

Violence Against Teachers

Why Does It Happen?

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Abstract: Violence against teachers is a phenomenon of criminalization in the educational environment. School as a formal institution is a means for students to gain knowledge and shape the character of students, and teachers and students are an integral element in school. But the last few years there has been disharmonization between teachers and students or teachers and parents. Several cases of violence against teachers emerged. This study attempts to analyze factors causing violence against teachers and prevention efforts to prevent this violence against teachers from happening again. The research method used is in-depth interview, observation and focus group discussion. Participants of this study were Bandung city teachers from elementary, junior high, high school and vocational high schools. The results show that the causes of violence against teachers are due to communication errors and conceptual differences in enforcing rules. Rules that emphasize corporal punishment rather than persuasive and educational punishment are perceived as unacceptable violence by students and parents. Secondly, teachers do not understand their competencies, especially the personal, social and professional aspects that cause students to abuse teachers.

1 INTRODUCTION

A school is one of the formal educational institutions that is considered as the second home for a child to form the expected personality. Indirectly the school is regarded as a miniature of a community where the institution is preparing a social function. Taking a role in educating and building students' characters makes teachers and students as an integral element (Vita, 2014).

Teachers and students as individuals, classroom conditions, schools, communities, institutions, and cultural contextual factors can lead to violence in the educational environment (Espelage, Anderman, McMahan, Reddy, and Reynolds, 2013). The function of the teacher itself is not only a transfer of knowledge, but also plays a role in the formation of student personalities in both affective and psychomotor domains. However, often teachers as educators at school are ignored. Teachers play a role only to meet the cognitive domain only, such as teaching and giving tasks only to students while the fulfillment of affective and psychomotor domains for students tend to be ignored. The paradigm of the school that is considered as a place to gain knowledge and humanize human beings through the

learning process increasingly faded as seen teachers and school staff just as "waiters" students. Ideal conditions of formal educational institutions, especially schools view that schools "must" provide, meet, serve, and obey the "needs" of students, without exception. The belief in teachers as parents of students in schools also faded, along with the decline of respect for teachers and schools in educational institutions. Not a few parents are sceptical of school authority and teachers as educational facilitators. Therefore, it is necessary to reconceptualise the authority of a teacher as an educator as a meeting point in the meaning of the educational process between teachers and parents (Tzuo and Chen, 2011).

This declining confidence certainly has a major impact on school institutions and teachers who interact directly with students. When teachers are not regarded as respectable, it becomes "natural" when teachers are subjected to unpleasant treatment from students as well as their parents. The credibility of teachers as educators is increasingly collapsed by sceptical views of educational institutions. There is ambiguity in the beliefs of parents towards educational institutions, entrusting their children to

study in the right place, or entrusting their children with "professional servants".

The emergence of violence in schools can be felt because of the sim² (unequal) relationship pattern between teachers and students, students and teachers, and between students and students. This violence occurs due to a lame power relation and hegemony in which one party sees itself as superior (Ulfah, 2013). When violence occurs in the school environment by teachers to students, it is considered to reduce the dignity and authority of teachers as educators. Thus, it is considered a violation of the Child Protection Act. On the contrary, if the violence was done by the students to the teacher, it is considered to be a failure in educating the students themselves.

Can we then say that the teacher is "no longer" regarded as someone worthy of respect and trust in his actions? Can we say that teachers as educators "more deserve" to receive violence and reporting their actions to the police than to invite them to have a discussion with parents. Have parents' belief in educational institutions and teachers faded so that teacher's education as a partner in educating children in schools is increasingly scarce?

It should be noted that the increasingly widespread criminalization of teachers occurs not only cause psychological and physical consequences. But the most important thing is that the current form of respect for teachers is almost gone. The increasing cases of violence in the world of education are certainly the opposite of efforts to promote the generation that can play a role in the future. School is like a bridge in building the individual itself. Thus, the criminalization of teachers is certainly tarnished the purpose of education itself. Both elements are considered as a pattern that can indicate the potential toward a more negative.

The number of cases of violence against teachers reflects that our education is still in an anomalous condition. Teachers must educate "professionally" within "reasonable" limits (Idawati, 2014). Violence can be in the forms of attitudes, behaviors, intimidations that make other people (teachers) suffer (Assegaf, 2004, Siregar, 2013), as well as abuse of the profession experienced by a teacher. On the one hand, while the authorities continue to process these matters as criminal offense, this legal process will become intimidation for the integrated educators to enforce school rules to break the chain of violence in education (Koesoema, 2015). The violence experienced by teachers begins with the actions of teachers who are "considered" as violence.

Both the child and the parent see the teacher doing the inappropriate thing, resulting in the violence. Therefore, it would be better if parents and teachers have knowledge and understanding of the "limits" of violence (Putri, A.M. and Santoso, 2012).

Another issue that makes cases of violence in educational institutions results from the process or activity of our education that is still far from human values. Therefore, the urgency of humanization of education made efforts to prepare a generation that has reasoning, emotional, and spiritual intelligence, rather than to create a passive human and unable to overcome the problems faced (Assegaf, 2004).

2 METHODS

This study examines the analysis of causes of teacher violence and efforts to improve the professionalism of teachers themselves so that this teacher violence incident did not happen. This descriptive research used in-depth interviews, observation and focus group discussion to analyze factors causing violence against teachers. The participants were 23 informants, i.e., teachers in the city of Bandung from elementary school, junior high school, high school and vocational high school level.

3 FACTORS CAUSING VIOLENCE AGAINST TEACHERS

The violence experienced by teachers is due to communication errors and conceptual differences in enforcing the rules. Rules that emphasize corporal punishment rather than persuasive and educational punishment are considered violent attempts. In this case, Assegaf (2004) reveals that violence in education arises due to the violation that is accompanied by punishment, especially physical punishment. If the sanction or punishment exceeds the limit or does not comply with the violation conditions, then there is what is called a violent act. In addition, violence in education is not always physical, but can be in the form of violations of the code of conduct and school rules.

One of the factors causing this violence is the incapacity and lack of understanding of the teachers' competence, especially their personality and social aspect. This personality competence is related to the teacher's ethical code and the ethical concept of what is good and bad to be done by the teacher as an

educator. This means that teachers have not been able to properly implement the code of ethics so that the process of internalization of personality in students is not perfectly performed. The second competence relates to social competence which refers to the relationship with the parents and the students. A teacher who shows a closed attitude makes parents think negatively and create distrust to the educational institution. Parents and teachers should reconceptualise the authority of teachers as educators as a meeting point in the meaning of the educational process itself (Tzuo and Chen, 2011).

As a solution to the phenomenon, teacher competence should be improved. Teachers need to know their duties and functions, and must be able to keep up with changes and know the needs of the students. Education strategy becomes an effort in minimizing violence by building a positive image and culture of peace as a preventive action against the symptoms of violence itself. The first solution is that the fulfillment of teacher competence ability must be based on the code of ethics which become the reference for the teacher to become an exemplary figure in the life of society, nation and state so as to stick to the principle of "ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani" (Aaron, 2016). The principle is embodied in the understanding and practice of teacher competence related to pedagogic competence, personality competence, social competence, and professional competence.

The second solution is the communication with parents should be considered as an effort to minimize violence against teachers. All forms of child development and problems must be communicated with parents openly to avoid misconception. Koesoema (2015) considers the need for good communication between educational institutions and parents to foster parents' trust in teachers in educating their children.

The third solution is the protection of teachers in the form of law. When teachers impose penalties on students, teachers are subject to violations of child protection laws. In fact, teachers have their own reasons when punishing students, and students complain to parents who cause parents to anger and violence. Koesoema (2015) also reflects the solution to handle this teacher violence by making a public lesson about the law that protects the teacher profession. The ongoing legal process must be continued because every citizen has equal rights before the law. The law must guarantee justice and the truth of a case though this will bring our educational situation to a dilemma.

4 SOME EFFORTS TO STRENGTHEN TEACHERS' PROFESSIONALISM COMPETENCE

A teacher should also reflect the exemplary nature of the student. Teacher competence is considered the basis for teachers to support education. The competencies are a set of knowledge, behaviors and skills to achieve the learning objectives. According to Law No.14 of 2005 on Teachers and Lecturers Article 1 Paragraph 10, it says "Competence is a set of knowledge, skills, and behavior that must be possessed, lived and mastered by teachers or lecturers in performing professional duties".

As a professional educator, teachers have the task of educating, teaching, guiding, directing, training, assessing and evaluating students with the knowledge and skills they have in the learning process. Therefore, as a competent teacher must be able to understand and apply four highly desired competencies in order to improve the quality of education.

4.1 Personality Competence

Teachers should be nice because teachers are role models of their students in acting. Teachers must possess advanced knowledge and must possess the proper personality to set an example for their students. This is in line with the opinion of Fachrunnisa (2016) which describes the role of the teacher as a figure who has a great responsibility that can be imitated and modeled for his students.

Personality competence becomes the basis for teachers to determine their attitudes to their students. In the National Education Standards, the explanation of Article 28 paragraph (3) point b it is stated that personality competence is a steady, stable, mature, wise personality, and authoritative, be an example for learners, and have a noble character. Teachers are regarded as substitute parent in the school environment that guides the students to develop characters. Teachers not only act as agents of change in the cognitive domain but affective and psychomotor spheres as well.

The learning process needs to instill discipline, which means to be able to be assertive. This attitude is one example that can be imitated by students in order to discipline and spirit in learning. It is also an attempt to be a good example for his students. For example, the use of good language and showing mutual respect and respect between teachers and

students can be an example for students. In line with the disclosed Jailani (2014), professional teachers should be able to internalize the positive values to their students so as to shape the character of students to become a better person and quality. The values of personality related to the concept of character need to be internalized by the teacher to the students positively during the learning process takes place. Character education is a priority in the 2013 curriculum.

This personality competence certainly refers to the code of ethics of teachers, especially in terms of professionalism. Teachers who have a professional attitude will certainly be role models for their students and as stated in the National Education Ministerial Regulation No.6 of 2007 on Teachers Qualification and Competency Standards. One indicator of the success of personality competence is the teacher must uphold the code of ethics of his profession. The teacher's code of ethics is a reference for teachers to be an exemplary figure in the life of society, nation and state so as to stick to the principle of "ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani" (Harun, 2016). The principle is manifested in the understanding and practice of teacher competence itself.

4.2 Social Competence

To maintain a relationship between teachers and students and parents, good interaction is necessary. In communicating with parents, teachers should be open by telling how the learning process of students and sharing students' problems during school. Currently the pattern of interaction with parents has been facilitated social media. Parents can know every form of school activity through social media that is shared by the school. This can foster parents' trust in the school. This is in line with Tzuo and Chen (2011) who mentions that teachers have the authority as educators to provide understanding of the educational process to parents. The same perception between teachers and parents through intense communication fosters understanding that education in the family is as important as education in schools.

Communication with students is also required by teachers so that teachers can understand the character of their students. The individual characteristics of each child are necessary to understand the pattern of schooling.

A teacher who has social competence needs to give motivation and appreciation to his students to increase the spirit in learning. This creates a sense of

sympathy and care for students in the community so that positive values can be well internalized. This is in line with Hajaroh (2008) which reveals that education as "Promote respect for self and other" means that education must be able to integrate positive values. By giving direction to students and linking each learning with moral message makes the student's behavior change so that character education takes place in the learning process.

A teacher's social competence is related to the teacher's ability to communicate and interact effectively and efficiently with learners, fellow teachers, parents / guardians, and the community. In the National Education Standards, Article 28 paragraph (3) point d it is stated that the meaning of social competence is the ability of teachers as part of the community to communicate and get along effectively with learners, fellow educators, education personnel, parents or guardians of learners, and local communities.

A teacher's social skills are reflected in the teacher's approach to parents and students as a preventive effort to minimize all the problems faced by their students. For example, if there are students who skip school, teachers need to take a more in-depth approach asking why students skipped as a preventive measure. It can make students comfortable and more confident in teachers. Teachers can communicate their efforts to parents so that parents can help solve problems together. The trust between students and parents towards teachers is strengthened by the communication in running the process of education for children in the school environment. Teachers who have the ability to communicate with parents of students well will cause good social relationships in the community (Sakti, 2016). Urgency of communication related to the development of children in school also proposed by Koesoema (2015), namely, the need for good communication between educational institutions and parents, so that the understanding of the duties and professions of an educator. It is also a preventive effort to minimize communication failure between parents and the school so that the education of children entrusted to educational institutions can run well.

4.3 Professional Competence

Teachers must be able to manage learning in accordance with what has been planned in the lesson plan. In learning, the material is always analogous to the experiences and phenomena that exist in society to make students understand. In addition, the

assessment is not only the knowledge aspect but the attitude and skills aspects of the students. Teachers become a means for the formation of values, knowledge, and skills so that will form the expected personality (Gunawan, 2010).

Teachers' knowledge tends to provide direction for critical and analytical thinking students in using students' knowledge. Teachers should evaluate the extent to which students understand. Teachers who have professional competence should understand the subject area of study. In the process of developing professional skills, teachers are facilitated in training to improve their professional skills. More importantly, teachers are advised to be up to date in the development of creative and innovative materials to develop high order thinking skills in students. Suparno (2004) revealed that professional teachers are required to learn continuously. Professional ability refers to the mastery of extensive in-depth subject matter. In the National Standard of Education, Article 28 paragraph (3) point c, it is argued that the meaning of professional competence is the ability of mastery of learning materials widely and deeply which enables to guide learners to meet the competence standards set out in the National Education Standards.

4.4 Pedagogical Competence

Individual characteristics that characterize every child form the basis of the pattern of schooling. Teachers are obliged to provide facilities for child development and guide children according to their own character (Solihin, 2004). Every child is "different", and that difference is a unique thing, which distinguishes them from other children (Schofield, 2010). They should not be equated with one another, but they should be given equal treatment. This means that teachers must be able to meet the aspect of pedagogical ability in accordance with the potential of the students themselves in the management of learning in the classroom.

In the National Standards of Education, Article 28 paragraph (3) point a it is suggested that pedagogical competence is the ability to manage the learning of learners which includes understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the potentials they have.

Teachers are considered to master pedagogical competence if the teacher is able to master the characteristics of students in physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. Therefore, the organization of learning

needs to develop the potential of students to actualize what they have and poured in the learning in the classroom.

5 CONCLUSIONS

There are several causes of violence against teachers. First, it is the existence of communication errors and conceptual differences in enforcing rules that emphasize corporal punishment rather than persuasive punishment. Secondly, it is related to the existence of a parent complaint that expressed the parent's belief in the education that his child got in school is getting weaker. Third, it is the incompetence that teachers must implement, especially the personal, social and professional aspects that cause students to abuse teachers.

Teacher competence is the main thing that the teacher base in teaching. These competencies include pedagogical, professional, personality and social competence. Facts on the ground show that teachers understand these four competencies. However, they perform different implementations. Pedagogical competence refers to how teachers pedagogically understand the management of learning from the design stage, the implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. Professional proficiency refers to the mastery of extensive in-depth subject matter in order to be properly implemented during the learning process through creative and innovative application. Personality skills refer to how teachers should best serve the students. This service can be a guidance to hone their students' knowledge. At the time of providing service, the teacher must be a good example as an example of his students. Meanwhile, social ability refers to the process of interaction conducted by teachers both with students and parents. If teachers are able to interact well with students and parents, a good effect will emerge. One of them is the teacher can inform the development and problems of students to parents. With this form of communication, parents' trust in educational institutions will grow.

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