

Survey of Violence Against Primary School Children In Kupang District, East Nusa Tenggara Province, Indonesia

¹Marselus Robot, ²Karus M. Margareta, ³Santri E.P. Djahimo
⁴Andreas Ande, ⁵Aleksius Madu, ⁶Darius Mauritsius, ⁷Imelda Rimo ⁸Yohanes F.
Keon, ⁹Elfira Sonia S. Kette

^{1,2,3,4,5,7,9}Teacher Training and Education Faculty of Nusa Cendana University

⁸Faculty of Social and Political Sciences of Nusa Cendana University

⁶Nusa Cendana University Faculty of Law

Abstract: This study aims to determine the sense of security of elementary school children in Kupang Regency, East Nusa Tenggara, Indonesia. The survey was conducted in 56 elementary schools with a sample of 1678 (868 boys and 810 girls). The number of such samples is taken in the low class (class I, II and III). A sample of 226 teachers (40 male and 186 female teachers) spread across 7 sub-districts in Kupang Regency. The study was conducted with a mix method (quantitative and qualitative). Sampling of children in this study using the Slovin formula for an error rate of 2%, so that the sample of children taken in this study were 1678 children. Of this amount the sampling was done using the Proportionate Stratified Random Sampling technique. Furthermore, samples will be taken per school, per class and per gender proportionally and randomly so that the number of boys is 868 people and girls are 810 people. Sampling for teachers in this study used the Slovin formula for an error rate of 5% so that the total number of teachers sampled in this study were 226 teachers consisting of 40 male and 186 female teachers. Second, the quantitative findings will be confirmed again at the qualitative stage through the In-Depth Interview (IDI) of 10 children and 21 teachers, and the Focus Group Discussion (FGD) of 20 teachers. The survey results found that the target schools were considered unsafe from violence, only 7% of children felt safe in school. Violence in physical and shameful forms still occurs in schools whether done by teachers or friends, such as hitting, pinching, screaming, and being ostracized. Quantitative data analysis also found that only 5% of male teachers and 6% of female teachers applied positive discipline in their daily teaching. Violence is experienced by all children regardless of their ethnicity. Based on the Literacy Assessment (LA) test, it was found that 60% of children in schools targeted were able to read or were categorized as readers. Among them, 38% are in vulnerable population groups based on ethnicity. The findings from the qualitative analysis show, teachers still practice violence in schools. On the other hand, students who receive violence from teachers consider it a consequence of their bad behavior. Also found were all targeted schools, none of which had reporting and a functioning referral system.

Keywords: security, children, assessment literacy, positive discipline

Date of Submission: 14-01-2020

Date of Acceptance: 01-02-2020

I. Introduction

Violence is still a general trend in educating children both by parents at home and by teachers at school. Some of the childhood (golden period) of children were snatched by massive violence at the two institutions. Children's misbehavior is rarely seen as a creative activity to find and place themselves in the middle of their world (environment) with others, but is seen as a negative or deviant behavior. Therefore, children must be disciplined by actions that lead to violence both physically and non-physically. "At the end of the cane there is gold" is a saying that gives legalization of violence against children. The situation continues to be institutionalized endemic in family institutions and schools. At the other end of the spectrum, the saying does not reflect and predict "internal injuries" (mental-psychological injuries) suffered by children, such as anxiety, mental disorders, lack of confidence, which is very influential on cognitive development. (Robot, 2018).

Acts of violence against children are acts of indoctrinating unilateral truths towards others. Even worse if the pattern of violence in caring is considered as part of the culture of educating children. That is, violence is considered normal. In this context, authoritarianism is accepted as part of the culture of educating children. The 2016 Violence Free Schools (VFS) research shows that violence against children in schools is common and often occurs because of a lack of awareness about positive teaching and care patterns (Save The Children, 2018). On the other hand, Paulo Freire said, "Education at various levels will be more appreciated if it can stimulate the growth of human desire to express themselves totally" (Freire, 2007: 54).

One of the most crucial effects of violence on school-aged children is an imbalance between social, emotional and cognitive abilities, including specific language disorders or inability to read and understand the contents of reading. Lerner (2000) shows evidence that children are given early intervention, so that these children can catch up and can develop like other children.

This research was dispensed by Save the Children to identify problems related to positive disciplinary action, children's socioeconomic, family environment and children's surroundings. This research was conducted from April 1 to April 13 2019 in Kupang Regency, East Nusa Tenggara. The process of collecting data in this study was carried out by a Research Team from the Research and Community Service Institute of Nusa Cendana University. The issues surveyed are (1) What percentage of children feel safe in school? (2) What type of violence is most experienced by sex? (3) What type of violence is most often done by teachers and peers? (4) What percentage of children report violence they experience? (5) What percentage of male and female teachers practice positive discipline? (6) What is the teacher's knowledge, attitudes and behavior in disciplining children who behave not as expected?

II. Method

The population of children in this study were all children in grades 1, 2 and 3, totaling 5085 children (2611 boys and 2474 girls) in elementary schools in 7 sub-districts in Kupang Regency, East Nusa Tenggara Province. While the teacher population in this study was calculated from the total number of teachers based on the initial assessment data conducted by Save the Children (StC) Indonesia in 56 assisted schools totaling 483 teachers (153 male teachers and 348 female teachers) spread across 7 sub-districts in Kupang District, East Nusa Tenggara Province. Sampling of children in this study using the Slovin formula for an error rate of 2%, so that the sample of children taken in this study were 1678 children. Of this amount the sampling was done using the Proportionate Stratified Random Sampling technique. Furthermore, samples will be taken per school, per class and per gender proportionally and randomly so that the number of boys is 868 people and girls are 810 people. Sampling for teachers in this study used the Slovin formula for an error rate of 5% so that the total number of teachers sampled in this study were 226 teachers consisting of 40 male and 186 female teachers.

After analyzing the data above, then conducted In Deep Interview (IDI) of 10 children (6 girls, 4 boys) and 21 teachers (13 girls, 8 boys). The 10 selected children meet the following criteria. (1) Students from partner schools who will work with Save the Children (StC) Indonesia. (2) Consider the representation of men and women. (3) Being in a vulnerable group (difficult to learn seen from the literacy ability test scores, coming from ethnic minorities). (4) Children who have experienced violence from teachers or peers become a priority. While 21 selected teachers meet the following criteria. (1) Is the homeroom teacher of a partner school who will work with Save the Children (StC) Indonesia. (2) Consider the representation of male and female teachers. (3) Consider the representation of early grades (1-3) and upper classes (4-6) (4) Consider teachers from schools located in semi-urban and rural areas. (5) Teachers from schools whose children feel unsafe (based on analysis of children's surveys). (6) Teachers who commit violence in schools (based on teacher questionnaire analysis).

An anonymous teacher questionnaire (anonymous) so that respondents are open in providing answers. But given a code based on the name of the teacher (obtained from the principal at the time of the visit) to be used as a qualitative sample. In addition to IDI of 10 children and 21 teachers, a Focus Group Discussion (FGD) was also conducted on 20 teachers who were divided into 4 groups. Teachers taken in this FGD activity are divided into 4 groups that meet the criteria: Group 1 is a group of teachers who carry out positive discipline based on teacher surveys (Consider the representation of male and female teachers). Group 2 is a group of teachers who do not implement positive discipline based on teacher surveys (Consider the representation of male and female teachers). Group 3 is a group of teachers who come from schools located in semi-urban (Consider the representation of male and female teachers). Group 4 is a group of teachers who come from schools located in rural areas (Consider the representation of male and female teachers).

III. Findings

Geography and Demography of Kupang Regency Violence Against Children

Children feel safe means that children do not feel afraid or that there is nothing to be feared at school and the child never gets any form of violence at school. Data or information about security in this study is determined with the assumption that during the past week before doing this study the child does not feel afraid or never get any form of violence both physically and non-physically committed by the teacher and things that make the child feel insecure when being in school. The table below shows the percentage of children who feel safe in school.

TABLE1: PERCENTAGE OF CHILDREN FEELING SAFE IN SCHOOL

No	Indicator	Grade	Sex		Total
			M	F	
1	% of children who feel safe at school	I	8%	13%	11%
		II	2%	10%	6%
		III	5%	7%	6%
		Total	5%	10%	7%
2	% of children who do not feel afraid of someone or something or there is nothing to fear in school	I	68%	76%	72%
		II	55%	63%	59%
		III	52%	51%	51%
		Total	58%	64%	61%
3	% of children who never get any kind of violence in the past week	I	9%	14%	11%
		II	5%	11%	8%
		III	5%	7%	6%
		Total	6%	11%	8%
4	% of children perception of source of fear in schools by sex	Scolded by teachers	15%	13%	14%
		Punished by teachers	6%	6%	6%
		Beaten by teachers	31%	21%	26%
		Beaten by friends	35%	26%	30%
		Mocked by friends	4%	8%	6%
		Others	2%	2%	2%

Based on the safe operational definition, the data shows that there are 58% boys and 64% girls who are not afraid of anything in school. Only 6% of boys and 8% of girls have never experienced violence in the past week. If linked to these two data, found 5% of boys and 10% of girls who feel safe in school. The insecurity is caused by the following factors: (1) fear of being scolded, punished and beaten by the teacher, (2) fear of being beaten and ridiculed by friends, (3) and others. Based on these three factors, there are 30% of children who do not feel safe because they are beaten by friends and 26% of children do not feel safe in school because they are beaten by teachers. The table below presents the percentage of types of physical violence experienced by children at school.

TABLE 2: PERCENTAGE OF CHILDREN UNDER PHYSICAL VIOLENCE

Jenis	By teacher		By friend	
	M	F	M	F
Hit	64%	46%	50%	43%
Pinched	57%	36%	25%	26%
Slapped	40%	21%	16%	12%
Kicked	5%	3%	29%	16%
Thrown / thrown / Thrown with certain objects such as wood, stone, eraser, etc.	12%	7%	16%	23%
Knocked head	12%	9%	18%	15%
Dried in the sun	33%	22%		
Convicted on his knees	8%	7%		
Punished to stand in front of the class	21%	16%		
Convicted of running around the field	7%	5%		
Convicted facing the sun	6%	4%		

Based on this table, information was obtained that as many as 64% of boys and 46% of girls had experienced violence committed by teachers by being beaten. 57% of boys and 36% of girls have been pinched by teachers. As many as 50% of boys and 43% of girls experience acts of violence committed by fellow friends by being beaten. Beating and pinching are the most common acts of violence perpetrated by teachers against children.

This fact is reinforced by the statement of one boy in the In-Depth Interview (IDI), which said,

"... if the teacher hits me, I remain silent for fear of being hit again ..." (Class I, male)

One of the children claimed to have been beaten by a friend.

"... I once got hit by a friend, it is usual among us. He bothered me, then we fought..." (Grade III, boy)

In the teacher's Focus Group Discussion (FGD), a teacher openly said:

"Violence is the treatment and actions of others against others who hurt physically and mentally" (Grade IV teacher, male)

The teacher gives an example of what he usually does to his children: children who do homework are collected and then separated between children who can do homework and children who cannot do homework. Those who do not do homework, are not allowed to rest during recess. Those who can do homework can rest. Especially mathematics homework, which cannot do homework, kneels while learning mathematics takes place

(3 × 35 minutes). Whereas the factor with the smallest frequency that causes children to feel unsafe in school is the sun-facing punishment carried out by the teacher with details of 6% boys and 4% girls. In addition to acts of physical violence as explained above, there are also non-physical acts of violence perpetrated by teachers and fellow children which cause children to feel unsafe at school. The following table shows the non-physical (emotional) violence perpetrated by teachers against children at school.

TABLE 3: PERCENTAGE OF CHILDREN WHO EXPERIENCE HUMILIATING VIOLENCE BY TEACHER

Experience Humiliating	By Teacher		Total
	M	F	
Mocked / cursed / scolded: called an animal, called a clan, called the name of the father / mother, physical cursed, called his tribe	7%	5%	12%
Set aside / ostracized as not given the opportunity by the teacher	8%	6%	14%
Snapped	27%	20%	47%
Embarrassed in public: read bad grades in front of his peers, the child's mistakes are announced to his peers, told to come forward in front of the class to admit their mistakes	12%	8%	20%

The table above shows, the highest level of non-physical violence perpetrated by teachers against children is by yelling at 27% of boys and 20% of girls. A female teacher participating in the FGD said, "*Bad boys are placed in a corner of the class. Bad boys are said by the words "stupid like a buffalo", "stupid and naughty" .. Children who curse friends usually come from poor families"*(Teacher grade I, Female). An IDI participant child admitted , teachers often get angry, shout, and call them animals. IDI children get information from one of the children as follows: "The teacher is angry, called us as monkeys, pigs, if we are naughty in class" (Student grade I, Girl). Non-physical (emotional) violence is also done by fellow friends at school. The following table shows this phenomenon.

TABLE 4: PERCENTAGE OF CHILDREN WHO EXPERIENCE HUMILIATING VIOLENCE BY FRIEND

Experience humiliating	By friend		Total
	M	F	
Mocked / cursed / scolded: called an animal, called a clan, called the name of the father / mother, physical cursed, called his tribe	43%	32%	75%
Excluded / excluded: do not want to play together, are not accepted in study groups	44%	48%	92%
Stripped naked	7%	6%	13%
Snapped	16%	15%	31%
Public humiliation	11%	11%	22%

The table above shows, the highest non-physical violence experienced by children perpetrated by peers is excluded / excluded (92%). Non-physical violence committed by peers is highest experienced by girls (48%). One of the extreme forms of non-physical violence found was nudity committed by fellow children, with details of 7% experienced by boys and 6% experienced by girls.

Insecurity was also observed from children who were categorized as vulnerable groups. Vulnerable groups in this study refer to ethnic minorities. Classified as ethnic minorities refer to other tribes besides Timor, Rotenese and Sabunese, these tribes are the largest and are considered as local tribes on the island of Timor. Data can be seen in the following table.

TABLE 5: PERCENTAGE OF VULNERABLE CHILDREN BY MINORITIES CATEGORIES

No	Minority categories	Detail of minority categories	SEX		Total
			Boy	Girl	
1	% of children based on their ethnicity	Timorese	59%	61%	60%
		Rotenese	15%	16%	16%
		Sabunese	10%	8%	9%
		Flores	4%	3%	3%
		Sumbanese	2%	2%	2%
		Chinese/Tionghoa	3%	4%	4%
		Javanese	3%	2%	3%
		Others	4%	3%	4%
2	% of children based on their religion	Christian	77%	79%	78%
		Catholic	20%	18%	19%
		moslem	3%	2%	3%
3	% of children based on disabilities (physical impairment)	Disable	0	0	0
		Not-disable	868	810	1678

The table above shows the proportion of vulnerable groups based on minority categories such as ethnicity, religion and disability. Based on ethnicity, the majority of Timorese with 60% of respondents identified as this ethnic group. While the fewest groups are Sumbanese, Flores and Javanese. Based on religion, 78% of children are Christian, 19% are Catholic, and 3% are Muslim. However, when we identified the disability group, there were no children categorized as this group.

TABLE 6: THE PERCENTAGES OF VULNERABILITY CHILDREN BY MINORITIES EXPERIENCED VIOLENCE

Ethnicity	Experienced Violence	
	Yes	No
Non-Timorese, Rotenes and Sabunese	91%	9%
Timorese, Roteness and Sabunese	92%	8%

We have divided ethnicities into 2 groups, the majority (Timor, Sabu, Rote) and the minority (Flores, Sumba, Chinese, Javanese, and other ethnicities). The research team found no difference between the two groups that experienced violence in schools. The table above shows that both groups experienced violence, meaning that ethnicity was not identified as the dominant factor for children to experience violence in school.

TABLE 7: PERCENTAGES OF VIOLENCE EXPERIENCED BY ETHNICITY

Minority Category	Number of violences				
	0	1	2	3	More than 3
Timorese, Roteness and Sabuness	1%	3%	3%	5%	3%
Non-Timorese, Roteness and Sabuness	7%	13%	21%	25%	19%
Total	8%	16%	24%	29%	22%

When we go deep into the frequency of violence experienced by children, the results are surprising. Although the table shows that all groups receive violence, ethnic minority groups tend to have a higher frequency of violence than the majority group.

The IDI results of children against vulnerable children show that they do not feel safe in school due to the abuse of both teachers and fellow children. Generally, the children interviewed explained that the reason they were treated violently by the teacher was because of their actions that did not obey the rules such as being late, noisy, cheating, cheating, disturbing friends, playing during lessons, lacking discipline, and so on. When a child is asked, "Do you agree or accept if you are wrong, you are beaten, kicked, pinched, told to kneel, told to run around the field, told to face the sun, be hit on his head, chided and cursed, scolded, you are called by the name of an animal, the name of a tribe and surname?" One of the IDI participant children said,

"I Disagree if I have to be beaten or scolded when I do something wrong. However, I did not say anything. Do not want to report for fear of being scolded by the teacher again. If I see that she is a fierce teacher, I am afraid "(Class I, Boys).

Therefore, whatever the teacher says he obeys. However, obedience is due to fear, not because of the willingness and awareness of children of vulnerable groups in carrying out orders.

TEACHER PRACTICING POSITIVE DISCIPLINE

Teachers who practice positive discipline must meet the operational definition of positive discipline, namely (1) explaining bad behavior and its consequences, (2) giving praise to children behaving well, and (3) not practicing any form of violence in the last 2 weeks. The third indicator becomes the "determinant" whether the teacher practices positive discipline or not.

The following table shows the number of teachers who gave explanations of children's misbehavior and their consequences (the first positive discipline indicator).

TABLE 8: PERCENTAGE OF TEACHERS THAT EXPLAIN CHILDREN'S BAD CONDUCT AND THE CONSEQUENCES

No	Types of Child Behavior	SEX		GRADE						Total
		M	F	I	II	III	IV	V	VI	

1	Late	20%	32%	37%	32%	36%	14%	15%	27%	30%
2	Fight	23%	28%	40%	26%	27%	10%	19%	23%	27%
3	Not doing the Homework	25%	26%	28%	26%	29%	14%	26%	23%	26%
4	Noisy	33%	26%	30%	30%	31%	14%	22%	23%	27%
5	Littering	23%	32%	40%	30%	24%	19%	26%	31%	30%
6	Cheat	23%	24%	28%	30%	20%	14%	22%	19%	24%
7	Steal	20%	21%	30%	23%	13%	14%	30%	4%	21%
8	Take out dirty words/curse	20%	23%	32%	23%	18%	14%	19%	15%	22%

The table above shows, the percentage of teachers who gave an explanation of children's misbehavior and its consequences, for each type of child behavior as in the table, is not more than 30%.

The following table shows the percentage of teachers giving praise for children who behave well (the second positive discipline indicator).

TABLE 9: PERCENTAGE OF TEACHERS WHO APPRECIATES CHILDREN WITH GOOD BEHAVIOR

No	Type of Behavior	Sex		Grade						Total
		Male	Female	I	II	III	IV	V	VI	
1	Come on time	80%	91%	95%	91%	89%	81%	89%	81%	89%
2	Collect homework on time	73%	87%	85%	87%	87%	76%	89%	73%	84%
3	Achievers	50%	79%	83%	85%	71%	67%	59%	58%	74%
4	Maintain class order	58%	66%	63%	68%	67%	57%	67%	62%	65%
5	Keep the class clean	58%	66%	70%	72%	67%	57%	63%	54%	66%

The table above shows, the percentage of teachers who gave praise for children behaving well, for each type of child behavior as in the table, no more than 89%.

The data in the Table shows the percentage of teachers who did physical and non-physical violence in the last 2 weeks (the third positive discipline indicator)

TABEL 10: PERCENTAGE OF TEACHERS WHO DOING PHYSICAL AND HUMILIATING PUNISHMENT LAST TWO WEEKS

No	Type of Behavior	Sex		Grade						Total
		Male	Female	I	II	III	IV	V	VI	
1	Hitting with bare hands	33%	42%	37%	47%	51%	29%	33%	38%	41%
2	Hitting with tools	13%	15%	8%	15%	31%	5%	15%	8%	15%
3	Kicking	0%	1%	0%	2%	2%	0%	0%	0%	1%
4	Pinching	50%	49%	52%	45%	49%	48%	48%	54%	49%
5	Tweaking	43%	39%	37%	32%	47%	38%	44%	46%	40%
6	Pull hair	10%	3%	5%	2%	4%	0%	7%	8%	4%
7	Throwing children with objects	0%	2%	2%	0%	2%	5%	4%	0%	2%
8	Punishing children standing in front of the class	60%	38%	45%	28%	36%	48%	48%	58%	42%
9	Stand in the sun/salute to the flag	3%	4%	2%	2%	4%	0%	4%	12%	4%
10	Punishing children running around the field	15%	1%	2%	2%	4%	5%	4%	8%	4%

11	Punishing children to kneel for a long time	15%	4%	0%	4%	16%	5%	7%	4%	6%
12	Punishing children to clean the toilet or yard	33%	17%	13%	11%	16%	29%	26%	42%	19%
13	Screaming / yelling at children loudly	60%	62%	58%	70%	58%	67%	48%	73%	62%
14	Threatening children, for example, threatening not to give breaks, threatening to notify others of their actions, etc.	50%	37%	38%	40%	44%	33%	41%	35%	39%
15	Teaching or labeling children with inappropriate words (stupid, lazy, black, curly, fat, idiot, animal names, swear words, etc.)	28%	25%	25%	26%	20%	19%	33%	31%	25%
16	Comparing stupid kids with smart kids openly in class	43%	32%	32%	30%	33%	48%	37%	35%	34%

The table above shows, the most dominant type of physical punishment carried out by teachers in the last two weeks before the survey was conducted was pinching (49%). While the most dominant type of humiliating punishment carried out in the last two weeks before the survey was done was shouting / shouting at children loudly (62%).

Results of IDI teachers get information that yelling becomes a normal thing they do. One teacher said, "I often yell at kids. If they fight, I get angry and yell at them, because they disturb the peace at school" (Class II teacher, Woman).

In line with what was said by one of the IDI participating teachers, "... how do you do, children sometimes make noise and chase in class, annoying, we snapped so they are quiet" (Class I teacher, Female).

The IDI results also found that there was a teacher who explained the children's bad behavior and its consequences and gave praise to the children who behaved well, but he still felt the need to discipline the child with violence.

Violence is needed and tenderness is also needed to deal with naughty children. The way to find out is to study the child's character, the child's environment, and the child's family economy. 5S: Smile, greetings, greetings, polite, polite. The teacher and child make an agreement on the child's actions and their consequences. The agreement was immediately obeyed by the child who made a mistake because the agreement had been posted in the classroom" (Class V teacher, Female).

In addition to the forms of violence that have been described above, the results of the analysis of this research data also found data regarding positive discipline conducted by teachers, both male and female teachers of low class (I, II, III) to high class teachers (IV, V, VI), as shown in the following table.

TABLE 11: DISCIPLINE POSITIVE PRACTICE BY TEACHERS

No	Type of Behavior	Sex		Grade						Total
		M	F	I	II	III	IV	V	VI	
1	Yes	5%	6%	8%	4%	11%	5%	4%	0%	6%
2	No	95%	94%	92%	96%	89%	95%	96%	100%	94%

The table above shows, the percentage of teachers who practice positive discipline in schools is as much as 6%. While the percentage of teachers who do not practice positive discipline in schools is 94%. Specifically, the teacher who practiced positive discipline in the school the most was grade III (11%). While grade VI teachers do not practice positive discipline (0%). The data in the table also illustrates two different circumstances. In the low class (class I, II, and III) the number of teachers who do not practice positive discipline fluctuates, whereas in the high class (grades IV, V, and VI) there is an increasing trend.

SCHOOL SOP AND REFERAL SYSTEM

In addition to the sample of children and teachers, this study also observes or collects information about SOP (Standard Operating Procedure) data relating to the reporting system if the child experiences violence committed by the teacher. The percentage of schools that have a complaint and referral system in 56 elementary schools in Kupang Regency is of concern, both the school and the Save the Children (StC) Indonesia as school partners. The following table presents information related to SOPs that are sourced from school observation data.

TABLE12: PERCENTAGE OF SCHOOLS THAT HAVE SOPs, CASE REPORT FILES, AND CoC (CODE OF CONDUCT) OWNERSHIP

No	Variable	Jumlah	%
1	Ownership of SOP on Complaints and Reference on child abuse	0	0%
2	Child abuse case report file	8	14%
3	Ownership of CoC (Code of Conduct)	10	18%

The table above shows that of the 56 elementary schools that were taken as research locations, none of the schools had SOPs. In addition, only 8 (14%) schools have cases of violence against children as well as 10 schools or 18% of schools that have a Code of Conduct created before 2019. Although there is no SOP on complaints, it is known that children experience violence whether done by a teacher or done by a friend reports an act of violence experienced by another teacher, the principal, parents or fellow friends. For more details can be seen in the following table.

TABLE13: PERCENTAGE OF CHILDREN BASED ON SELECTION REPORTING VIOLENCE DONE BY A TEACHER OR FRIENDS BASED ON GENDER

No	Indicator	Grade	Sex		Total
			Boys	Girls	
1	% of children based on their preference on reporting violence did by teacher disaggregate by sex	Headmaster	2%	2%	2%
		Teacher	6%	6%	6%
		Parents/family	18%	30%	24%
		Fellow friends	2%	1%	1%
		Just quiet	76%	64%	71%
2	% of children based on their preference on reporting violence did by friends disaggregate by sex	Headmaster	1%	0%	1%
		Teacher	38%	44%	41%
		Parents/family	33%	41%	37%
		Fellow friends	1%	1%	1%
		Just quiet	29%	17%	23%

The table above shows, the percentage of boys who choose to "keep quiet" when subjected to violence by teachers (76%) is higher than the percentage of girls (64%). The percentage of boys who chose "silence" when they were abused by peers (29%) was higher than the percentage of girls (17%). This means that boys prefer silence compared to girls when faced with violence committed by teachers and peers. While the percentage of girls who choose to report when getting violence from teachers to parents (30%) is higher than the percentage of boys (18%). Likewise, the percentage of girls who choose to report to teachers or to parents / family when faced with violence from friends is higher than the percentage of boys.

The table above also shows, children choose to report to others, namely the teacher (41%) or parents / family (37%) when getting violence done by friends and choose silence (71%) when getting violence done by the teacher.

Similar conditions were also found in intensive interviews with children from vulnerable groups (IDI children). The vulnerable groups referred to here are children who have difficulty in learning (reading) due to ethnic minority origins so as to make them vulnerable to experience violence both by teachers and their peers. The minority ethnic groups referred to here are ethnic groups other than the Timorese, Rote and Savu.

The results of the interview presented some interesting facts, namely the children acknowledged that the violence committed by the teacher caused them to violate the rules or norms in learning activities. In IDI, a child recognizes,

"We are often knocked on the head, pinched and told to kneel because we often play during lessons, often noisy in class and naughty" (Class I, Boy).

Although they experience acts of violence, however, they are generally silent or take it for granted. "Silence" implies rejection that cannot be expressed in words because they are afraid (see Table 7.4). Silence does not mean children feel comfortable, but rather vice versa, because they are afraid of the teacher. Recognition of children in IDI as follows.

"More often than not. Do not want to report for fear of being scolded by the teacher again"(Class I, Boy).

Whereas a girl said,

"I am just quiet;the teachers threaten us that they will not get us grades. I was afraid and said nothing"(Class I, girl).

Children accept acts of violence as part of the discipline that must be obeyed by them. Children generally understand the violence that the teacher has done to them as part of the way to educate. A child said,

"I accept it if I am beaten by a teacher, because I am wrong. The teacher hits for good"(third grade boy, boy).

The same thing is recognized by other children in the IDI statement:

"Just follow. Willingly punished because the teacher made us smart" (Class II, girl);

The reluctance of children to report acts of violence they have experienced is further strengthened by the fact that there are no SOPs related to complaints of violence in schools. The absence of SOPs also causes teachers to often solve problems of violence by means of "family" referring to the prevailing habits in schools. The "kinship" efforts undertaken do indeed bring results, but do not guarantee that teachers and children are not caught up in the same problem of violence.

As in the quantitative findings that 56 elementary schools in Kupang Regency do not have Standard Operating Procedures (SOPs) for resolving violence in schools. This situation is recognized by teachers from semi-urban groups. According to them, all acts of violence that occurred in schools between teachers and children or children were resolved without standard SOPs. Each teacher makes SOP in their own way according to the type of violence. One teacher from the semi-urban group suggested that, dealing with children not doing homework, being naughty, not coming to school, and being late, the teacher needs to (1) ask for an explanation from the child concerned; (2) giving direction or advice to the child concerned; (3) provide additional tasks for children who do not do the work and water the flowers or clean the class for children who are late.

The absence of school SOPs and letting teachers take action subjectively results in chaos in the school environment. For example, teachers are attacked unilaterally at school by parents without making confirmation or approaching the school. This situation certainly does not occur if the school provides SOPs that serve as guidelines, both for teachers, children, and parents in solving problems of violence in schools.

IV. Conclusions

Based on the results of data analysis in this study it can be concluded:

1. The percentage of children who feel safe in school is 7% of the 1678 sample children studied.
2. The types of violence most commonly experienced by boys are beaten by teachers (64%), beaten by friends (50%) and pinched by teachers (57%). While the type of violence most commonly experienced by girls is non-physical violence (48%) excluded / excluded from each activity.
3. The most common type of violence perpetrated by teachers is physical violence such as hitting (64%) and pinching (57%) reported by children. Likewise, self-reported by teachers is hitting (41%) and pinching (49%). While the type of violence most often done by peers is physical violence, such as hitting (by boys 50% and by girls 43%).
4. Children who are considered minorities (not from Timorese, Sabu dam Rote) have a lower percentage of non-readers (38%) than those who are Timorese, Sabu and Rote (40%).
5. There is no difference in the percentage of children who experience violence between those considered to be a minority (non-Timorese, Savu and Rote) and the majority (Timor, Sabu and Rote) (91% compared to 92%).
6. There is no difference in the percentage of children who experience violence between readers and non-readers who experience violence (91% compared to 92%).
7. Children considered to be minorities (non-Timorese, Non-Sabuness, and Non-Roteness) are reported to feel fear and insecurity. Their obedience during the learning process is not because they feel comfortable but are afraid.
8. None of the Primary Schools in Kupang Regency have a functioning complaints and referral system.
9. Children tend to report experiences of violence perpetrated by teachers to their parents (24%). Meanwhile, when violence is done by peers, they tend to report to the teacher (41%). However, children did not report experiences of violence perpetrated by peers or teachers (23% and 71% respectively).
10. Most teachers do not apply positive discipline (94%). Only 5% of male teachers and 6% of female teachers run positive discipline.
11. Teachers in target schools have a low understanding of violence against children. They think that violence is needed as part of the disciplinary process.

References

- [1]. Ande, Andreas. 2009. *Revitalisasi Pola Asuh Berbasis Budaya Lokal Masyarakat Matri lineal Nusa Tenggara Timur Dalam Kaitan dengan Pengembangan Anak Usia Dini*. Lemlit Undana: Kupang.
- [2]. Anwar, Adywinata. 2017. *Tindak Pidana Kekerasan oleh Guru terhadap Siswa di SMA Negeri 1 Makassar*. Makassar : UIN Alauddin Makassar.
- [3]. Freire, Paulo. 2007. *Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan*. Pustaka Pelajar: Yogyakarta.
- [4]. Labre, Ananias, dkk. 2001. *Laporan Penelitian: Hak-Hak Anak*. Kerjasama PLAN Internasional: Kupang.
- [5]. Lerner, Janet. 2000. *Learning disabilities: theory, diagnosis, and teaching strategies*. 8thed. Houghton Mifflin Company: USA.
- [6]. Muis, Tamsil. 2011. *Bentuk, penyebab, dan dampak dari tindak kekerasan guru terhadap siswa dalam interaksi belajar mengajar dari perspektif siswa di smkn kota surabaya: sebuah survey*. *Jurnal psikologi: teori & terapan*, vol. 1, no. 2, pebruari 2011.
- [7]. Nadia, Ana. 1991. *Berjuang Menghadapi Perkembangan Masa*. Liberty, Yogyakarta.
- [8]. Nahuda, dkk. 2007. *Pencegahan Kekerasan terhadap Anak di Lingkungan Pendidikan*. Pusat pelayanan terpadu pemberdayaan perempuan dan anak (P2TP2A) Provinsi DKI Jakarta.
- [9]. Utami, P.N. 2018. *Pencegahan Kekerasan terhadap Anak dalam Perspektif Hak atas Rasa Aman di Nusa Tenggara Barat*. Pusat Penelitian dan Pengembangan Hak Asasi Manusia Badan Penelitian dan Pengembangan Hukum dan HAM Kementerian Hukum dan Hak Asasi Manusia RI *Jurnal HAM* Vol. 9 No. 1, Juli 2018: 1-17
- [10]. Radja, R. D. 2016. *Gambaran Kekerasan pada Anak Sekolah Dasar di Kecamatan Malalayang Kota Manado*. *Jurnal e-Clinic (eCL)*, Volume 4, Nomor 2, Juli-Desember 2016.
- [11]. Robot, Marsel. 2018. *Banyak Anak Sekolah Tak Banyak Pelajar, termuat dalam buku Ringkasan Kegelisahan Sosial*. Perkumpulan Komunitas Sastra Dusun Flobamora: Kupang.
- [12]. Save the Children. 2016. *Violence Free Schools in Rwanda*. Rwanda: Save the Children. Obtained from: https://youtu.be/ShajrM_nnJU

Marselus Robot, etal. "Survey of Violence Against Primary School Children In Kupang District, East Nusa Tenggara Province, Indonesia." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(1), 2020, pp. 54-63.