



## The Practice of Violence Cycle in Schools

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### ABSTRACT

Violence within the realm of education is characterized by aggressive behaviors that exceed permissible limits of authority, inevitably resulting in the infringement of victims' rights. One such manifestation is the persistence of a seniority culture, which contributes to diminished self-esteem among students. The prevalence of this culture in educational settings detrimentally impacts children, fostering engagement in deviant behaviors, as evidenced in a case at Vocational High School X in Pekanbaru. Employing a descriptive methodological approach, this research aims to elucidate the dynamics of violent practices perpetrated by students in schools and to identify the underlying factors sustaining this culture of violence. Theoretical frameworks utilized in this study include subcultural theory and differential association theory. This study finds that violence in the educational milieu constitutes aggressive behavior exceeding permissible boundaries of authority, thereby violating victims' rights. The repercussions of such violence can be profound, particularly in terms of its impact on victims' mental well-being. Factors contributing to juvenile delinquency encompass internal factors, familial dynamics, and environmental influences. Violent conduct is often fueled by impulsive inclinations, which rationalize students' involvement in such behaviors. Furthermore, a lack of self-control exacerbates individuals' difficulty in regulating their conduct, thereby blurring distinctions between acceptable and unacceptable behaviors. In this context, the perpetuation of violence can be traced back to familial legacies, perpetuated through successive generations and compounded by external influences.

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### INTRODUCTION

The aim of education is to cultivate the potential of learners so that they become individuals who are devout, virtuous, healthy, knowledgeable, skilled, creative, independent, and, of course, responsible citizens. Achieving this goal necessitates consideration of numerous factors influencing the implementation of educational programs in schools. Advanced countries place significant emphasis on education, as evidenced by surveys conducted by CEO World Magazine ranking countries with the best education systems in 2020 (Khairifah, 2020).

Schools fundamentally serve as institutions that provide a platform for accommodating a diverse range of students from various backgrounds. This inevitably allows them to bring forth a multitude of issues to the school environment, which may disrupt and hinder the learning process. Children are inherently vulnerable individuals and may not be able to evade the threats of crime in their surroundings (Rinaldi, 2021). This is attributed to their still-developing mental and physical faculties, rendering them unable to discern right from wrong and incapable of self-protection.

Violence is one of the most prevalent issues in the field of education. It can occur between teachers and students, students and teachers, as well as among students themselves. In this regard, at least 84% of children in Indonesia experience violence in schools. This statistic is based on data released by the Indonesian Child Protection Commission according to a survey conducted by the International Center for Research on Women (ICRW). The incidence of violence in Indonesian schools is recorded to be higher than in Vietnam (79%), Nepal (79%), and Cambodia (73%). Violence influenced by seniority within schools commonly occurs among students themselves, specifically between seniors and juniors.

This often occurs during orientation periods, bonding events, and similar occasions. It is typically done to establish dominance among seniors, projecting an image of strength and authority. Several cases of violence influenced by seniority in schools include the incident of senior students from Vocational High School 3 Tegal recorded on video assaulting their juniors, the violence by seniors at Semi Military Plus Taruna Indonesia High School in Palembang, and others. Additionally, the Indonesian Child Protection Commission has received at least 153 reports of physical and psychological violence within school environments throughout 2019.

**Table. 1 Data of Children Conflict with the Law Cases**

Year	Case	
	Children as Perpetrators of Physical Violence	Children as Perpetrators of Psychological Violence
2016	108	39
2017	112	41
2018	107	32
2019	121	26
2020	58	11

**Sumber:** Derived from the data bank of the Indonesian Child Protection Commission

Based on data obtained from the Indonesian Child Protection Commission, the cases of Children in Conflict with the Law (CCL) as perpetrators totaled 13,071 from 2011 to 2020. Furthermore, upon closer examination, the Indonesian Child Protection Commission collected CCL data specifically for the years 2016 to 2020.

**Table 2. Data on Students Disciplined/Suspended from 2018 to 2021**

No	Year	Case
1	2018	4
2	2019	4
3	2020	1
4	2021	2
5	Total	11

**Sumber:** author's processed data

Based on the school chosen as the research location, it was found that there are approximately ±800 students, with 60-80 new students entering each year. Additionally, there are students suspended annually for violating school rules, as indicated in Table 2 data. According to the data in Table 2, the number of violence cases occurring in the Indonesian education environment is indeed concerning. Children represent the future potential of a nation; therefore, they need to grow and develop free from

any form of harmful actions such as violence and discrimination, which can adversely affect a child's physical and mental well-being (Rinaldi and Andriyus, 2016). Education should aim to produce quality students, but the educational environment has undermined this goal.

Therefore, adolescents are often involved in deviant behaviors such as gang fights, bullying, promiscuity, and others. Especially delinquency within the educational environment, which is one of the problems that needs to be addressed or resolved by the government, particularly the Department of Education (Rinaldi, 2021). Every citizen, including students in school environments, has the right to feel safe and free from all forms of violence in accordance with Pancasila and the 1945 Constitution, which stipulate that all forms of violence constitute a violation of human rights and crimes against human dignity, as well as forms of discrimination that must be eradicated.

Therefore, with the issues arising within the school environment, the author deems it important to conduct research on this matter. Thus, the formulation of the problem in this writing is to discuss the "Practice of Violence Circle in Schools" with a case study at one of the vocational high schools in the city of Pekanbaru. Previous research only examined forms of violence (Christiana, 2019). This study aims to bring innovation, enrich understanding, and insights into the issue of violence in schools from a criminological perspective. Additionally, it serves as a means to broaden knowledge and references for academics

## **LITERATURE REVIEW**

### **School**

School is an educational institution with various interconnected dimensions that support each other, encompassing teaching and learning activities aimed at enhancing the quality and potential of students (Minsih, *et al*, 2019). The role of teachers is multifaceted, serving as beneficial social agents to society, scholars, and learners, surrogate parents, role models for students, and providers of security (Zulmawati, 2018). Education serves as an indicator that can elevate the standard and quality of a nation's life (Hidayat, 2012).

Schools are indeed educational institutions where teaching occurs under the supervision of teachers, yet schools can also be sites where crimes occur (Rinaldi, *et al*, 2023). Research conducted by Anestasia Kudadiri & Joko Setiyono (2023) states that deviant behavior among children in schools is a form of rebellion against values and norms due to a lack of understanding of moral values and norms through moral education. This ignorance can lead schoolchildren to engage in deviations or even larger crimes. Therefore, it is important to socialize juvenile justice in schools as a preventive measure (Kudadiri and Setiyono, 2023).

The research explains that the role of the school environment in shaping students' social behavior within the school encompasses exemplariness, habits, advice, and control. The contribution of the school environment to behavior formation can be realized by creating good and positive habits within the school environment (Nurfirdaus and Sutisna, 2021). Schools are considered institutions or organizations for learning and teaching (Julaiha, 2019).

### **Violence**

The emergence of violence phenomena in schools has become a common issue and a dynamic in the educational landscape. Violence in the realm of education is defined as aggressive behavior that exceeds the authority's capacity and inevitably results in violations of the victim's rights. Generally, acts of violence that occur include physical and psychological violence, and sometimes they are carried out collectively (Simatupang and Abduh 2020). Violence is not an effective attitude in achieving these goals. In cases of violence, victims receive protection from various parties and institutions, both temporary and based on government regulations (Amalia, 2011).

Violence signifies an extraordinary pressure and exceeds the capacity of the object subjected to violence, resulting in physical and psychological damage (Anjari, 2014). Based on research, there are factors underlying the emergence of violence in the school environment, such as exposure to fighting scenes, imitation processes, stigma as a hero (Christiana, 2019). In the study by Febri Marlangan et al. (2020), it was found that the causes of violence, especially in schools, include hatred, powerlessness, dissatisfaction, and support. Additionally, violence is classified into two types: physical violence and verbal violence (Marlangan, 2020).

### **Subcultural Theory**

Subcultural Theory by Albert K. Cohen (1955). In his work "Delinquent Boy: The Culture of the Gang," Cohen explains that the delinquent subculture demonstrates that delinquency has become a tradition. This influence is often underestimated by its surrounding environment. The fundamental aspect of culture is influenced by ecological and social learning theories. A more detailed definition typically refers to the differences in values, beliefs, ideas, perspectives, and meanings held by a group of individuals from the larger culture.

Delinquency represents a form of separate subculture and enforces a system of values contrary to those of the broader society. It depicts a subculture that has diverged from the norms of the larger culture but then twisted in reverse and opposite directions. Conflict and frustration with the status experienced by lower-class youths when they fail to meet these standards are the primary causes of delinquency.

### **Juvenile Delinquency**

Juvenile delinquency is defined as actions that, if committed by adults, would be classified as criminal acts. Therefore, it refers to unlawful actions carried out by children, particularly adolescents. If the individual committing the criminal act is still considered a child, then such behavior falls under the category of behavioral problems. If they are still classified as adolescents, it is termed delinquent behavior. When the individual reaches adulthood, it is referred to as psychopathic behavior, and if it is openly acknowledged, it is termed criminal behavior (Marwan, 2015).

Romli Atmasasmita states that juvenile delinquency refers to any behavior or conduct of individuals under the age of 18 that falls into the category of violating applicable legal norms and endangers the child (Atmasasmita, 1983). In Randy Pradityo's research (2016), children who commit crimes are referred to as delinquents or, in criminal law, known as juvenile delinquency (Pradityo, 2016).

### **Differential Association Theory**

Edwin Sutherland's Differential Association Theory (1975) developed a comprehensive and general theory of crime and delinquency based on the process of learning. According to this theory, criminal behavior is learned through association with individuals who engage in criminal activities or by observing the mechanisms of criminal behavior. This involves the internalization of attitudes that support criminal behavior as well as specific techniques for carrying out criminal acts.

Skills and motives conducive to delinquency are learned as a result of contact with pro-delinquency values, attitudes, and definitions, as well as other patterns of deviant behavior (Siegel and Welsh, 2014). The learning process encompasses not only the techniques of crime but also the motives, drives, attitudes, and rationalizations that are comfortable or satisfying in terms of antisocial acts. New forms of criminal activity may continue to arise in response to ongoing developments over time (Rinaldi, 2023). These principles suggest that individuals will learn to become lawbreakers when they associate with individuals, groups, or events that produce exaggerated definitions supporting such behavior. The conclusion drawn from this theory is that criminal behavior is learned through group interaction and communication, where individuals acquire techniques, rationales, and supportive factors for engaging in criminal acts.

### **METHOD**

Research is a process aimed at understanding and obtaining something meticulously and critically by seeking facts through specific procedures (Roosinda, *et al.* 2021). This research utilizes

the descriptive qualitative method as a framework to analyze and describe findings. This method is deemed appropriate for this study because qualitative approach is expected to provide information regarding the occurrence of violence in schools. Qualitative research is conducted with the aim of obtaining in-depth and meaningful data (Abdussamad 2021). In this study, the researcher collects data through interviews with informants and key informants, including perpetrators, school principals, guidance and counseling teachers (BK), and students. Both primary and secondary data are used as references in this research.

Qualitative research follows the same procedure as actual research, producing descriptive data or descriptions in the form of text that can be used for research in various fields such as religion, society, culture, philosophy, and others, notes related to meaning, values, and understanding. The author employs qualitative research method because the data obtained from the interviews with informants and key informants constitute the results of this research.

## **RESULT AND DISCUSSION**

Juvenile delinquency is a phenomenon of criminal behavior committed by children or adolescents, violating societal norms, rules, or laws. It is considered a deviant behavior by teenagers and is a social pathology symptom among children and adolescents (Syahadat, 2019). This often occurs during the transitional period between childhood and adulthood. Internal factors contributing to juvenile delinquency originate from the child itself, the family, and the surrounding environment. One environment where juvenile delinquency often occurs is in schools, including acts of violence. The Indonesian government has made various efforts for prevention and law enforcement (Rinaldi and Tutrianto, 2023).

Acts of violence are clearly inconsistent with the educational values of schools and religious teachings. Acts of violence harm oneself and others. This also contradicts the values of Pancasila, specifically the second principle of Fair and Civilized Humanity, which contains awareness of human behavior based on conscience, norms, and common culture. Behavior in line with fair and civilized humanity is behavior that aligns with the nature and essence of human beings who are rational, value-conscious, and cultured.

Violence against students has a significant impact on their learning conditions in the classroom. Students who become victims of physical or verbal violence will experience mental and psychological disturbances. These disturbances can affect students' motivation and interest in learning. Therefore, the role of teachers is crucial in reducing and eliminating acts of violence. As surrogate parents in schools, teachers are expected to provide solutions and a way out for students who engage in behavior that violates rules and norms.

When connected with Albert K. Cohen's Subcultural Theory (1955), which explains that delinquency becomes a tradition, the influence of this subculture is often overlooked by its surrounding environment. In this context, the culture of seniority in schools becomes a cultural pattern formed in the school environment and perpetuated continuously. According to the Subcultural Theory, when individuals realize or feel that their behavior does not conform to societal standards and norms, they seek validation for that behavior within a subculture where they feel valued and respected. Violent behavior is driven by certain impulses that provide reasons for students to engage in such behavior. These impulses or reasons seek a place where their behavior can be accepted. Subcultures provide a space where their deviant behavior is expected or considered normative (Schmalleger & Marcum, 2019; Shoemaker, 2018).

By connecting this theory with the context of violence phenomenon in schools, it can be understood that some students seek validation and a place where their violent behavior is considered normal or appreciated. This could be one of the factors influencing students to engage in violence at school. Therefore, addressing violence in schools involves not only preventive efforts and enforcement of rules but also a deep understanding of the factors influencing students' behavior. Understanding the impact of violence on learning conditions and applying theories like the Subcultural Theory can help schools and stakeholders develop more effective and holistic handling strategies to address violence issues in schools.

Based on the information above, it can be seen that behavior has its own motives, which become reasons why someone engages in such behavior. In Cohen's theory, as analyzed by Walter Miller (1958), it is emphasized that deviance is produced by the transmission of deviant values within the community. This theory also emphasizes that deviant subcultures are carried out by individuals due to differences in the values they hold compared to the dominant middle-class culture. In these subcultures, more negative values or values that contradict social norms are adopted and considered goals to pursue. This can happen because individuals feel hindered by existing social conditions, thus experiencing a cultural conflict between their own desires and the dominant cultural expectations.

In the interviews conducted by the researcher, the statements describe that students involved in violence may be influenced by deviant subculture influences and different values they adhere to. This could drive them to engage in cultural conflicts and use violence as a way to express their dissatisfaction with the situations they face. Thus, there is no rational basis for the occurrence of delinquent subculture to seek solidarity, seek pleasure by causing anxiety to others, and try to undermine existing values. It can be said that the culture of seniority in schools, in its negative form, can also be characterized as part of delinquency violations.

In terms of internal factors, one reason that can trigger violent behavior is the inability of individuals to achieve a clear identity or role. Weak self-control also makes individuals difficult to control their behavior, making it difficult for them to distinguish between good and bad behavior. In this context, students who engage in violence aim to have an impact that encourages victims to show more respect to their seniors. This indicates that the motives behind violence could involve a desire for recognition and dominance from the victims, seen as a form of existence and power in the negative culture of seniority. It can be argued that the transmission of criminal culture from one generation to the next is evident (Rinaldi et.al., 2023). Therefore, efforts to address violence in schools should consider factors such as role identity, self-control, and the influence of seniority culture that can influence student behavior.

In this context, it is important for schools and stakeholders to recognize the importance of creating an environment that supports positive identity development, improves self-control abilities, and educates students about true values and the importance of respecting others. By doing this, preventive and handling efforts against violence in schools are expected to be more effective in creating a safe environment and minimizing violent practices and delinquency violations associated with negative seniority culture.

As seniors who perceive themselves as having power and higher levels than their juniors, violence practices occur with the intention of toughening up others' mentality and improving students' ethics. Basically, the frequent violence that occurs often provides uneducational education. In external factors, every delinquency can be driven by various factors originating from outside the individual, thus forming the concept of self in children before deciding on their actions. This further explains the social and psychological contexts behind violence practices in schools. In this context, it is important to realize that violence is not an effective or educational approach in shaping student behavior and ethics. Efforts must be made to change harmful mindsets and practices and provide more constructive and pedagogical alternatives in educating students.

Through the principles of the Differential Association Theory, deviant behavior, including violence, is seen as a result of learning that occurs within an individual's social environment. The family, school, community, and peers interact and influence each other in shaping a child's behavior. Therefore, deviant behavior, including violence, can be learned from the immediate environment of the individual, such as family, peers, and the school environment. In the context of violence in schools, it is important to remember that violent behavior generally involves more than one student. Students who engage in violence often involve other students in their actions. This indicates the existence of a social network among students. It is explained that this theory can vary in duration, frequency, priority, and intensity.

The Differential Association Theory also describes that variables such as the duration, frequency, priority, and intensity of learning deviant behavior can vary among individuals. In the context of violence in schools, this means that the influence of the social environment on students can differ in terms of how often and how strongly students are exposed to violent behavior. By understanding the principles of the Differential Association Theory, we can realize that violence in schools is caused not only by internal factors of individuals but also by interactions with their surrounding environment.

Thus, frequent contact has a greater effect than infrequent contact. In this case, students who have frequent contact with groups or peers who engage in violence are more likely to be influenced by it in their own violent behavior. In general, intensity is interpreted as the interest and percentage associated with individuals or groups from whom the definition is learned. The influence of parents or close friends (peer groups) is much greater than the influence of socially distant figures (Siegel and Welsh, 2014). When a student is involved in violence, they tend to be more vulnerable to other criminal behaviors. This underscores the importance of the surrounding environment in influencing student behavior. When students are involved in groups or environments inclined towards violence or criminal behavior, they can be influenced and become more susceptible to engaging in such behavior.

Therefore, it can be said that once someone starts engaging in deviant behavior within their group, that behavior is likely to continue. In this case, violence is often passed down from previous generations. Violence among students involved in peer groups certainly entails collective actions within their group. Additionally, the influence of peer groups during a child's development and low parental supervision indicates that during a child's developmental period, peer groups become increasingly influential in shaping the child's behavior. Student-on-student violence can occur continuously and is influenced by factors such as group norms, peer group influence, and parental roles. A better understanding of these dynamics can help identify appropriate solutions and prevention efforts in addressing violence in schools. Therefore, it is important for schools and educational environments to consider social factors that influence students, including the influence of peer groups. Efforts to create a supportive environment, emphasizing positive values, and handling conflicts non-violently can help reduce students' tendency to engage in violence or criminal behavior. Approaches involving collaboration with parents, educating students about the negative impacts of violence, and promoting healthy social interactions can help reduce the cycle of violence in schools.

Based on the explanations provided above, it is often the case that violence issues arise in school environments. This violence may involve interactions between teachers and students, students and teachers, or even among students themselves. Therefore, implementing anti-violence education is a necessity. Violent behavior in school environments can occur due to several factors. One of them is the existence of a seniority culture that results in harsh treatment of junior students. Additionally, students' lack of self-control, environmental influences, family, media, and peer pressure can also be contributing factors to violence. To avoid violent actions, it is important for students to have skills in responding to actions directed at them and to control themselves. By having these skills, students can learn to express their emotions in healthier ways and avoid engaging in violent behavior.

In criminology, crime and violence have received significant attention from various parties. Essentially, the concept of crime that is primarily shaped by social processes. (Rinaldi, 2019). Violent actions in schools can be influenced by various factors. In addition to seniority culture, violent behavior can also be learned from past experiences, direct observations, positive reinforcement, and the presence of discriminative stimuli. This indicates that violence does not only occur sporadically but can become part of the learning environment influenced by various external factors. The impact of violence on victims can be very detrimental, especially to their mental health. Victims of violence often experience feelings of despair and may feel isolated or withdrawn in their environment. They may also face difficulties in adapting to peers and the surrounding environment. Other impacts include a decrease in learning motivation and long-lasting emotional scars.

On the other hand, for students who become perpetrators of violence, they may feel a sense of authority and personal satisfaction after committing violence. This can reinforce their behavior and make them tend to repeat violent acts because they feel satisfaction or a sense of power from their actions. This elaboration highlights that violence in schools can be influenced by various factors and has significant impacts, both for victims and perpetrators of violence. A deeper understanding of the factors that influence and their impacts can help in prevention and intervention efforts against violence in schools.

## CONCLUSION

Based on the research results, it is found that violence often occurs in the school environment. This violence generally happens to children or students. Therefore, it is important to implement anti-violence education as an obligation. Violent behavior in the school environment can occur due to several factors. One of them is the existence of a seniority culture that results in harsh treatment of junior students. Additionally, students' lack of self-control, environmental influences, family, media, and peer pressure can also be contributing factors to violence. Apart from seniority culture, violent behavior can also be learned from past experiences, direct observations, positive reinforcement, and the presence of discriminative stimuli. This indicates that violence does not only occur sporadically but can become part of the learning environment influenced by various external factors.

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