem will be expressed . Discussion will more directed For explore problem more deep .

### Data analysis technique

Data obtained through instrument questionnaire with use scale *nominal* form number processed with use statistics descriptive . Sugiono , (2009:29), statistics descriptive is working statistics For describe or give description to the object under study through sample data or population as exists without do analysis For interesting applicable conclusions general . For disclose aspects studied with use formula proposed by Arikunto ( 2009 :266):

$$P = \frac{f}{n} \times 100\%$$

Information :

P = Percentage Rate Answer

f = Frequency answer respondents / score

n = Number of Samples

As well as Nasution (1984:15) said that "If something study aim get description or find something as exists about something the object under study , then technique analysis used Enough with count percentage ”.

Apart from that, the data obtained through observations , interviews , and documentation in the form of statements too, are analyzed in a way descriptive qualitative , with do step main make classification , formulating categories - categories until to interpretation of the meaning of existing answers . Model used in analyzing data is pattern developed by Miles and Huberman (1992:20). This process done during the research process , taken through a series of processes for collecting , reducing , presenting and verifying data.

1. Data reduction, namely filtering or editing data that has no correlation with the research. Data is sorted, categorized or grouped according to research objectives. This step is also to sharpen, direct, classify and remove unnecessary data. This is the first step in the research process. The next step is data presentation.
2. Presentation of data is important. After the data is analyzed, some are discarded and some are used to support the research. This data is presented in narrative form and can also be in the form of matrices, graphs, charts and others to understand what is happening and what actions must be taken. In presenting the data, it is done very carefully because carelessness often occurs in data reduction which results in errors in presentation and errors in understanding and drawing conclusions.
3. Next, verify and draw conclusions. Conclusions cannot be separated from the incoming data, processed through reduction and presented concisely. This conclusion gives birth to a new understanding of a phenomenon that can build a new concept for that phenomenon.

### G. Techniques for Testing Data Validity

To test the validity of the data in this research, it was carried out using the techniques proposed by Moleong (2007), namely: trustworthiness, transferability, dependability and certainty. The data validity process is carried out as follows:

1. Trustworthiness is carried out by; extend time in the field, hold discussions with colleagues whose research has the same character. Triangulation is checking the validity of data by utilizing something from outside the data. This can be done by (a) comparing observational data with interview data, (b) comparing what people say in public with what they say in private, ( c) compare what people say

about the research situation with what they say all the time, (d) compare a person's situation and perspective with various opinions and views of people such as ordinary people, people with secondary or higher education, wealthy people, government people, (e) comparing the results of the interview with the contents of a related document (Moleong, 2007: 331).

Researchers carry out triangulation by: (a) comparing observational data with what the perpetrators say, (b) comparing what the perpetrators say, and (c) comparing one's opinion with various other people's opinions or with theories. As a comparison, the researcher also asked students regarding the teacher who taught them.

2. Transferability is by explaining all the information in detail so that a complete picture is obtained.
3. Dependability and certainty. The assessment is carried out in accordance with the directions or guidance given by the supervisor so that data certainty is obtained. Likewise, the information obtained is consulted with the supervisor so that the research results can be accepted and are in accordance with the field situation

### **3. Result And Discussion**

#### **1. General Research Findings**

##### **1. SMKN 1 Padang**

**a. Historical Background**SMK Negeri 1 Padang was the first vocational school in West Sumatra to be established 1952 named School Technology Intermediate (STM) Padang with head school Mr. Yohan Elant . Campus location first at SMA Negeri 1 Padang, Jalan Sudirman for 6 months and at SMP 3, Jalan Karam Island for 18 months . In 1975 STM Padang was developed become two namely STM Negeri 1 Padang which is in Simpang Haru and STM Negeri 2 Padang in Andalas . In 1980 it was built building new on Jalan Mahmud Yunus, Kampung Kalawi , District Kuranji Padang. Usage building new inaugurated by Mr. DR. Daoed Yoesoef Minister of Education and Culture Republic of Indonesia on Monday 8 March 1982.

##### **b. Vision and Mission**

Vision: Smart, competitive , independent and moral glorious .

Mission:

- 1) Organize effective education and training
- 2) Build Work The same To use increase quality of human resources
- 3) Create atmosphere conducive education in effort reach vision school

##### **c. Objective :**

- 1) Implementation of PBM -based competencies that refer to KTSP
- 2) Fulfilled minimum educational standards
- 3) Establishment of MOU with DU/DI on a scale national and international
- 4) Give service excellently towards internal and external customers
- 5) Absorbed Graduated from DU/DI accordingly with competence he has
- 6) Made it happen implementing PBM using multimedia
- 7) Achieve achievements level national / international Good in field academic nor extracurricular

##### **d. Tata orderly school**

Code	Type of violation	Score	Penalty Violation
A.	Violation very heavy		
A.1	Oppose in a way physique to personnel	100	Returned to parents without through

	school		the process / issued from school
A.2	Proven steal / rob	100	
A.3	Proven do brawl between school ( brain perpetrator and offender )	100	
A.4	Proven use / distribute drugs	100	
A.5	Proven do action immoral ( adultery , etc. )	100	
A.6	Proven Marry	100	
A.7	sentence of 3 months		
B.	Serious Violation		
B.1	Bring / consume drink hard	75	Drink confiscated , parents summoned and make letter above agreement seal
B.2	Carrying / storing VCDs/pornographic images	75	Evidence confiscated , called parents and made letter above agreement seal
B.3	Use facility school For view / save pornographic data	75	Agreement letter on seal with parents
B.4	Gamble moment get dressed uniform school / practice	75	Equipment gambling confiscated , and summoned parents make letter above agreement seal
B.5	Damage facility school	75	Student replace damage facility school
B.6	Abuse sexual Like The same like / dislike	75	Calling parents and making letter above agreement seal
B.7	Provoking/ slandering	75	Calling parents and making letter above agreement seal
B.8	Bring Friend For do crime	75	Submitted to authorities
B.9	Against teachers/ components school ( behave No polite ) when prosecuted consequence violation	75	Dealt with firm , calling parents and making above agreement seal
B.10	Fight in circumstances use clothes uniform school	75	Calling parents , creating letter agreement and suspension during two day

## 2. SMK Negeri 5 Padang

### a. History of SMK Negeri 5 Padang

SMK Negeri 5 Padang is located on the route main city of Padang. Previously, SMK Negeri 5 Padang was called school technique intermediate . School This established on Yohan Elant's initiative which is supported by the Governor of Central Sumatra and other figures education. Upon the return of Yohan Elant from Jakarta on July 1 1952, he get approval from the Minister of Education and Culture For establish school technique middle school in Padang. On August 28, 1952, the Padang State Secondary Technical School started Study with use building on the street General Sudirman No. 1. After 6 month forever located on Jalan Sudirman, the Padang State Secondary Technical School moved to The current Karam Island occupied by SMPN 3.

Based on the policy of the Minister of Education and Culture , Padang State Secondary Technical School is shared become two school namely STM Negeri 1 and STM Negeri 2 Padang. On February 28 1982, STM Negeri 1 moved to building new located on the street Kalawi , District Kuranji Padang city . In 1985 STM 2 Padang moved to the Ex Building. SMSR, go Banyan Padang. In 1997 the Secondary 2 Technical School changed Name become School Intermediate Vocational State 5 Padang.

#### **b. Vision and Mission**

Vision: Realize student smart , competitive , ready work and independence rooted in values culture nation .

Mission:

- 1) Implement QMS ISO-9001: 2008.
- 2) Applying SIM ( System Information Management ) school based technology information .
- 3) Realize school standard international .
- 4) Realize competence graduates recognized by LSP ( Certification Institute Profession ) .
- 5) Fulfills 8 components standard national education .

#### **c. Goals**

- 1) Implementation of PBM -based competencies that refer to KTSP.
- 2) Fulfilled minimum educational standards .
- 3) Establishment of MOU with DU/DI on a scale national and international .
- 4) Give service Primarily to internal and external customers
- 5) Absorbed Graduated from DU/DI accordingly with competence he has .
- 6) It happened implementing PBM using multimedia.

#### **d. Tata Orderly School**

- 1) Every student anywhere is at must uphold tall religious values , manners, morals and customs customs .
- 2) Comply with the laws and regulations in force in the Republic of Indonesia.
- 3) Respect, obey and obey parents , teachers and employees .
- 4) Behave polite polite , sincere , honest and fair .
- 5) Mutual respect fellow students and parents outside school .

### **3. SMK Negeri 10 Padang**

#### **a. A Brief History of SMK Negeri 10 Padang**

SMK Negeri 10 Padang is in Koto Tengah District , Padang City. School This founded in 2007 , is development from SMK Negeri 1 Padang. SMKN 10 Padang is a group vocational school Technology and Engineering with 4 expertise programs , namely : Fishing Vessel Nautics ( NKPI), Fishing Vessel Engineering (TKPI), Commercial Vessel Nautics (NKN) and Commercial Vessel Engineering (TKN).

#### **b. Vision and Mission**

Vision: Realize institution capable education produce graduates who are intelligent , skilled , faithful and devout , master competence field marine that gets confession in a way national and international .

Mission:

- 1) Do activity development education based on ISO Management standard 9001: 2008 in management of SMK 10 Padang.
- 2) Empowering potency area in development of educational programs at SMK N 10 Padang.
- 3) Push role active in the business and industrial world as well as association profession in development of SMK N 10 Padang.

- 4) Strive enhancement well-being power educator in line enhancement service to participant educate .
- 5) Organize various activity religion in the environment school as well as support government programs in effort enhancement the faith and devotion of the participants educate .

### c. Goals

Term goals long

- 1) Become RSBI school in 2016 .
- 2) Become a State Vocational School which is Keep going continuously capable apply ISO Management standard 9001 : 2008 in every aspect management school .
- 3) Become a special State Vocational School handle fisheries and marine affairs in the city of Padang.
- 4) Become capable school push utilization source Power fisheries and maritime affairs in the international world .

Term goals short

- 1) Get ISO Management 9001: 2008 certificate .
- 2) Prepare facilities and buildings adequate learning .
- 3) Prepare equipment fulfilling practice standard national .
- 4) Prepare power productive program instructors who fulfill standard . competency of fisheries and marine vocational school teachers .
- 5) Increase activity religious in frame enhancement faith and. piety concern social as well as friendly suave environment .

### d. Tata Orderly School

- 1) Attend school before the bell rings sounded .
- 2) Directly at 07.00 WIB sport independently , at 07.15 carry out Apple Morning .
- 3) Not allowed come late to school .
- 4) Implement picket class .
- 5) Always wearing a pet when is at outside class and giving respect as well as say regards when pass each other with colleague fellow cadets , seniors as well all teachers.
- 6) Hairy short size 0 x 1 cm
- 7) Implement PBM with orderly and orderly .
- 8) Not allowed walk walk , make a fuss and get out class during the PBM .
- 9) Not allowed argue order device class throughout convey rule school .
- 10) Not allowed smoking / use drug forbidden .
- 11) Not allowed start / trigger fight / brawl .
- 12) Not allowed argue command and fight against the teacher.
- 13) Applicable polite uphold tall norms , morals and religion.
- 14) Implement practice sea on Saturday and Sunday
- 15) Follow rules and regulations go to sea .

- Ctt : 1. Violations Nos. 1 to 5 **are charged penalty exercise physical** , managed by Poltar  
2. Violations Nos. 6 to 9 are not justified enter class .  
3. Violations Nos. 10 to 13 are charged suspension and reinstatement to parents .

**2. Special Findings**

**1. Forms of Violence Perpetrated by Teachers in the Learning Process**

Based on the research results, it was revealed that violence occurred in the learning process. This matter acknowledged by Mr. DW, Head of the Padang City Education Department. When interviewed , he state that of course Once happen violence physique to vocational school students so fall victim to wrongdoing One school . Actually If explored more very far Lots violence in the learning process , only No revealed surface , which is revealed only violence physical , because direct scarred like bruises , wounds , fractures incurred by the victim and can seen by other parties ( interview December 6 , 2023).

Next , results research also reveals diverse form violence committed by teachers in the learning process . According to M , a teacher at SMK N Padang ( informant ) said that : " Actually more from 50 percent teachers have done acts of violence , but they are not revealed ” ( interview Nov. 14, 2023).

**a. Forms of Violence that Originate from Teachers**

**a.1. Physical Violence**

Physical violence is identified in the form of beatings (using hands or tools), slapping, kicking and other actions. The impact of this action can cause wounds or bruises on the body, and in certain cases it can even result in permanent disability that will last for the life of the victim.

The forms of physical violence committed by teachers are shown in the following table:

**Table 3 : Forms of Physical Violence carried out by the teacher**

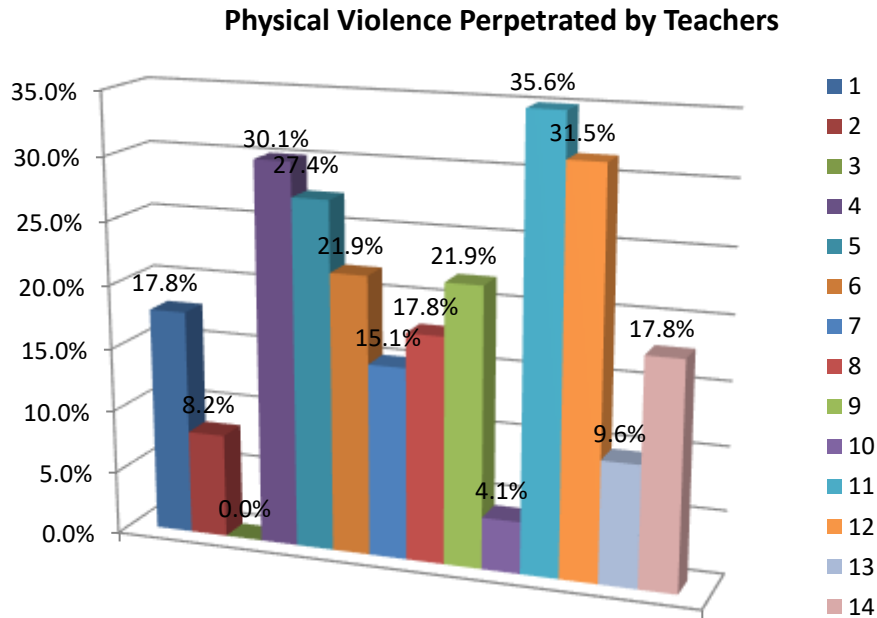
No.	Violence Physique	Once	Never	Total
1	Slap	17.8%	82.2%	100%
2	Stomping feet	8.2%	91.8%	100%
3	Spit	0.0%	100.0%	100%
4	Throw with eraser	30.1%	69.9%	100%
5	Interesting Ear Student	27.4%	72.6%	100%
6	Run Around Field	21.9%	78.1%	100%
7	Slap when Challenging Master	15.1%	84.9%	100%
8	Interesting Hair	17.8%	82.2%	100%
9	Kick	21.9%	78.1%	100%
10	Hit with ruler	4.1%	95.9%	100%
11	Push Ups	35.6%	64.4%	100%
12	Dry in the sun Student	31.5%	68.5%	100%
13	Push Head	9.6%	90.4%	100%
14	Interesting Ear	17.8%	82.2%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on table in above , shows teachers have slapped disobedient students (17.8%), stepping on the feet of students who don't have black shoes (8.2%), throwing students with board erasers when they don't pay attention to the teacher explaining (30.1%), pulling the ears of students who don't want to hear the teacher's explanation (27.4%), punished for running around the field until exhausted (21.9%), slapping students who were seen challenging the teacher to a physical fight (15.1%), pulling the hair of students who talk while studying (17.8%), kicking students who are considered to be opposing the teacher (21.9%), hitting students with a ruler (4.1%), punishing students who are late, punishing them by doing

push ups until they are tired (35.6%), exposing students to the sun for being late (31.5%), pushing the student's head (9.6%) pulled students' ears (17.8%) , spit students (0%).

For more he explained about violence physical actions carried out by the teacher students , see in Figure 7 below :



**Figure 7: Graph of Forms of Physical Violence Perpetrated by Teachers**

Image in on show that form action dominant violence carried out by the teacher towards student are push ups, sunbathing students and throwing student with eraser board . Frequency third violence is above 30 % . Third form action violence physique This Enough high , (30.01%, 31.5%, and 35.6%), only There is One form violence physical no Once carried out by the teacher , namely action violence with method spit student .

There is action violence physicality is recognized by some teacher . According to ER, he had committed acts of violence physically towards students with long hair. According to ER, if there is a male student who has long hair and does not want to be reprimanded, then he will not hesitate to slap the student , and pull hair student ( interview , 10 Oct 2023 ) .

same thing was also acknowledged by SFL, he admitted to having slapped him students because student has make mistakes and students still insistent feel No do mistakes ( interview 02 Nov, 2011) . So Also with YSI, according to He , the student's parents have given full authority to the teacher to do so What just towards students if they behave badly ( interview October 10, 2011). Furthermore, according to ED, if a student behaves badly and does not want to be reprimanded in a subtle way , then he does not hesitate to act hard with method kicking students . ( Interview , 07 Nov 2023).

From various information obtained from a number of respondent , yes is known that there is various form violence physical exercises that teachers do at school , however from whole action violence physical ever done , there is three form dominant violence carried out by the teacher, such as push ups, sunbathing students and throwing student with eraser board .

**a.2. Psychological / Mental Violence**

Violence psychological / mental is related violence disturbed , depressed soul or psychological and impactful to psychic or mental somebody . Furthermore action violence psychic or mentality that the teacher does towards student seen in the table following This :

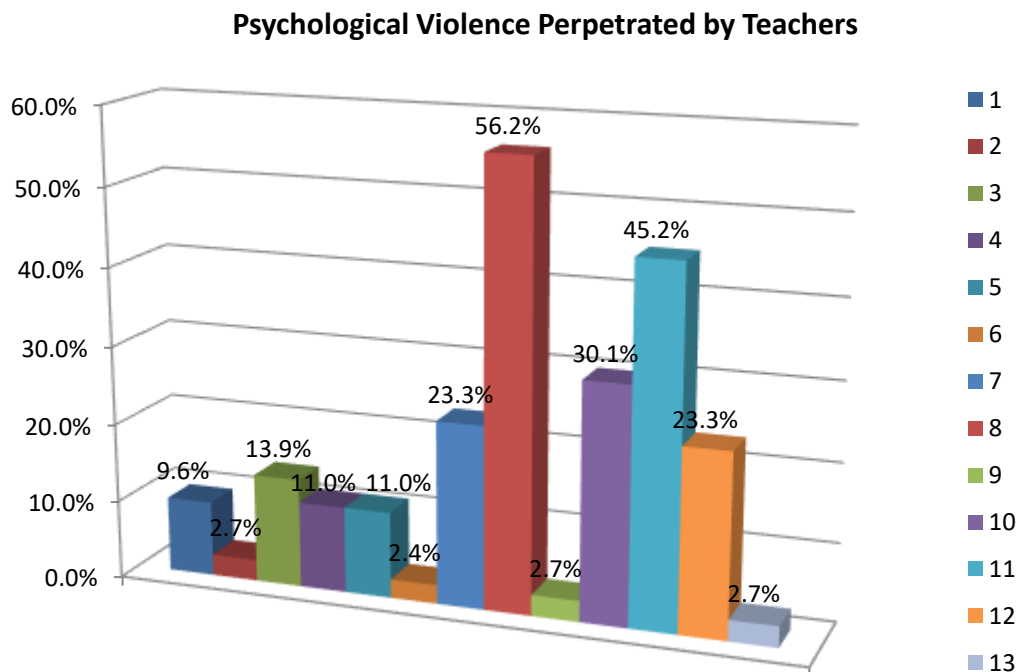
**Table 4: Forms of Violence Psychological /Mental activities carried out by the Teacher**

No.	Violence Psychic /Mental	Once	Never	Total
1	Embarrassing	9.6%	90.4%	100%
2	Terrorizing via cellphone/e-mail	2.7%	97.3%	100%
3	Belittle	13.9%	86.1%	100%
4	Silence	11.0%	89.0%	100%
5	Looking cynical and full hatred	11.0%	89.0%	100%
6	Isolate	2.4%	97.6%	100%
7	Threaten	23.3%	76.7%	100%
8	Rebuke	56.2%	43.8%	100%
9	Complaint sheep	2.7%	97.3%	100%
10	Said rough	30.1%	69.9%	100%
11	Rebuke in a high tone	45.2%	54.8%	100%
12	Tearing work student	23.3%	76.7%	100%
13	Touch Sexual	2.7%	97.3%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on the table above , show teacher ever humiliates students in front of other students by saying lazy (9.6%), terrorizing students via cellphone or email (2.7%), inability student in Study the teacher responded with look down on and look down on student (13.9 % ), silence question students (11%), view students cynically (11.0%) . M e ostracize ( 2.4 % ), giving threats of not being promoted to class (23.3%), scolding students (56.2%), pitting students against each other, resulting in victims (2.7%), scold students with harsh words (30.1%), reprimand students in a high tone and do it repeatedly (45.2%), rebuked to vent their anger by tearing up students' work (23.3%), sexual touching of students (2.7%).

For more he explained about psychological/mental violence perpetrated by teachers against students , see in Figure 8 below :



**Figure 8: Graph of Psychological Violence Perpetrated by Teachers**



Image in above , shows that form action violence dominant psychology carried out by the teacher towards student is rebuked student , rebuked with a high pitched tone over and over again , said rough to student . Frequency third violence is above 30 % . Third form action violence psychic Enough high , (56.2%, 45.2%, and 30.1%) only There is One form violence very psychological seldom carried out by the teacher , namely action violence isolate visible students No capable in a way economy , (2.4%).

Based on Figure 6 above is also visible percentage third action violence psychic Enough tall . In connection with violence psychic or mental, though only three form violence psychic above figure 30% of whole form violence psychic or mentally, but to each their own component violence psychic or mentally ever carried out by the teacher.

There is violence psychic or mental towards student acknowledged by several teachers. One of the teacher with the initials SFL, stated that He often rebuked frequent students violate rule . The problem if slapped violates human rights too. By direct he stated : " *You shuffle mahariac children if inyo Talambek . If you hit it beko kanai HAM lo crew* " (interview, 17 Oct 2023).

Furthermore according to DLN , the teacher at SMKN 5 Padang, he do action violence psychic to student during the learning process Already started , but Still There is student do another task then he not reluctant tear book that ( interview , 17 Oct 2023).

According to an LL teacher, he state that I often No Want to answer questions asked by students Because questions the heard silly and like made up , as it were will question That not There is useful and not need to bother answering it ( interview , 02 Nov 2011). With thereby violence psychological / mental moment This Still happen in the learning process in school .

**a.3. Verbal Violence**

Verbal violence is violence perpetrated by teachers student through saying . Violence in this verbal form very influential bad to student Because can turn off personality student . Based on data analysis , it was found that some forms of verbal violence were carried out by some teachers shown in the table following This :

**Table 5 : Forms of verbal violence committed by teachers**

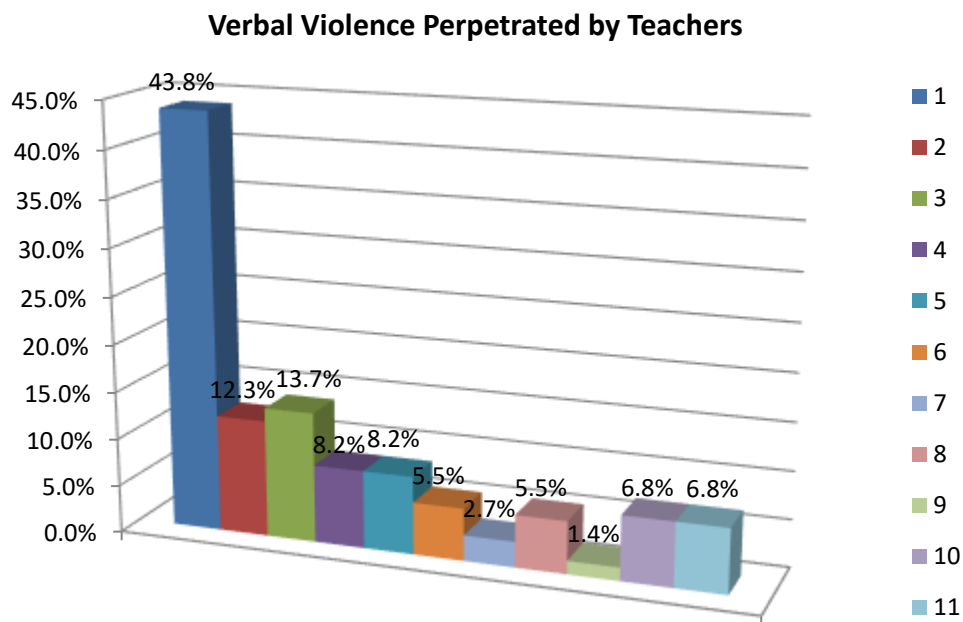
No.	Verbal violence	Once	Never	Total
1	Accusing	43.8%	56.2%	100%
2	Reject request Sorry student	12.3%	87.7%	100%
3	Dub with Name Strange	13.7%	86.3%	100%
4	Cheering	8.2%	91.8%	100%
5	Swearing	8.2%	91.8%	100%
6	Insulting	5.5%	94.5%	100%
7	Give a name stamp or label	2.7%	97.3%	100%
8	Insulting based on economy	5.5%	94.5%	100%
9	Embarrassing	1.4%	98.6%	100%
10	Spread gossip	6.8%	93.2%	100%
11	Spreading Slander	6.8%	93.2%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on research results, the most common act of verbal violence carried out by teachers against students is accusing students of cheating with percentage : teachers have accused students of cheating (4 3.8 %), refused Apologies from students (12.3%), calling students with strange names (13.7%), cheering on students until the students feel embarrassed (8.2%), likes to curse with harsh words (8.2%), insults

students who have poor learning abilities (5.5%), giving labels to students that causes the student to be depressed ( 2.7 %), insulting economically disadvantaged students (35.5 % ), humiliating students in public ( 1.4 %), spreading gossip about students' secrets (6.8%), spreading slander on the internet about students they don't like ( 6.8 % ) .

Based on data analysis , there are acts of verbal violence done by the teacher against students For more he explained can seen in the following picture 9 :



**Figure 9: Graphic of Verbal Violence Perpetrated by Teachers**

Based on image above , also revealed form action The verbal violence most often carried out by teachers against students is accusing students cheating , calling students strange names and refusing apologies from students , (43.8%, 13.7%, 12.3%). Whereas action Rare verbal violence done like spreading slander on the internet about students they don't like (1.4%) .

Violence verbal too revealed through interview with informant . Matter This was acknowledged by several teachers who stated that children Like cheating . One of informant with the initials DL, teacher at one of the Padang Vocational Schools, he get student always copying a friend's homework at school . Therefore That he No Want to Again give homework. More Good give exam , yes direct can is known ability student . In interviews he stated : " *The tasks are diagiahtu samo se sadonyo . Wrong ciek wrong sadonyo . That's the tando give me an example my friend , my friend in Karajoan surang do. Smart given a test , jaleh once your capabilities* " ( interview , 17 Oct 2023). Furthermore a deputy head named SF states that student need cheered if need given Embarrassed so No playing ball inside class .

Based on the description above , violence verbal ones Enough tall the percentage is dub student with Name the numbers are strange reach 13.7% . Some teachers are inclined give nickname or degrees certain to student . Giving nickname or title based on characteristics certain student Can based on behavior students , form physical , ability academic and form other . All this verbal violence observed in field observations . Name , nickname or title Strange to student such as " *kaliang , puak , njang , ceper , pamaleh , pantuak / palalok ,* " all of them aimed at students .

The following verbal violence was sufficient tall the percentage is reject Apologies from students as much 12.3% . Violence This related with behavior negative students who cause teachers to feel

offended on behavior negative student so the teacher doesn't Want to or difficult forgive behavior negative student .

From the data above , all action items verbal violence ever done by the teacher. Although the percentage various , actions verbal violence This very influential to student Because can turn off personality student.

a.4. Related violence with professionalism

Related violence with professionalism is action violence perpetrated by teachers is related with injustice . Based on the data, it is revealed forms action related violence with professionalism carried out some of the teachers in table 17 below This :

**Table 6 : Acts of Violence Related to Professionalism**

No.	Violence Relate with Professionalism	Once	Never	Total
1	Play favor	16.4%	83.6%	100%
2	Hinder progress student	8.2%	91.8%	100%
3	Inhibiting equal learning opportunities	5.5%	94.5%	100%
4	Evaluate No fair	8.2%	91.8%	100%
5	Doesn't go up if No fulfil standard mark	9.2%	80.8%	100%
6	Discipline with method clean toilet when late	43.8%	56.2%	100%
7	Set standard value that is not reasonable	13.7%	86.3%	100%

Source: Primary Data Processing, 2012 ( three location study )

Based on The results of the research show that the violent action related to professionalism that is most often carried out by teachers in schools is telling students to clean the toilet if they are late. with percentage 43.8%. Furthermore teachers show favoritism in treating students (16.4%), has ever hindered student progress (7.2%), preventing students from getting equal opportunities in learning (5.5%), provide an unfair assessment of student learning outcomes (9.2%), not raising a student's class if they fail one subject (19.2%), applying graduation standards that are unreasonable or too high (13.7%).

For more he explained forms related violence with professionalism teachers can seen in figure 10 below:

**Violence Related to Professionalism**

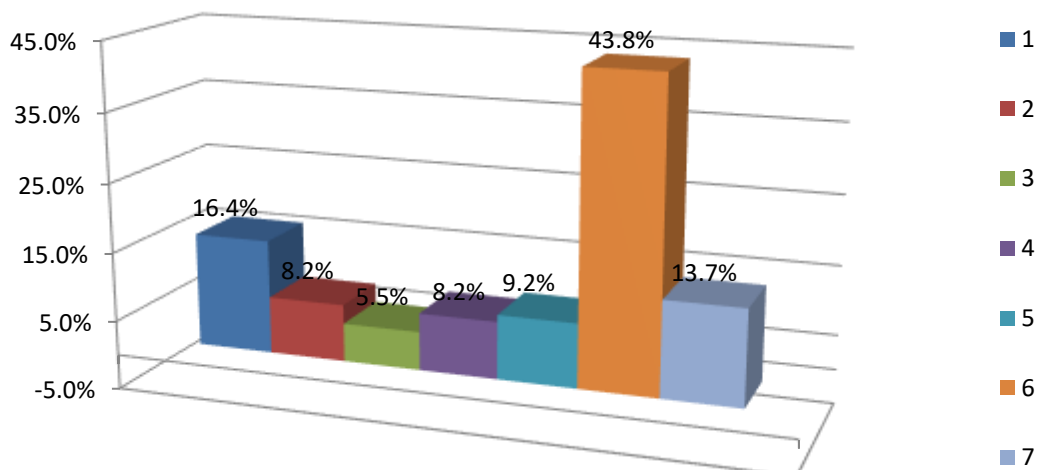


Figure 10: Graph of Violence Correlated with Teacher Professionalism

Based on the data above, take action violence. The most professionalism that teachers in schools do is telling students to clean the toilet if they are late 43.8%, that is almost 50% of teachers. Once do matter the. More teachers tend give task students who don't. There is the relationship with activity academic when student do violation to rule school.

Teachers show favoritism in treating students as much 16.4%. Treatment choose love to student based on several matter like ability academic more, ability economy and activities or activity other. The students included to in category this, often obtain various facility from the teacher or school. In observation, it is visible teachers often praise smart students, rely on capable students economy more and prioritize active students in various activity school. Treatment teacher choose love to students, leading teachers to treatment discriminatory to student.

Violence next namely applying unfair value standards (13.7%). There is implementation standard that assessment No reasonable revealed No just through questionnaire, but also deep interview with informant. Appearance number percentage on each form related violence with teacher professionalism indicates violence the There is.

One of the teachers at SMKN Padang with the initials LS, said that children who are late for class will be given sanctions by differentiating their report card grades from those of children/students who are diligent. He stated " *The children are given sanctions for their report card grades, so their grades are not equal to being diligent* (the children are given sanctions for their report card grades, so their grades are not the same as those who are diligent), he explained " (interview, 02 Nov 2023).

Based on explanation the informant above, there is acts of violence related to professionalism. Forms of violence related to professionalism include: teachers showing favoritism in treating students, hindering student progress, preventing students from getting equal opportunities in learning, giving unfair assessments of student learning outcomes, not raising a student's grade if there is one failing subjects, disciplining students who are late by cleaning the toilet, and applying unfair assessment standards to student.

**b. Students as Victims of Violence**

**b.1. Physical Violence**

Education involves Lots party, okay direct nor No direct. Parties involved in a way direct are teachers and students. Based on data analysis, found various form action violence physically received students shown in the table under This.

**Table 7: Forms of Violence Physical Received Student**

No.	Violence Physique	As a Victim		Total
		Once	Never	
1	Slapped	49.6%	50.4%	100%
2	Stepped on by foot	61.8%	38.2%	100%
3	Spit on	27.3%	72.7%	100%
4	Thrown with goods	58.0%	42.0%	100%
5	Run Around Field	68.5%	31.5%	100%
6	Push Ups	80.7%	19.3%	100%
7	Pushed	69.3%	30.7%	100%
8	Withdrawn hair or ear	63.0%	37.0%	100%
9	Beaten with ruler	46.6%	53.4%	100%

10	Treatment touch sexual	17.2%	82.8%	100%
11	Scorned	49.6%	50.4%	100%
12	Destroyed thing personal	49.6%	50.4%	100%
13	Threatened	23.5%	76.5%	100%
14	Bullied	20.2%	79.8%	100%
15	Threatened by violence	32.4%	67.6%	100%
16	Treatment compulsion	38.2%	61.8%	100%
17	Sun dried	54.6%	45.4%	100%

Source: Primary Data Processing, 2012 ( three location study )

Based on the results of the research above, forms of violence received by students as victims from teachers include: being slapped (49.6%), being stomped on their feet ( 61.8 % ), spat on (27.3%), thrown with an object (58.0%), running around the field (68.5%), push ups (80.7%), pushed (69.3%), hair or ear pulling (63.0%), hit with a ruler (46.6%), treated with sexual touching (17.2%), personal objects were damaged (49.6%), threatened with violence ( 23.5 % ), bullied (20.2), threatened (32.4) , forced (38.2%), exposed to the sun (54.6%). For more he explained can seen on the graph following :

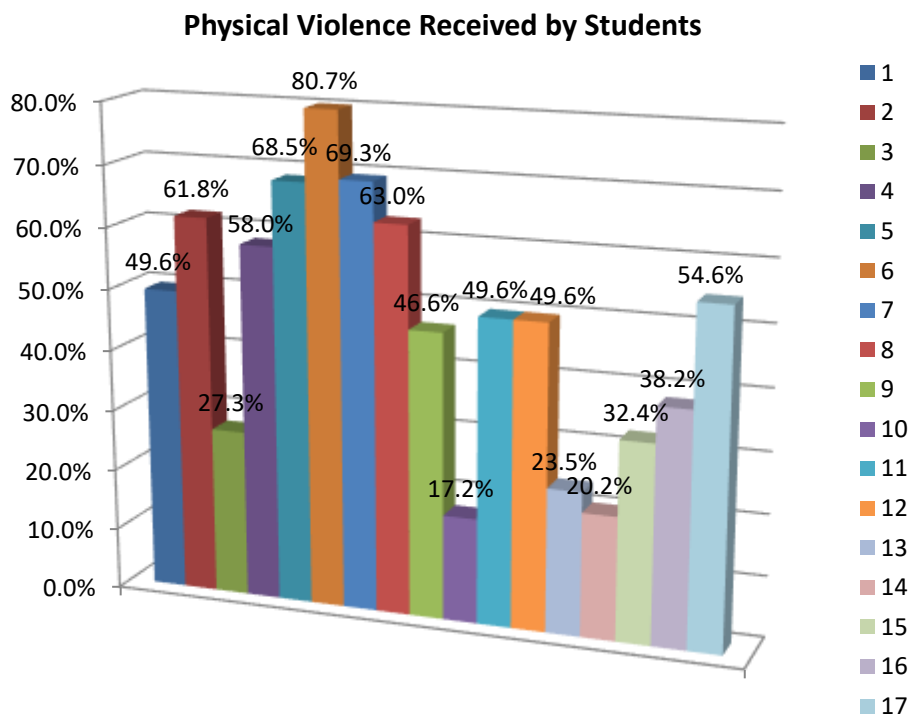


Figure 11: Graph of Physical Violence Received by Students

Based on figure 11 above, there are forms of violence that students accept as victims . Form violence That like slapped , stepped on , spat on , thrown with stuff , running around field , push up , pushed , pulled hair or ear , hit with ruler , treatment touch sexualized , ridiculed , damaged object private , threatened , bullied , threatened with violence , treatment coercion and being exposed to the sun .

Beside that , too, is depicted percentage violence physical ever experienced by students . Based on percentage , as many as 7 forms violence physique is above 50 % and as many as 10 forms violence physical below 50 % . Details of the 7 hardness that is above 50 % is push up 80.7%, pushed 69.3%, running around the field 68 , 5%, pulled by hair or ears 63.0%, stepped on by foot 61.8%, thrown with

goods 58% and dried 54.6%. Based on the data above , 7 forms violence physical in above 50%, ever experienced by students . Quite a number fantastic For violence physically carried out by the teacher. Of all form hardness above , 10 forms violence physique is at under 50% figure , students Once accept violence physique from the teacher. Of 10 shapes violence physical ever accepted by students , there are also worrying numbers . A total of 6 shapes violence physical , ever experienced or accepted student with percentage is above 30 % . Of 6 shapes violence that , quite violent tall is slapped as much 49.6% . Meanwhile, there are 4 forms violence physique is under figure 30%. Of 4 shapes violence that , violence spat occupy number highest that is 27 , 3% .

Section with the data above , it is revealed often violence physique in various forms experienced by students at school . This matter strengthened with results interview with several students . One of the students with the initials NH, said that he always received physical punishment from the teacher if you come in late. Student That said : " *When we were in Talambek, we were punished by squatting until we had panek-panek before we could go to class ( if we were late we were told to squat until we were tired and then we were allowed to go to class) ,* " he explained ( interview 7 Nov, 2011). Temporary That , another student with the initials PDL said he had pelted with a board eraser when inside Study . "*If we can kanai thighapu ih plank , we will ash in baraja "* ( If you get hit by an eraser on the board, you often study)," he said ( interview 7 Nov, 2023).

Another statement was made by student AH , who was once teased by the teacher for not tidying up his hijab . "*Talingo crew di enjo jo male teacher deck rambuik kalua from the hijab.* (My ear was pinched by a male teacher because hair coming out of the hijab)," he explained. Meanwhile , student HY admitted his pants The teacher once cut him off because the trousers he was wearing were a bit too tight , no? in accordance with rule school . "*Sarawa we shuffle bana di guntiang jo guru, we don't know the size sabananya do main guntiang-guntiang se "* . "Our trousers are often cut by the teacher, because we don't know the right size, the teacher just plays with the scissors ," he explained, annoyed ( interview 14 Nov, 2023) .

Based on the data and explanation above , there are various form physical violence received students at school. This matter describe that There is still physical violence in the learning process .

**b.2. Psychological /mental violence**

Based on the analysis , there are various forms of psychological/mental violence that students receive. The following is a table of psychological/mental violence that students have received.

**Table 8 : Forms of Psychological/Mental Violence Received by Students**

No	Psychic /Mental	As a Victim		Total
		Once	Never	
1	Looked at cynical	47.5%	52.5%	100%
2	Humiliated	40.3%	59.7%	100%
3	Silenced / ignored	50.0%	50.0%	100%
4	Terrorized	38.2%	61.8%	100%
5	Underestimated	53.8%	46.2%	100%
6	Rebuked	53.8%	46.2%	100%
7	Pitted Sheep	51.7%	48.3%	100%
8	Speak Sarcasm	37.8%	62.2%	100%
9	Torn work / tasks	37.8%	62.2%	100%
10	Threatened	35.7%	64.3%	100%

11	Ostracized	40.3%	59.7%	100%
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Source: Primary Data Processing, 2012 ( three location study )

Based on research results, students have been viewed cynically by teachers (47.5%), being humiliated in public (40.3%), silence (50.0%), terrorized via cellphone or email (38.2%), underestimated (53.8%), rebuked (53.8%), pitted against each other (48.3%), speak with sarcasm (37.8%), ripped off work results (37.8%), threatened (35.7%), ostracized (40.3%). For more he explained can seen on the graph following :

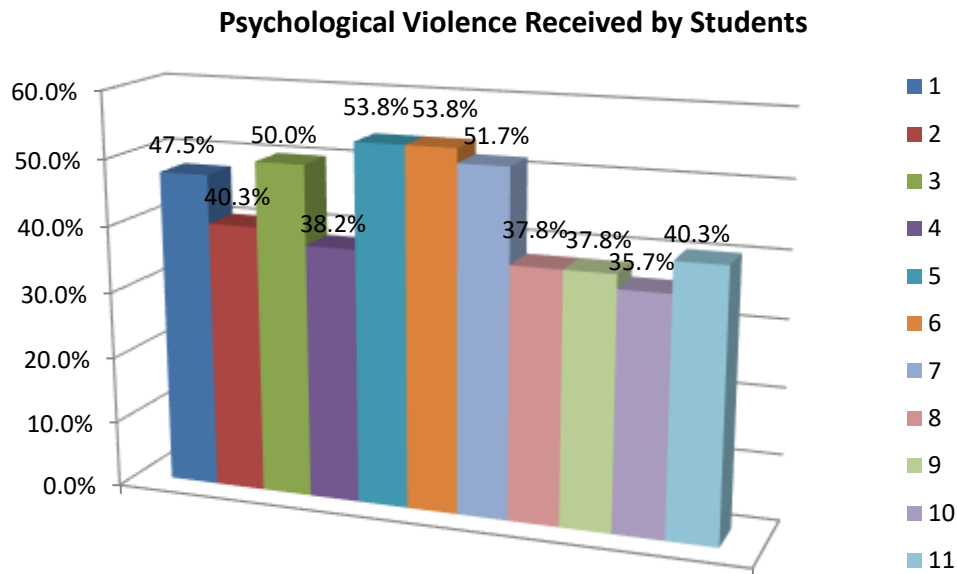


Figure 12: Graph of Psychological Violence Received by Students

Based on Figure 12 above , revealed violence psychological / mental ones experienced student . Of eleven form items violence based on data analysis , everything approach figure 50%. Percentage highest is treatment belittled and rebuked at 53.8%, the lowest is violence psychic in form threatened 35.7% . It was revealed violence psychic reinforced by students with the initials WMI ever humiliated by the teacher because of his long hair. The teacher cut his hair carelessly and sloppy, even though according to him he had begged the teacher not to cut his hair and promised I'll cut my hair when I get home. But his request was ignored. " *You are mambana, if you cut the hair, it's not inside, but it's cut juo* (I've asked if you want to cut your hair, don't do it . class , but still cut too) explained ( interview , 12 Jan, 2024) . Similarly to SYL , it claims feel threatened and scolded by the teacher during class because of his friend's refusal to buy books. " *Because two friends don't willing take the book , we did not study , we were scolded, spent an hour of lesson time* " (because two friends who did not buy our books did not study, we were scolded until the end of the one-hour lesson)," he explained ( interview , Jan 2024). Form violence Psychological problems are also experienced by students . EP students admitted that they had been called stupid when their practicum was unsuccessful. " *When our practicum wasn't successful, the teacher was furious, we were punished by iko se ndak you can , pakak bana* " (when this practicum didn't work, we were told that we can't do this, that's really stupid), he said sadly. In line with EP students, AF students also expressed the same thing . He admits that he doesn't like studying with teachers who teach computers. Because the teacher likes to threaten. " *Even though we are computer teachers , we are often threatened with zero marks if we don't get in* (we are lazy about studying computers , we are often threatened with zero marks if we don't get in)," he explained (interview, 17 Jan, 2024) .

The same thing happened FZ students . According to him , he was always hated by one of the teachers at his school. In fact, the teacher abused him and brought that person's name , and cursed him with abusive words. " *Ado pulo, the teacher's heart is full of you , our people, you are dissabuik-sabuiknyo, you are spoiled* " (there was also the teacher who was upset with me, my parents mentioned it , I was cursed with dirty words )," he explained ( interview Dec 5, 2023) .

HS also admitted to being frequently embarrassed by teachers in front of her peers. As a result of the treatment he was lazy to go to school. " *Actually we were ashamed to come to school, because we were said to almost not go up yesterday , sitting in the back lo , dipamaluan body in front of friends* " . (Actually we were ashamed to come to school, because it was said that almost did not go to class yesterday and like to sit in back . Humiliated me in front of friends), she revealed ( interview Dec 5, 2023) .

Based on information above there is various form violence psychological /mental experience student . Forms of psychological/mental violence consist of : from : looked at cynically by teachers, humiliated in public, ignored / ignored , terrorized via cell phone or email, belittled, rebuked, pitted against each other, spoken with sarcasm, ripped off work results, threatened, and ostracized .

b.2. Verbal violence

Based on analysis,revealed about form follow Verbal violence experienced by students can be seen in the table following This

**Table 9: Acceptable Forms of Verbal Violence Student**

No	Verbal Violence	As a Victim		Total
		P	T.P	
1	Cursed	54.2%	45.8%	100%
2	Dubbed with Name Strange	52.5%	47.5%	100%
3	Humiliated	39.9%	60.1%	100%
4	Accused	62.6%	37.4%	100%
5	Cheered	61.8%	38.2%	100%
6	Gossip	39.9%	60.1%	100%
7	Defamed	47.1%	52.9%	100%
8	Rejected request sorry	60.9%	39.1%	100%
9	Made fun of	56.3%	43.7%	100%
10	Insulted	50.8%	49.2%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on research results, students have been cursed at as victims of teacher violence (54.2%), nicknamed (52.5%), publicly humiliated (39.9 % ), accused (62.6 % ), cheered on (61.8 % ), gossiped about (39.9 % ), slandered (47.1 % ), rejected (60 , 9%), ridiculed (56 , 3), and insulted (50 , 8%). For more he explained can seen on the graph following :



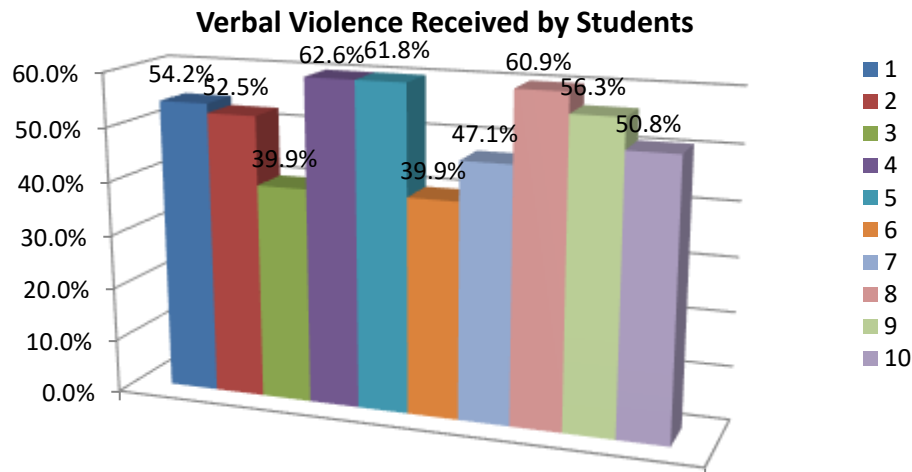


Figure 13: Chart Verbal Violence Received by Students

Based on Figure 13 above revealed exists experienced verbal violence student . Verbal violence experienced student such as being cursed at, given bad names, embarrassed in public, accused, shouted at, gossiped about, slandered , rejected request sorry , ridiculed and insulted.

Based on the graph above , is also visible percentage verbal violence , incl violence dominant experienced by students . Of 10 shapes violence , 7 forms verbal violence ranges above 50 % . This matter prove that more than 50%, students experience verbal violence from teachers.

The existence of verbal violence was acknowledged by HS, a person students who claim to have been cursed i by the teacher and was said to be a shrimp brain because he did not understand the lesson being explained. " *We didn't act on the mangarati that the teacher was taunting, but the two of them were still taunting I don't juo dapek , we were given prawns.* (We don't understand what the teacher is explaining . It has been explained twice still neither can . We are said to be the brain shrimp," he said.

Meanwhile an EP students admitted to skipping school often because of the teacher who often insulted him. " *We often do not enter the local, because we are lazy to enter , the teacher's mouth is very rough, we hurt our hearts mandanganyo.* (We often do not enter the local, the teacher's words are very harsh, it hurts us to hear it)," he explained ( interview Dec 5, 2023) .

Based on information Above, the forms are revealed acts of verbal violence in the learning process . The form of the word No Good (verbal violence) can be seen from the teacher's rude remarks such as insulting students, saying that students are stupid and speaking badly .

b.4. Violence related to professionalism

Based on data analysis , revealed about form action related violence with experienced professionalism students in table 21 below :

Table 10: Related Forms of Violence With Acceptable Professionalism Student

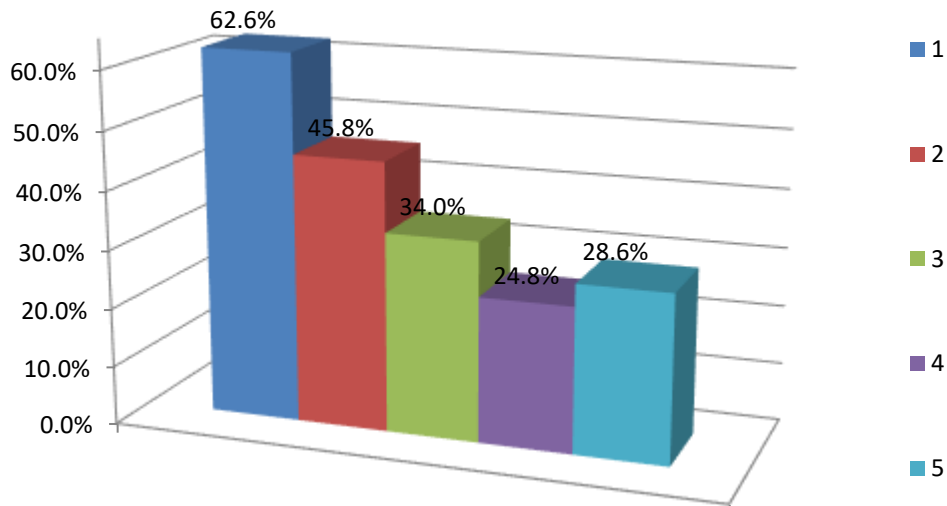
No.	Violence Associated with Professionalism	As a Victim		Total
		Once	Never	
1	Unfair	62.2%	37.8%	100%
2	Play favor	45.8%	54.2%	100%
3	Discipline is not reasonable	34.0%	66.0%	100%
4	Setting unreasonable standards	24.8%	75.2%	100%
5	Inhibits equal learning opportunities and material	28.6%	71.4%	100%

	enrichment			
--	------------	--	--	--

Source: Primary Data Processing, 20 24 ( three location study )

Based on the results of the research, the forms of violence related to professionalism accepted by students are getting unfair treatment 62.2%, favoritism 45.8%, being disciplined inappropriately (34.0%), receiving inappropriate learning standards (24.8%), and being hindered in receiving learning opportunities and material enrichment (28.6%). For more he explained can seen on Picture 14 follows :

**Yang Violence Related to Professionalism**



**Figure 14: Graph Violence Is Related to the Professionalism Students Receive**

Based on Figure 14 above revealed about percentage violence professional . Percentage enough violence tall is unfair treatment amounting to 62.2% . Percentage violence other is at a percentage above 24%. This figure Still classified Enough tall For A violence .

There is violence professional recognized by some informant . A informant student with the initials RA said that he was treated unfairly by his teacher. According to him, he once asked the teacher for a make-up exam, but was not allowed because at that time I didn't go to school. " *You asked for a supplementary exam as a teacher, but to your surprise it was announced that a supplementary exam was coming up, even though you didn't know pangumumannyo do. Until now, I haven't received the exam , it's a loss , it's a loss* (I've asked for a follow-up exam but they said I already had the exam, why didn't I come, even though I didn't know the announcement. Until now I haven't had the exam, so it's a loss), he explained ( interview , 14 Nov 2011 ) .

This is also what ZH said . According to him , the teacher who teaches English in his class is always angry because what he explains is not understood. " *What the English teacher said , we didn't understand it, inyo beaver se* (we didn't understand what the English teacher said, he just got angry)," he explained ( interview 14 Nov, 2023) .

Based on the data above , it is found exists violence accepted professionalism student . Violence the There is in various form like receive unfair treatment, favoritism, discipline in unreasonable ways, accept unreasonable learning standards, and are hampered in receiving learning opportunities and material enrichment.

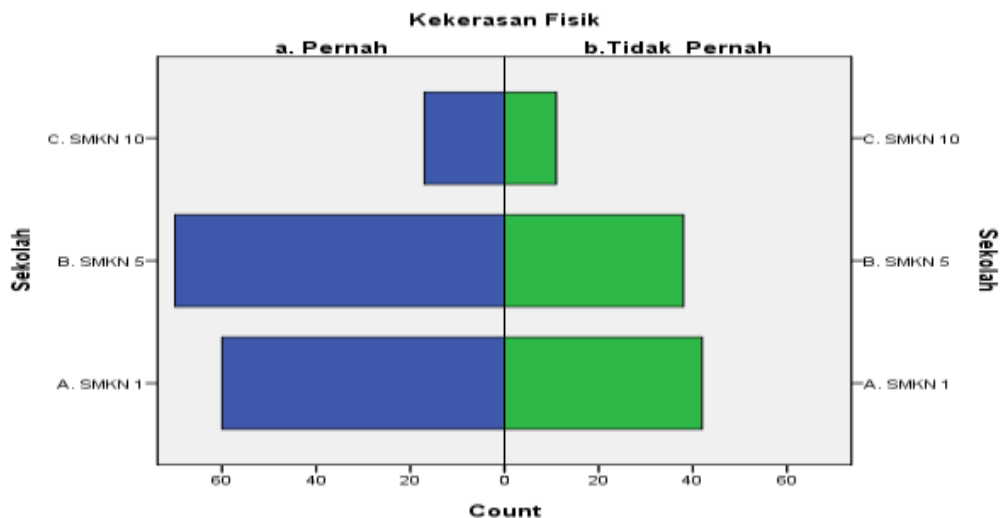
**c. Level of Violence Viewed from the School Location**

**1. Violence physique**

Based on data analysis regarding level violence physically seen from location school , yes presented in the table following This .

**Table 11. Violence Physique Viewed from the School Location**

	School			Total	
	SMKN X1	SMKN X2	SMKN X3		
Violence a. Once	Count	60	70	17	147
Physique	% within School	58.8%	64.8%	60.7%	61.8%
b. No	Count	42	38	11	91
Once	% within School	41.2%	35.2%	39.3%	38.2%
Total	Count	102	108	28	238
	% within School	100.0%	100.0%	100.0%	100.0%



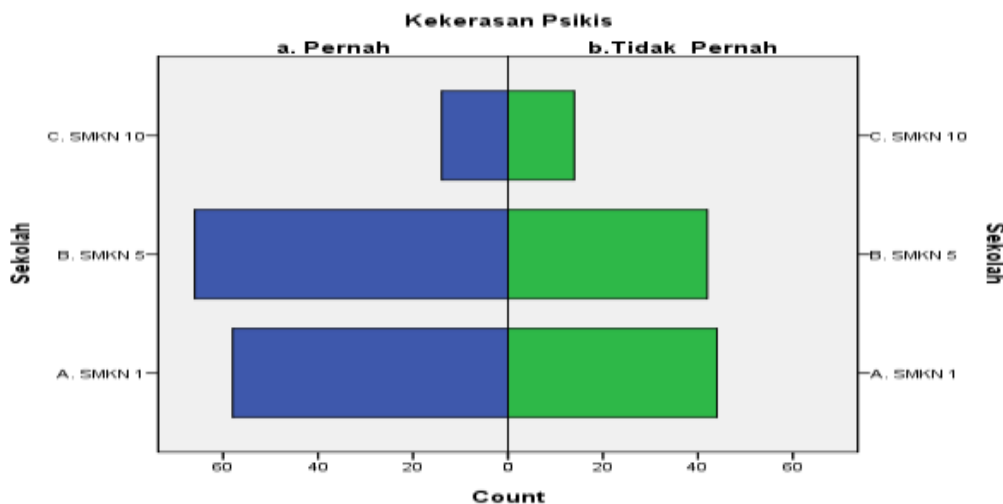
**Figure 15. Violence Physique Viewed from the School Location**

From tables and graphs he on can seen that level violence physical actions carried out by the teacher student based on from location school are : SMKN X1 as many as 58.8% have and 41.2% have not ever , 64.8% of SMKN X2 have and 35.2% have not ever , and 64.8% of SMKN X3 have and 39.3% have not Once . Can expressed that level violence physique highest found at SMKN X2 , namely amounted to 64.8%, meanwhile level violence physique Lowest found at SMKN X1 , namely amounting to 58.8%.

**2. Violence Psychic**

Based on data analysis regarding level violence psychology is seen from location school , yes presented in the table following This .

			School			Total
			SMKN X1	SMKN X2	SMKN X3	
Violence Psychic	a. Once	Count	58	66	14	138
		% within School	56.9%	61.1%	50.0%	58.0%
	b. No Once	Count	44	42	14	100
		% within School	43.1%	38.9%	50.0%	42.0%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%



**Figure 16. Violence Psychic Viewed from the School Location**

From tables and graphs he on can seen that level violence psychology carried out by teachers towards student based on t from location school seen than ever do violence are : SMKN X1 as many as 59.6% have and 43.1% have not ever , 61.1% of SMKN X2 have and 38.9% have not ever , and 50.50% of SMKN X3 have and 50.50% have not Once . Can expressed that level violence psychic highest found at SMKN X2 , namely amounted to 61.1%, meanwhile level violence psychic Lowest found at SMKN X3 , namely of 50.0%.

### 3. Verbal Violence

Based on data analysis regarding level Verbal violence is seen from location school , yes presented in the table following This .

			School	Total
--	--	--	--------	-------

			SMKN X1	SMKN X2	SMKN X3	
Verbal Violence	a. Once	Count	35	28	2	65
		% within School	34.3%	25.9%	7.1%	27.3%
	b. No Once	Count	67	80	26	173
		% within School	65.7%	74.1%	92.9%	72.7%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%

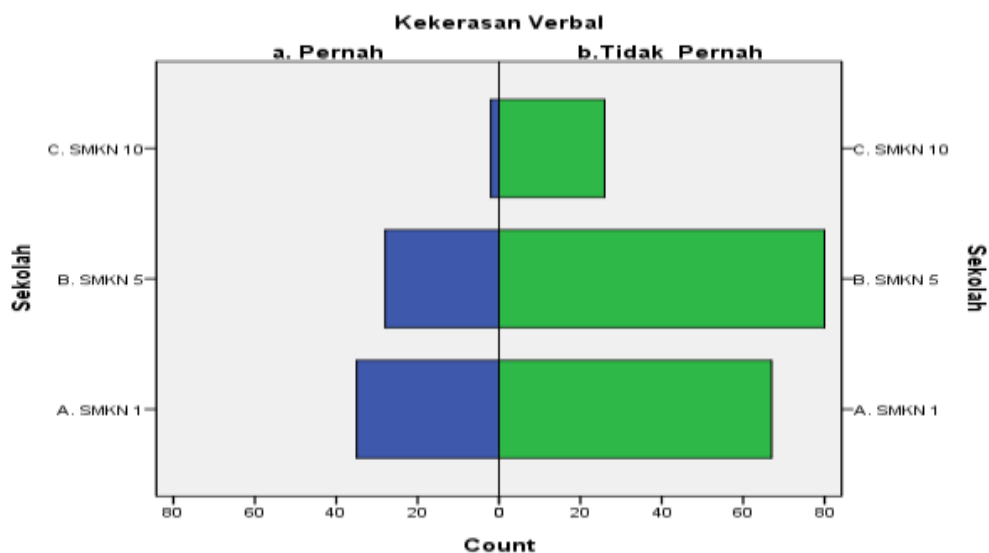


Figure 17. Verbal Violence Viewed from the School Location

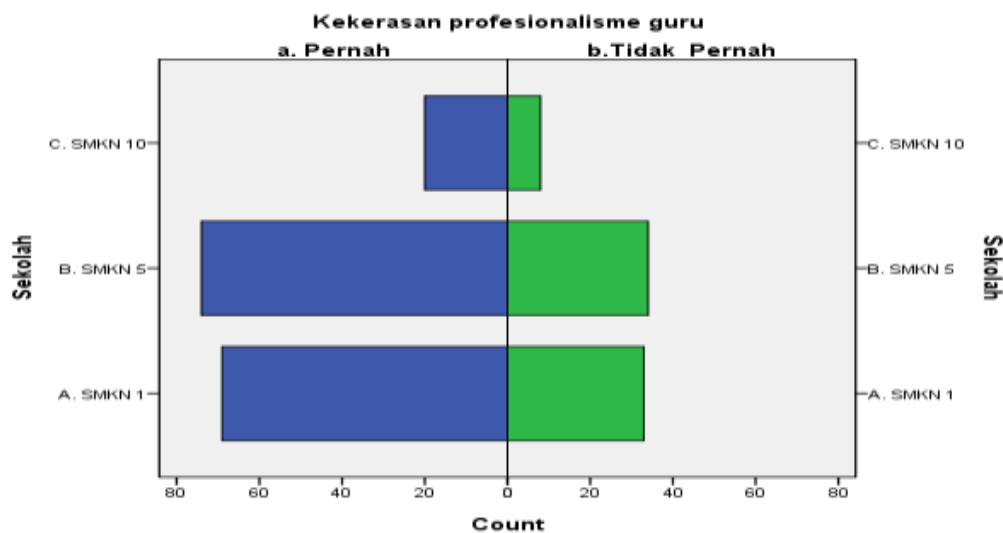
From the table and graph above, you can see that the level of verbal violence perpetrated by teachers against students seen from the school location is: SMKN X1 as many as 58.8% have and 41.2% have not ever, 64.8% of SMKN X2 have and 35.2% have not ever, and 64.8% of SMKN X3 have and 39.3% have not once. Can be expressed that the highest level of verbal violence found at SMKN X1, namely amounted to 34.3%, meanwhile the lowest level of verbal violence found at SMKN X3, namely by 7.1%.

#### 4. Violence professional

Based on data analysis regarding the level of professional violence in appearance from the school location, yes presented in the table following this.

			School			Total
			SMKN X1	SMKN X2	SMKN 1X3	

Violence teacher professionalism	a. Once	Count	69	74	20	163
		% within School	67.6%	68.5%	71.4%	68.5%
	b. No Once	Count	33	34	8	75
		% within School	32.4%	31.5%	28.6%	31.5%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%



**Figure 18. Violence Professional Viewed from the School Location**

From the table and graph above, you can see that level that violence relate with professionalism carried out by teachers towards student seen from location school seen than ever do violence are : SMKN X1 as many as 67.6% have and 32.4% have not ever, 68.5% of SMKN X2 have and 31.5% have not ever, and 71.4% of SMKN X3 have and 28.6% have not Once. Can expressed that level related violence with highest teacher professionalism found at SMKN X1, namely amounted to 34.3%, meanwhile level related violence with professionalism lowest teacher found at SMKN X3, namely by 7.1%.

### 5. Violence physique

Level of violence physical actions carried out by the teacher student based on from location school are : SMKN X1 as many as 58.8% have and 41.2% have not ever, 64.8% of SMKN X2 have and 35.2% have not ever, and 64.8% of SMKN X3 have and 39.3% have not Once.

			School			Total
			SMKN X1	SMKN X2	SMKN X3	
Violence	a. Once	Count	60	70	17	147

Physique	b. No Once	% within School	58.8%	64.8%	60.7%	61.8%
		Count	42	38	11	91
Total		% within School	41.2%	35.2%	39.3%	38.2%
		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%

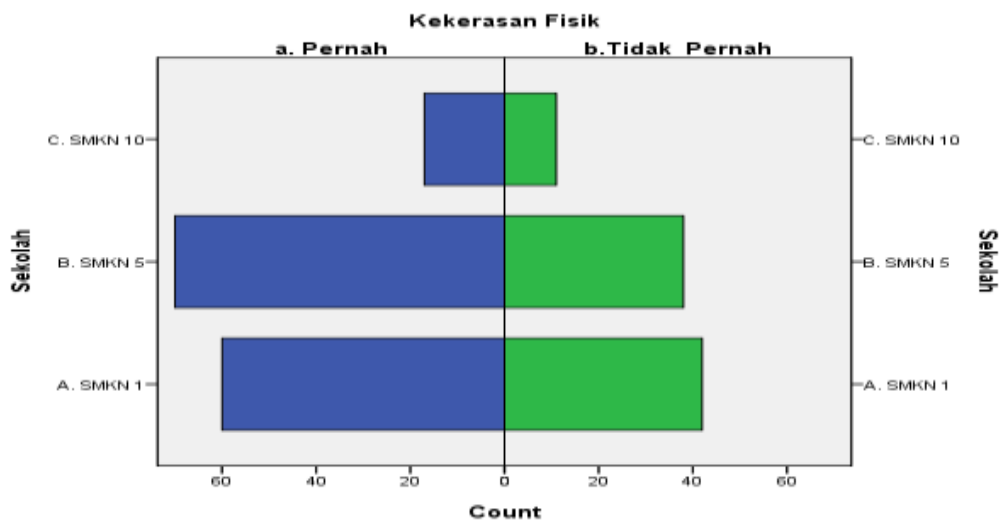


Figure 15. Violence Physique Viewed from the School Location

### 6. Violence Psychic

Level of violence psychology carried out by teachers towards student based on t from location school seen than ever do violence are : SMKN X1 as many as 59.6% have and 43.1% have not ever , 61.1% of SMKN X2 have and 38.9% have not ever , and 50.50% of SMKN X3 have and 50.50% have not Once .

		School				Total
		SMKN X1	SMKN X2	SMKN X3		
Violence Psychic	a. Once	Count	58	66	14	138
		% within School	56.9%	61.1%	50.0%	58.0%
	b. No Once	Count	44	42	14	100
		% within School	43.1%	38.9%	50.0%	42.0%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%

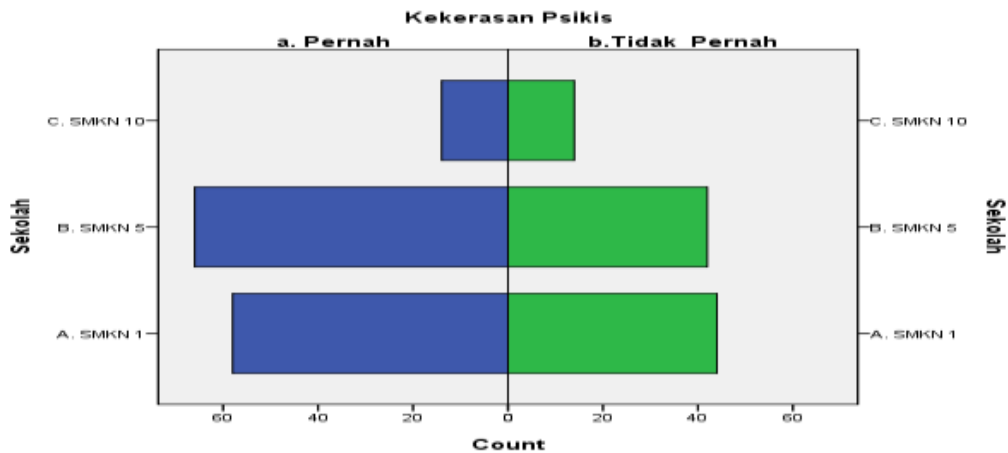


Figure 16. Violence Psychic Viewed from the School Location

### 7. Verbal Violence

The level of verbal violence perpetrated by the teacher towards student seen from location school seen than ever do violence are : SMKN X1 as many as 58.8% have and 41.2% have not ever , 64.8% of SMKN X2 have and 35.2% have not ever , and 64.8% of SMKN X3 have and 39.3% have not Once .

		School				
			SMKN X1	SMKN X2	SMKN X3	Total
Verbal Violence	a. Once	Count	35	28	2	65
		% within School	34.3%	25.9%	7.1%	27.3%
	b. No Once	Count	67	80	26	173
		% within School	65.7%	74.1%	92.9%	72.7%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%

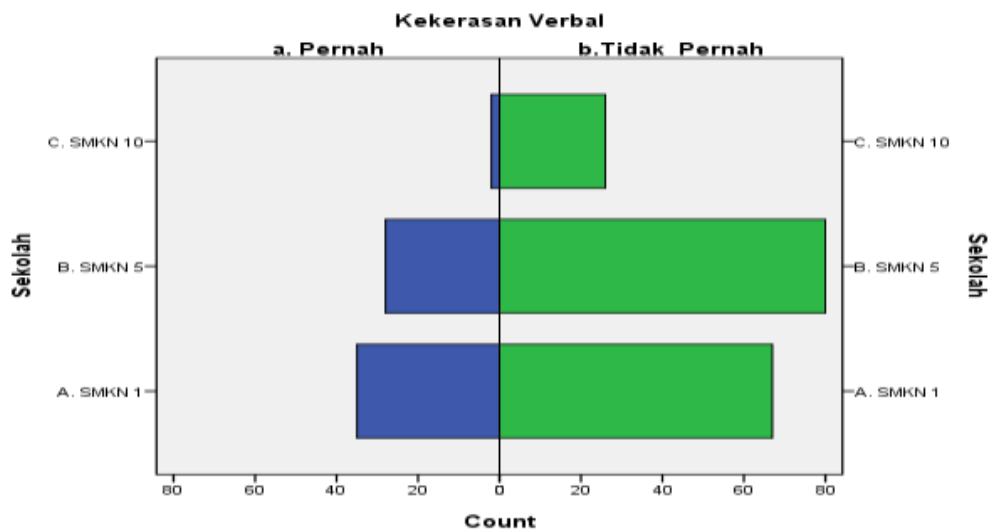


Figure 17. Verbal Violence Viewed from the School Location



**8. Violence professional**

Level of violence professionalism carried out by teachers towards student seen from location school seen than ever do violence are : SMKN X1 as many as 67.6% have and 32.4% have not ever , 68.5% of SMKN X2 have and 31.5% have not ever , and 71.4% of SMKN X3 have and 28.6% have not Once .

			School			Total
			SMKN X1	SMKN X2	SMKN 1X3	
Violence teacher professionalism	a. Once	Count	69	74	20	163
		% within School	67.6%	68.5%	71.4%	68.5%
	b. No Once	Count	33	34	8	75
		% within School	32.4%	31.5%	28.6%	31.5%
Total		Count	102	108	28	238
		% within School	100.0%	100.0%	100.0%	100.0%

**d. Perception Student To Violence**

**d.1. Physical violence**

Based on data analysis about perception student on treatment teacher towards student connection with violence physique can be seen in table 26 below :

**Table 15: Student Perceptions of Teachers' Physical Treatment of Students**

No.	Violence Physique	S	T.S	Total
1	Slap	5.9%	94.1%	100%
2	Stomping feet	32.8%	67.2%	100%
3	Spit	2.9%	97.1%	100%
4	Throw with object	50.4%	49.6%	100%
5	Run around field until tired	34.9%	65.1%	100%
6	Error student as small whatever must punished	34.5%	65.5%	100%
7	Decisive action educate	78.6%	21.4%	100%
8	Issued from school	49.2%	50.8%	100%
9	Searching error	26.1%	73.9%	100%
10	Push Ups	60.1%	39.9%	100%
11	Push student	10.1%	89.9%	100%
12	Accept student What exists	79.0%	21.0%	100%
13	Interesting Ear Student	33.2%	66.8%	100%
14	Hit with ruler	9.7%	90.3%	100%
15	Loving student	82.8%	17.2%	100%
16	Dry in the sun student	39.1%	60.9%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on data analysis in table 26 above, it is known that students' **disapproving** responses to forms of physical violence include: slapping a student just because the student always does sports movements wrong (94.1%), stepping on a student's foot (67.2%), spitting on a student. students (97.1%), the teacher threw a board eraser at the students when they were not paying attention to the teacher explaining (49.6%) . Running around the field until exhausted ( 65.1 %), punishing the slightest mistake (65.5%), being strict with students who commit physical violence (21.4%) . Expelled from school (50.8% ), push ups if they are late for school ( 39.9 %), pushing students into the pool if they don't want to swim (89.9%), accepting students as they are ( 21.0 %), pulling the ears of students who not doing assignments (66.8%), hitting with a ruler until it breaks when students are not paying attention while studying (90.3%), showing a loving attitude (17.2%), being exposed to the sun if they are late (60.9%). For more he explained can seen in the picture following :

Response disagreement students towards form treatment teacher's physical towards student . For more he explained can seen in figure 13 below :

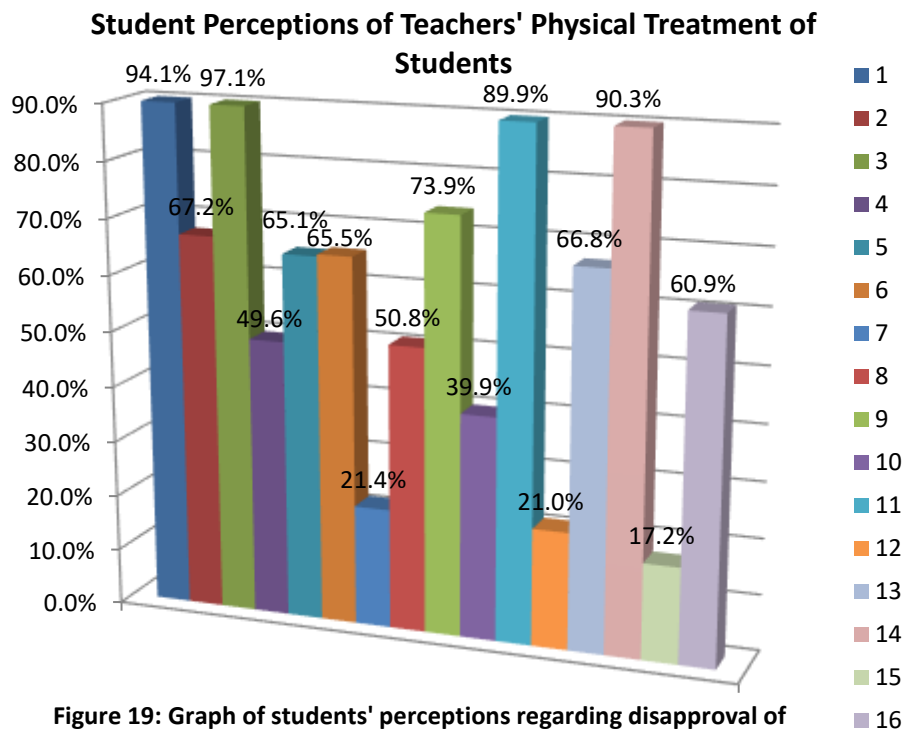


Figure 19: Graph of students' perceptions regarding disapproval of physical violence carried out by teachers

There is various form action violence physical no **Approved** student form slapping , stepping on students' feet, spitting on students, punishing mistakes students no matter how small, expelled from school, push ups if you are late school, pushing students, pulling the ears of students who don't do their assignments, hitting them with a ruler until they break when students don't pay attention while studying, and hanging them in the sun if they are late.

Treatment teacher's physical form **approved** by the student such as : push ups when you are late for school (60.01%) , accept students as they are and love them student . It means student accept push up action given by the teacher.

d.2. Psychological /mental violence

Based on data analysis , revealed perception student about treatment violence psychological / mental towards students in table 27 below :

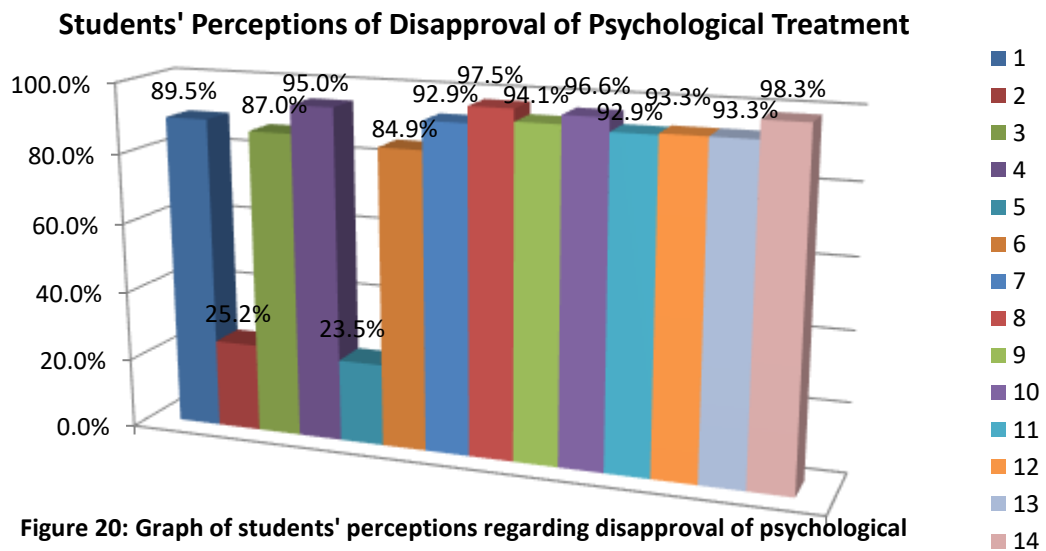
**Table 16: Student perceptions of teachers' psychological/mental treatment of students**

No.	Mental Violence	S	T.S	Total
1	Looking cynical and full hatred	10.5%	89.5%	100%
2	Looking positive	74.8%	25.2%	100%
3	Embarrassing	13.0%	87.0%	100%
4	Silence question student	5.0%	95.0%	100%
5	Help	76.5%	23.5%	100%
6	Terrorizing	15.1%	84.9%	100%
7	Accusing	7.1%	92.9%	100%
8	Belittle	2.5%	97.5%	100%
9	Rebuke	5.9%	94.1%	100%
10	Complaint Sheep	3.4%	96.6%	100%
11	Rebuke	7.1%	92.9%	100%
12	Tearing	6.7%	93.3%	100%
13	Silence / no serve student	6.7%	93.3%	100%
14	Isolate	1.7%	98.3%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on data analysis , students' **disapproving** responses to psychological/mental violence were teachers who viewed it cynically (89.5%), looking positive (25.2%), teachers who embarrass students in front of other students (87.0%), teachers who silence students' questions even though they have been repeated many times (95.0%), help students (23.5%), teachers who terrorize students either via cellphone or email (84.9%), teachers who accuse students of stealing so that the student loses self-esteem (92.9%), teachers who look down on students who do not have ability to learn (97.5%), teachers who rebuke students (94.1%), teachers who pit students against each other, causing victims (96.6%), teachers who reprimand students using sarcasm (92.9%), teachers who tear up students' work (93.3%), teachers who do not serve students (93.3%) and ostracize students because No capable in a way economy (98.3%).

Based on the table above , there are perception students' disapproval of psychological/mental treatment to student . For more he explained can seen in figure 20 below :



**Figure 20: Graph of students' perceptions regarding disapproval of psychological treatment by teachers**

Based on Figure 14, there is disagreement student to a number of treatment teacher who number the percentage Enough tall .

Average percentage disagreement students above 80 %. Teacher treatment is not Approved the consists from looking cynical, teachers who embarrass students in front of other students, teachers who ignore students' questions even though they have been repeated many times, teachers who terrorize students either via cell phone or email, teachers who accuse students of stealing so that students lose self-esteem, teachers who look down on students who do not have the ability to learn, teachers who rebuke students, teachers who pit students against each other to the point of causing victims, teachers who reprimand students with sarcasm, teachers who tear up their results student work, teachers who do not serve students, ostracizing students because they come from poor families . Whereas treatment **approved** psychic teacher student that is looking positive and helpful student ( above 70%).

With Thus , based on explanation above can said that student No agree form treatment violence psychological /mental actions carried out by teachers towards student . Temporary That student agree treatment teacher's psychology towards student like looking positive and helpful student .

**d.3. Verbal violence**

Based on data analysis, it was revealed that students' perceptions of teachers' verbal treatment of students were shown in the following table :

**Table 17 : Perception student on teacher 's verbal treatment of student**

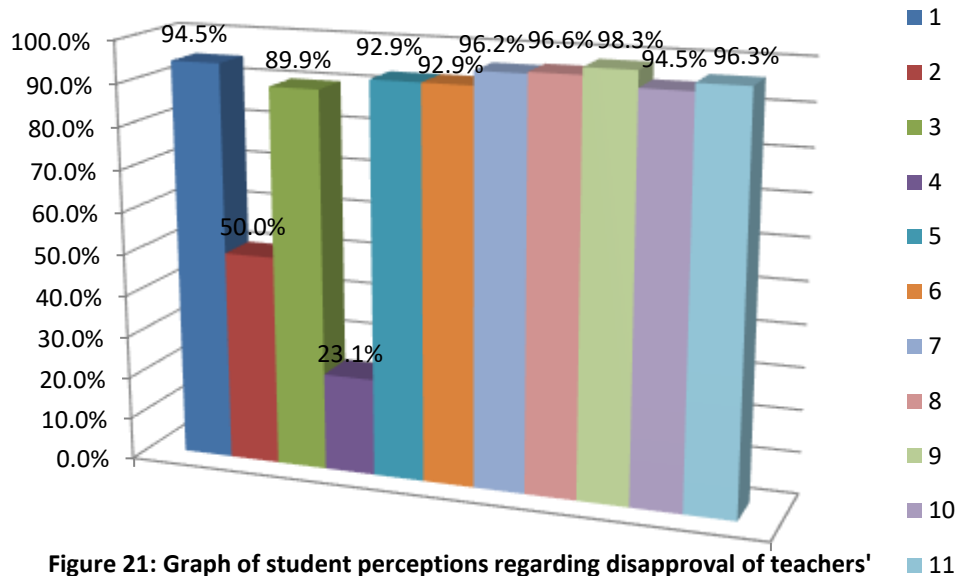
No.	Verbal Violence	Agree	Don't agree	Total
1	Dub with Name Strange	5.5%	94.5%	100%
2	Make fun of	50.0%	50.0%	100%
3	Swearing	10.1%	89.9%	100%
4	Said Good	76.9%	23.1%	100%
5	Insulting	7.1%	92.9%	100%
6	Embarrassing	3.8%	96.2%	100%
7	Accusing	3.8%	96.2%	100%
8	Cheering	3.4%	96.6%	100%
9	Spreading gossip	1.7%	98.3%	100%
10	Spreading Slander	5.5%	94.5%	100%
11	Reject	3.8%	96.2%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Following percentage Students' disagreement with forms of verbal violence committed by teachers is teachers who call students strange names (94.5%), teachers who do not use sarcastic words towards students. (50.0%), teachers who curse students with harsh words (89.9%), teachers who insult students with physical disabilities (92.9%), teachers who humiliate students in public (96.2%), teachers who accusing students of stealing school equipment (96.2%), teachers who cheer on students until they feel embarrassed (96.6%), teachers who spread gossip about secrets of students they don't like (98.3%), teachers who spread slander about students who disliked (94.5%), teachers who refuse apologies from students (96.2%) . **Student agree** the teacher said good (76.9%).

Based on table 28 above , it is revealed about perception student to teacher's verbal treatment of student. For more he explained can seen in figure 21 below :

**Students' Perceptions of Disapproval of Verbal Violence**



**Figure 21: Graph of student perceptions regarding disapproval of teachers' verbal treatment of students**

From figure 21 above , it is revealed disagreement verbal treatment , namely : calling students with strange names, teachers who use sarcastic words towards students, teachers who curse students with harsh words, teachers who speak well, teachers who insult students because they physical abnormalities , teachers who embarrass students in public, teachers who accuse students of stealing, teachers who cheer on students until they feel embarrassed, teachers who spread gossip about the secrets of students they don't like, teachers who spread slander about students they don't like and teachers who rejected the student's apology.

Approved verbal treatment student is said good and not make fun of . Percentage second This verbal treatment was 50% agreed and 50% not agree . For the teacher's statement said Good the percentage is above 70%.

d.4. Student perceptions on related violence with teacher professionalism . Based on data analysis , can explained in table 29 below :

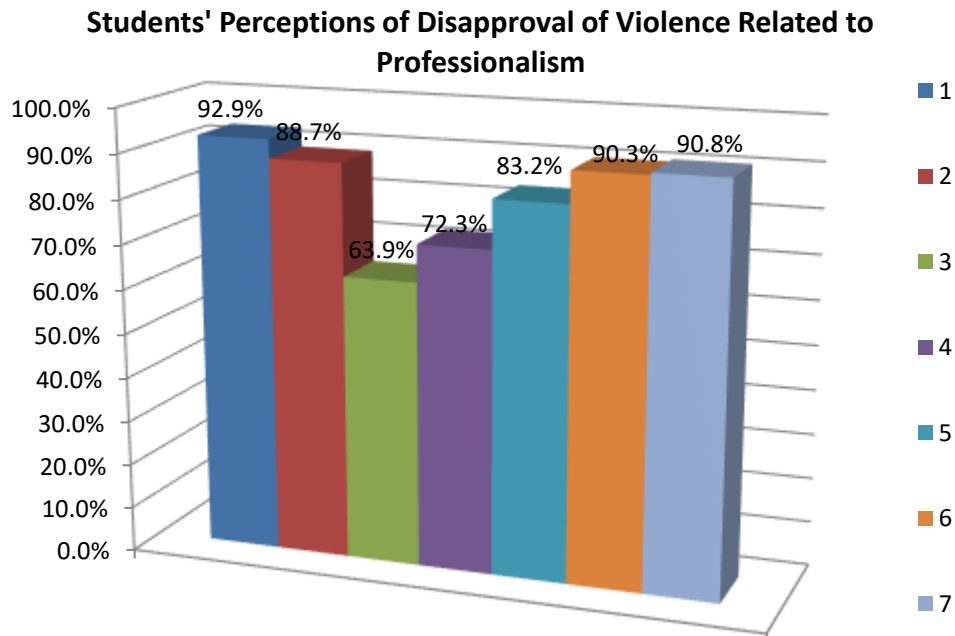
**Table 18: Perception student on treatment action related teacher violence with Professionalism**

No.	Violence related to professionalism	Agree	Don't agree	Total
1	Unfair	7.1%	92.9%	100%
2	Play favor	11.3%	88.7%	100%
3	Not behaving objective	36.1%	63.9%	100%
4	issued from school	27.7%	72.3%	100%
5	Doesn't go up if No fulfil standard mark	16.8%	83.2%	100%
6	Inhibits equal learning opportunities	9.7%	90.3%	100%
7	Hinder enrichment material	9.2%	90.8%	100%

**Source: Primary Data Processing, 2012 ( three location study )**

Based on research results , percentage violence professional teachers according to student namely : the teacher gives assessment that does not fair to students (92.9%), teachers hinder students who want to get

enrichment for those who have met the requirements (90.8%) , teachers who hinder students from getting the same learning opportunities (90.3%), teachers who show favoritism in treating students (88.7%), teachers who do not pass students if one of the subjects does not meet/achieve standard scores (83.2%), teachers who expel students from school for those who are not disciplined (72.3%), teachers who not being objective towards students (63.9%) . For more he explained can seen in figure 22 below :



**Figure 22: Graph of Student Perceptions Regarding Disagreement Violence is Related to**

Based on the graph above , it is revealed about perception agree or not agree student on related teacher treatment with teacher professionalism . From perception students , you see percentage disagreement enough students tall to related teacher treatment with teacher professionalism . Highest number lies in treatment No fair teacher with percentage 92.9%. Percentage Lowest was 63.9 % , namely in the treatment No behave objective to student .

The image above also shows form treatment which is not approved by the student concerned with teacher professionalism , namely : unfair treatment . Injustice This Can in various form like No fair in assessing learning outcomes , No fair in judge or not fair in treat student . Therefore That in treating students, teachers behave and act objective or not differentiate student based on background behind Good academic nor social .

**e. Perspective Parent Regarding Violence Against Teachers Student**

Like is known Education also involves parents . Therefore That study this is also revealing people's views old about violence to student in education . Disclosure done in a way descriptive qualitative remember how difficult it is gather parents student .

In connection with here , inside study obtained information from parents about violence to student in the learning process . Basically parents No agree exists violence in the learning process . According to narrative Ghafar , old man students said , educating children does not have to be violent. " *It seems that your child is getting more and more mature as a result. Cubo jo caro soft, for example jo k a p a dulia n , jan just beaver g se . Think of it as a surang child , just darling jo sali a ng m a nghar a g o ilah buk. Mother/father is clever in guiding our child. Support your creativity, apart from us being the ones who guide it We advise you to go to school.* (It seems that children will get tougher if they are taught in a

harsh way. Try it in a gentle way, for example with concern. Don't just get angry, treat them like your own children. The important thing is to love and respect each other. Be smart, mother, father, for guide him, "support their creativity, apart from guiding us we also hand it over to schools)," explained Ghafar (interview, 20 Dec 2023).

Similar to Ghafar, Sakirman stated that in educating children should be gentle. "I don't know *how to educate my children. I'm sorry, I can treat my children as children.* (Children cannot be educated too harshly, they need tenderness and love in the way of educating them, if you can, treat them like your own children)," he stressed (interview, Dec 20, 2023).

Inside research also revealed parents hope that their children truly got good education. This matter delivered Rodiah, one of them old person students who admit that their children are stubborn. For that he hopes for the teacher to be able to guide him to be an obedient child. "*Anak wak ko iyo aka kareh kapalo s a tekek, Please let your mother/father help you so that you can learn. How come you can become a panur uik person?* (My son is a stubborn person. Please, mother/father, guide him so that he becomes an obedient child. If you can teach him to be an obedient child)," asked Rodiah (interview, Dec 20, 2023).

The same thing was also expressed by Sarmiana. According to him, school-age children do need guidance. For that a teacher must also be able to treat like his own child. "*We understand the age of our children. Her name just have fun, guide your child's mother, so he knows what to do. Not our children or other people's children, .agiah j uo lah nyo guide what to imitate, of course a good guide.* (We understandably us i a our children, at this age they want to have fun only, a direct him so he knows what to do. All children need guidance, both our own children and other people's children)," Sarmiana said. (interview Dec 20, 2023).

Meanwhile Dina, an old man student who is also one academics put forward his hopes for school. He said that children's education cannot be completely left to schools alone. But parents also have to control it because there are many negative impacts that come from outside. "*You can't blame your child, you're so sapanuahnyo, bro. There's a lot of contamination outside and there's a lot of new contamination. So any mischief can be checked as part of the adaptation to the environment. So let's go to school that can be done by educating our children while we educate you at home. So, mother/father, give them direction, give them support, respect each person's work. Maybe they feel like they are being watched.* (We can't blame this child completely. His social interactions outside have been contaminated with a lot of new things, so every mischief he can do can be said to be an adaptation to the environment. So it is indeed the school that can be trusted to educate our children in addition to the education we provide at home. So, "Mother/Father guide and give direction to our children. Give them support, appreciate their work. Maybe this way they will feel cared for," hoped Dina. (interview January 20, 2024). With thereby based on the above information, basically parents No agree with violence in the learning process

#### 4. Conclusion

- The low Teacher competence causes teachers not to capable role effective as a qualified teacher. Quality teachers is the teacher's role as friends and as parents. This matter aggravated with influence paradigm subject-object. The low teacher competence and the wrong teacher paradigm, to be door enter happen behavior violence in learning. Enhancement teacher competence, influencing teachers in the learning process. According to Majid (2005:06), the competencies

possessed every teacher pointed out internal teacher quality teach . Competence That materialized in form mastery knowledge and professional in operate its function as a teacher.

- For increase teacher competence can done with various ways and through institutions related .
- One of them with method increase qualification academic teachers from D3 to S1 and from S 1 S 2. Teachers who have follow enhancement qualification academic have ability or competence No The same with other teachers. Addition or enhancement qualification academic in a way effective add teacher competency culminating in an effective and quality learning process so that prevent teachers from doing so action violence to student .With Thus , addition insight and competence teachers make teachers effective in the learning process . According to Hamalik (2007:38), description of a good and effective teacher with Characteristics : (a) Good teacher is a vigilant teacher in a way professional .
- He Keep going try For make public school become the best place for children young . (b) They Certain will mark or benefit work so that they Keep going try For repair and improve quality his job . (c) Maturity psychological that is capable control self so that can control circumstances or environment . (d) Have art humane relationship . (e) They wish For Keep going grow in frame develop himself

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