



A Portrait of the Legal Awareness of Indonesian Educators (Teachers) about Violence Against Children in the School Environment (Study in State Senior High School, Malang City, East Java- Indonesia)

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ABSTRACT

The increasing number of child violence cases, particularly in schools, has become a pressing issue. Violence in schools occurs in various forms, including physical, psychological, and sexual abuse. This article examines and analyzes the legal awareness of educators regarding child violence in schools (a case study at SMAN in Malang City) and the factors influencing such legal awareness. This research employs an empirical method with a juridical qualitative approach. The results show that the legal awareness of educators concerning child violence in schools, as studied at SMAN in Malang City, reveals that while the educators are knowledgeable about the law, they lack a deeper understanding of the specific legal provisions. This is influenced by several factors, including their understanding and legal behavior patterns, age, internalization of legal knowledge, and personal experiences (legal attitudes) within society. However, their legal attitudes are highly responsive and proactive regarding child violence in the school environment.

KEYWORDS: Legal Awareness, Educators, Child Violence, Schools.

1. INTRODUCTION

There are increasing cases of child violence in Indonesia, especially in the school environment, with various forms ranging from physical, psychological, and sexual violence (Adawiah, 2019). In various forms of violence, children can be victims and perpetrators (Arifin et al., 2022). Children who are victims of violence suffer not only material losses but also immaterial ones, such as emotional and psychological shocks, which can affect the child's future life (Arriani, 2017).

According to data released by the Online Information System for the Protection of Women and Children (SIMFONI-PPA), from January to February 2024, the number of cases of violence against children has reached 1,993 (Herawati et al., 2023). According to the National Commission for Child Protection (Komnas PA), throughout 2023, there will be 3,547 complaints of cases of violence against children. Meanwhile, according to the Indonesian Child Protection Commission (KPAI), from January to August 2023, there were 2,355 cases of violations of child protection. Of this number, 861 cases occurred within the education unit. In detail, children were victims of sexual violence in 487 cases, victims of physical and/or psychological violence in 236 cases, victims of bullying in 87 cases, victims of inadequate educational facilities in 27 cases, victims of policy in 24 cases (Aziz & Majid, 2022).

The large number of cases of violence against children that occur in the school environment needs to be of concern to all parties. School is the second place children spend their time (Ekowati, 2023). Therefore, schools must be safe and comfortable places for children (Dartono et al., 2021). Any form of violence that occurs in the school environment must be prevented and handled properly. Because this violence not only hurts children's ability to obtain a proper education but also hurts their mental health (Fatih, 2024).

Cases of child violence that occurred in Malang City, East Java, Indonesia, in 2024 saw 56 reports of cases of violence against women and children, most of whom experienced acts of harassment and abuse. In terms of age, survivors of violence tend to be in the age range of 13 to 15 years. Meanwhile, the Women and Children Services Unit (PPA) of the Malang Police Criminal Investigation Unit was recorded as handling 93 cases of violence against children. "There were 36 forms of physical violence and 57 cases of sexual violence. Data on violence against school-aged children can be a critical note. However, this number is an iceberg phenomenon and does not represent the facts of violence that occurs in educational units.

Based on the problems described above, this article examines and analyzes the legal awareness of teaching staff (teachers) regarding child violence and the factors that influence the legal awareness of teaching staff regarding child violence in Malang City High Schools.

2. RESEARCH METHODS

This type of research is empirical legal research because it examines the legal awareness of teachers, and the type of approach used is a sociological approach. The samples were three public high schools in Malang City, with the respondents being teachers. A total of 17 teachers were sampled using a purposive sampling method.

3. RESULT AND DISCUSSION

To measure educators' awareness level four indicators are used to measure the level of awareness of educators (Teachers) regarding violence against children. According to the opinion of B. Kutschinsky, 1973 in Soerjono Soekanto's book. Legal Awareness and Compliance: the substance of the law, Law Acquaintance, legal attitude, and the pattern of legal behavior (Hashanah, 2018). To measure educators' awareness level four indicators are used to measure the level of awareness of educators (Teachers) regarding violence against children. According to the opinion of B. Kutschinsky, 1973 in Soerjono Soekanto's book. Legal Awareness and Compliance: the substance of the law, Law Acquaintance, legal attitude, and the pattern of legal behavior (Hashanah, 2018).

When knowledge is related to the substance of Law Number 35 of 2014 Article 54, on average, the answers tend to be low or lack a detailed understanding of the contents of the law (Santoso & Abror, 2020). Furthermore, the Legal Attitude indicator is "a disposition to accept some legal norm or precept because it deserves respect as a valid piece of law", according to Soerjono Soekanto's book Legal Awareness and Legal Compliance. A legal attitude is a tendency to accept the law because there is an appreciation of it as something useful or profitable if obeyed. Legal attitudes arise from individual and citizen assessments of applicable. Generally, they agree and feel safe with this law being implemented in the school environment, especially in educational units. Then, the indicator of Legal Behavior (legal behavior) is "a tendency to accept the legal norm or precept because it is appreciated as advantageous or useful (Wahyuni, 2021).

In the final stage of the indicators and criteria for legal awareness related to legal behavior, based on the answers from the three female students at SMAN Malang, they stated that they would convey what they had experienced regarding child violence (for example, seeing it firsthand), and would immediately report it or tell their parents first. Formerly. "For example, if you are a victim, the first step is to confide in your parents first. Not all teachers or schools accept it; parents can only help report it to the school after going to parents. I want to tell my parent. Some of the answers responded quickly by fighting back if possible and, if not, immediately reporting it to the teacher. One Malang City teacher named Yuni had experienced verbal bullying, but she dared to speak out. This means the informants have a high tendency and are quick to respond when bullying occurs or is seen directly. The informants were quick to fight back first, report it to those closest to them/parents, and then report it to the school and the authorities.

Based on age differences in knowledge and understanding of legal awareness regarding child violence in the school environment, one of the youngest informants, aged 15 years, did not clearly understand the contents of the law. Some informants found out through social media that when a statement related to an article, they tended not to understand the detailed contents of that article. They only know information related to child violence from social media, not from the school environment in question. One female student experienced bullying when stating the legal behavior of the individual. When reporting complaints, there tends to be a fear of speaking up.

Regarding the four indicators of legal awareness, namely legal awareness, legal acquaintance, legal attitude, and legal behavior, it is quite high because, based on observations and interview answers, the informants understand and tend to be very knowledgeable regarding legal knowledge or legal awareness within the school and provide a sense of security and comfortable in receiving learning. However, legal understanding or legal acquaintance with the contents of the regulations in Article 35 of 2014 is only limited to understanding (but not understanding the contents of the regulations) and also based on informants' statements, its implementation is still less effective in each school (related to age, level of education and also work, and the lack of socialization, education and also school media / educational content is also still not active in providing brochures/information related to child violence in the school environment).

For legal attitude, the dominant informants will apply it according to the regulations (dare to report). However, only one informant is hesitant about legal attitude because he has had experience in the position of a victim of child violence in the school environment. For legal behavior or behavior patterns, it is very high because the informants respond quickly regarding child violence in the school environment. One way is by being willing/helping to provide information regarding legal knowledge (law awareness) to colleagues/friends regarding child violence in the school environment, especially in Greater Malang. They fully understand the impact of child violence in the school environment as regulated in Law Number 35 of 2014 and also the impact of child violence in Articles 351 of the Criminal Code concerning abuse, 368 concerning extortion, and 369 concerning threats.

Understanding of the law regarding forms of child violence is quite high because the informants answered that they understand and understand the forms of child violence that occur in the school environment. Knowledge about the contents of regulations is also influenced by internalization and interest factors (feelings of security and relations with the authorities). Regarding the compliance or reward factor, it is not affected because the informants are obedient and understand the legal knowledge of child abuse, not because of compensation or prizes. Regarding the identification factor, the informants also agreed because it involved sanctions, punishments, and criminal acts if they were involved in child violence in the school environment. Finally, community obedience to the law is also very high, as seen from the average answer being the same (YES/AGREE) reflected in legal behavior or patterns of community legal behavior in the school environment, especially in the SMAN school environment in Malang City.

Understanding of the types of physical violence against children in the school environment also varies. However, according to the understanding and legal behavior of the informants, they revealed that the forms of physical violence against children in the school environment are limited to verbal and physical bullying, such as hitting or brawls between students. Sexual harassment is still minimal, and no one in the school also has a significant role. It is an important aspect in creating a level of trust in students and teachers in increasing public trust, especially regarding child violence in the school environment, which has been regulated in legislation and also sanctions and the impacts that arise. For example, legal attitudes and behavioral patterns will reflect a parallel and mutually sustainable level of legal awareness. However, in this research, legal knowledge is quite high, and legal understanding is still low; although legal behavior patterns are high, in terms of legal attitudes, there are still those who are doubtful and lack trust in the school and the authorities (there is no sense of security when in the environment).

Regarding the factors that influence the community's legal awareness regarding child violence in schools, the compliance factor does not influence legal awareness, informants obey or are aware of the law not because of hope or reward. Meanwhile, the identification factor has different understandings according to personal experience and also the age factor. Some agree because they are afraid of applicable legal sanctions, and some disagree because they do not properly understand the sanctions for child violence in the school environment. In the internalization factor, the dominant informants agree to comply with legal rules because they have value and can relate well with the authorities who guarantee protection and a sense of security. Likewise, this interest factor is also relatively high because they have quite a lot of legal knowledge.

The legal awareness factors that influence the community's legal awareness regarding child violence in the school environment are based on the recognition of the research informants regarding legal knowledge. Legal awareness means that they know clearly. This means there is a degree of understanding of the legal provisions in the school environment. This is not only based on certain rewards or recognition but also on applicable sanctions.

4. CONCLUSIONS AND SUGGESTION

From the results of the description related to legal awareness, it can be concluded as follows: Regarding legal knowledge, educators or teachers already know it well because they have received training and an Anti-Bullying seminar from the Education Department. Likewise, students have heard about violence since junior high school. However, this information from each school is still very minimal. However, they do not yet understand the material regarding Law Number 35 of 2014, especially Article 54, which reads: "Children in and within the educational unit are obliged to receive protection from acts of physical, psychological violence, sexual crimes and other crimes committed by educators, education staff, fellow students and/or other parties (1); Protection, as intended in paragraph (1), is carried out by educators, education staff, government officials and/or the community (2); legal protection that applies in this school environment. Meanwhile, regarding legal behavior patterns, they are very responsive and responsive (highly likely) in their attitude regarding child violence in the school environment.

Furthermore, the factors that influence teachers' legal awareness, if studied from the Legal Substance aspect, are knowledge and understanding of the material content of the Law; the internalization factor of recognition of these legal provisions is very high. The importance factor, namely knowledge about legal awareness, tends to be high and agreeable. The informants were indeed aware of legal awareness regarding child violence in the school environment. Along with applicable sanctions and also the impacts of child violence in the school environment. Moreover, the age factor also plays a role in the factors that influence legal awareness regarding child violence in the school environment.

Regarding the compliance or reward factor, it is not affected because the informants are obedient and understand the legal knowledge of child abuse, not because of compensation or prizes. Regarding the identification factor, the informants also agreed because it involved sanctions, punishments, and criminal acts if they were involved in child violence in the school environment. Furthermore, the compliance factor with the law is also very high, as can be seen from the answers, which, on average, agree and are reflected in the behavior patterns of the school environment, especially in the SMAN Malang City school environment.

Furthermore, the existence of a level of legal trust among teaching staff regarding child violence in the school environment has an influence on the culture of the community within the school environment. This can be seen from the high level of legal knowledge, although understanding of the contents of the law tends to be low. The issue of high legal attitudes also follows when the community has a high level of personal trust in the law based on the experience of each informant (related to mental and psychological issues as well as trauma as a victim of violence). Likewise, patterns of legal behavior will also improve and reflect good patterns of legal awareness behavior, especially in the school environment.

The advice that can be given to the Malang City Education Department is to provide training and education evenly and regularly in every public and private school in Malang City and Malang to the Batu Regency. I will also be able to form anti-bullying mobilization and counseling teams in each school in the future.

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