

Analysis of Hidden Violence Toward Female Student, A Case Study of: State Senior High School 1 Turi

Riszki A. Prihaditama, Amika Wardana, and Syahrul Ramadhan

ABSTRACT

There are many incidents that can be implied as an example of violence. Generally, female student tends to choose friend by several similarity, for those who have not the similarity will be isolated. Students with a low level of social class commonly will be regarded as outsiders in the classroom. Therefore, this research aims to analyze the form of violence occurs toward female students at state senior high school 1 Turi. This research used qualitative method. The subject research is female students at state senior high school 1 Turi experiencing the violence. The source of data is obtained through primary and secondary data and the technique of data collection is interview. The technique of data validity in this research used triangulation data. Meanwhile, the technique of data analysis used reduction of data, data presentation and making conclusion. Based on the finding of the research, it shows that the form of violence that often occurs in state senior high school 1 Turi is physically domination skill, verbal skill, social as well as status in mate group. Female students prefer to using the verbal skill such as quipping by making presumption which is suitable with the actor's desire.

Keywords: Exclusion, Female students, Hidden Violence.

Published Online: November 16, 2022

ISSN: 2736-4534

DOI : 10.24018/ejedu.2022.3.6.74

R. A. Prihaditama

Postgraduate Student, Yogyakarta State University, Indonesia.

(e-mail:

riszki.anjarsari2016@student.uny.ac.id)

A. Wardana

Lecture of Yogyakarta State University, Indonesia.

(e-mail: a.wardana@uny.ac.id)

S. Ramadhan*

Lecture of Sunan Kalijaga State Islamic University, Indonesia.

(e-mail: syahrul.ramadhan@uin-suka.ac.id)

**Corresponding Author*

I. INTRODUCTION

Violence is a main problem which is sometimes inseparable from things in society. It is not uncommon for various actions committed by individuals to be unconsciously included in acts of violence that harm not only one party, but various other parties indirectly. Violence is widely chosen to resolve various conflicts in society. Its coercive nature and the desire of one party to make violence is the easiest way to achieve the goal. In the end, by bringing violence, there will be a social and cultural act that defines violence as justification for problem solving (Galtung, 1990, p. 295).

Recently, there have been many cases of violence involving students who are still in school at various levels, both violence that only expresses dirty words and violence that takes the lives of their victims. At the beginning of 2019, there were some tumultuous cases of violence committed by students, such as the case in Pontianak where the perpetrators were all females and still a high school student committed the abuse and mistreatment toward junior high school students.

The case became viral with the emergence of a petition and the hashtag Justice for Audrey which is a trending topic around the world. The petition has even reached 1.2 million times signed by netizens. The spread of this news through social media is very rapid, but not only its spread, various content causing the emergence of violence and violence between students is also easily accessible and ultimately imitated by these teenagers on the grounds of increasing confidence and prestige.

The increase in violence occurs in line with the increasing community's need, the rapid development of technology and

the existence of intense interactions based on human individualist nature (Anjari, 2014). The higher the needs of the community, the higher the development of technology that follows it, this case will lead to be more intense interactions between individuals, of course, followed by the nature of human individualism that wants its need is fulfilled first. The high rate of violence, especially in teenagers, is due to many new things that they have to face both psychologically and socially in their environment.

Many victims have lost their lives due to violence in the community, unfortunately both the government and the community itself have not found an effective way to reduce the level of violence in the community. The brawl by using sharp weapons and fights between school gangs are examples of high levels of youth violence in Indonesia. Violent behavior increases in adolescence and early adulthood for small individuals, and then rapidly continues to decline throughout life (Cuevas, *et al.*, 2007; Loeber & Farrington, 2012). This case occurs due to in adulthood the individual is able to think of various risks for his actions.

Violence is not limited for male students only, for female students, besides being victims of bullying and violence, female students also often act as perpetrators of bullying and violence itself (Rigby, 2007, p. 28). Events that occurred some time ago in Indonesia include a junior high school student in Sidoarjo while they still dressed in full uniform threatening other young women, the incident is known from a video recorded and circulated on social media by one of the friends of the perpetrator of the violence. Within a few days of the viral first video, re-emerged video of violence committed by young women in Sidoarjo, in the second video

very clearly the female students hit the victim. Women are not only victims, but many women are also perpetrators in the violence.

Based on the Annual Record of the National Commission against Violence Against Women which handles various cases of violence against women in various domains shows that the amount of violence against women each year is generally increasing. In the space of 10 years women's violence initially only in 25,522 cases increased greatly to 348,446 cases in 2017. A very significant increase was also shown against the chart in 2016 and 2017 which previously there were 259,150 cases in 2016 an increase of 20% on 2017. This increasing is inconclusive that every year cases of violence against women are always increasing, but it shows that more and more victims of violence are daring to report to women's protection services agencies. For more details, the graph can be observed in the Fig. 1 below:

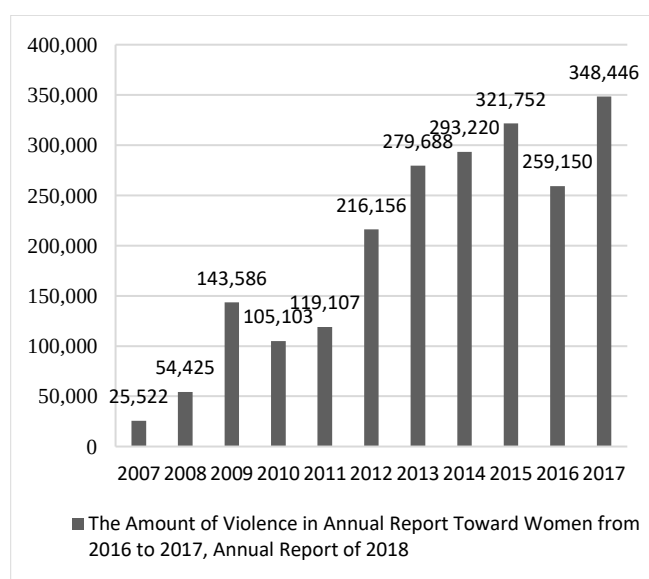


Fig 1. The amount of violence toward women.

The research conducted by Eka Hendry AR (2008; p. 15) discussed about violence in education results in a lot of violence committed by fellow students to other students and even done by teachers to their students in the context of Galtung and Camara thinking. In fact, in the field of education is still very much although it tends not to be realized its existence. Various forms revealed in violence in schools show that schools have not been a safe place for students to obtain education and protection (Komnas & Perempuan, 2018, p. 2). The research also explained how violence is legalized in the educational process; teachers and parents can quibble that violence is based on discipline enforcement or conceptual punishment (AR, 2008, p. 17). Unfortunately, those things are able to have a physical and psychological impact on students to inhibit the cognitive development of students.

Besides the examples above, violence in schools is found in the form of flirting, bullying, fights, and shootings (Andrea, 2004, p. 277). Violence has become one of the most common global problems in many countries, including the United States and Canada, and violence is also a major problem for Indonesian youth. The violence is not only physically hurt, even the impact of non-physical violence is

more dangerous than physical violence (Sripurwaningsih, 2017, p. 14). Due to non-physical violence is more offensive to the mental and trust of the individual than the physical violence that gives the victim's body wounds. Wherever they are, in both teenagers who are still students and adults when there is an imbalance of power then an individual can be reduced to status by perpetrators who are insensitive to public humiliation, of course this can be destructive even if not intentionally (Rigby, 2007, p. 19). Therefore, the school cannot be separated from the danger of violence between students, because basically violence in the school counter occurs because of the abuse of power (power) by the violent party (Efianingrum, 2009, p. 4).

The illustration of bullying as violence tends to be physical, besides it is easier to observe and notice directly the impact but bullying also has various other forms including verbal or psychological which of course involves indirect violence (Rigby, 2007, p. 29). Galtung, as one of the figures in the peace study contributed greatly to the thought of violence, actions that hinder the potential of a person are an act of violence that clearly violates human rights (human rights). This action will be able to have a long-term impact on the victim's life.

Most bullying uses direct violence or indirect violence that occurs in schools, in the sense that the perpetrator does not realize that his action is not the act of violence. This kind of violence often slips into the public's view because the impact is not experienced directly or more latently. Reporting on the violence is also very low, because the victim himself is often unaware that he/she is the victim of violence. It is possible that the perpetrator only has a reason to dominate a person because it is interesting, no matter where the victim comes from, for example whether the victim is from a minority group or a low class (Rigby, 2007, p. 23). For the perpetrator his actions are common actions and are a natural thing, but what happens with the victim who gets the action. For this purpose, researcher conducted research titled "Analysis of Hidden Violence toward Female Students, Case Study: In State Senior High School 1 Turi."

II. METHOD

This type of research is qualitative research, conducted in State Senior High School 1 Turi. The data source in this research was obtained from two data sources consisting of primary data in the form of direct data obtained from informants involved in acts of violence, and secondary data obtained from indirectly involved in hidden violence between female students, but rather obtained from journals, books, newspapers, magazines, the internet, previous research that did not much discuss the phenomenon in politics, and a variety of other secondary sources. The sampling technique in this research is purposive random sampling techniques. Meanwhile, data collection technique used observation and interview. To obtain valid data carried out various procedures to reach saturation point, therefore the examination of the validity of data in this research used triangulation techniques. Data analysis techniques used in this research consist of data reduction, data presentation and conclusion drawing.

III. RESULT AND DISCUSSION

A. *The Form of Violence toward Female Students in State Senior High School 1 Turi*

Various forms of violence are expressed by experts with different naming but basically have similarities with each other. Galtung divides violence into several sections, including direct and indirect violence, which is then split into several sections. Direct violence is violence committed by a group to another group bluntly, while indirect violence is committed by an individual or group using a tool and occurs without a particular actor (Hufad, 2003, p. 53). Direct violence, such as physical violence, can be observed directly and has an impact in the form of physical injury. In indirect violence is divided into cultural and structural violence.

Violence in practice often occurs not only in one form, but also strengthens the violence to destroy the victims (Rigby, 2007, p. 20). The social skill also supports verbal ability to further corner the victim with the support of more perpetrator's friends. While in-group friendship groups the feelings between female students are very strong, friendships are based on social status as well as popularity in school. Therefore, it is not surprising that in a school there is a group of female students who are well known among their peers, or groups of students who have high social classes who do not want to join other groups because they feel they are not equal with their status.

"It looks like the female students are divided into two, this one group are D, E, N, and F. They're the ones who often make noise in class, another group are I, yes just me, D, Z, L. rarely together, they do not allow us to go with the boy," (WR Interview).

Violence also indirectly exists in various regulatory structures in school, however, with the lack of awareness from various parties, violence becomes a threatening culture and can damage the next generation of perpetrators of violence that is carried out repeatedly.

Violence that occurs in schools and in the realm of education is very various, even with various causal factors. Violence becomes like a culture that always exists and is bound to one another. Both in learning situations and interactions between students and between teachers and student, violence becomes a shortcut to achieving goals. In this situation teachers are able to reproduce violence in various regulations, or even as a breaker of the chain of violence in the learning process in the classroom (Efianingrum, 2016, p. 539). Even violence can increase sharply when students start going to high school, because in that environment they are among senior and strong students and relatively impersonal environment (Rigby, 2007, p. 37). The case of violence that is experienced by one of the interviewees based on seniority relationships in school, the interviewees who is still a new student in school get physical and verbal violence. Threats and harsh words were conveyed by his seniors to him for no apparent reason, not only a group but up to one generation at the school excommunicated him. According to RZ's confession, he did not know what caused the violence even when asked about the perpetrator, saying only that he hated the victim even without a reason.

"All of a sudden, I was called and told to go straight to the corner, she said everything in dirty words, and I did not know

what the problem. Why even suddenly like that, she said that I was flirtatious, but I really did not know what happened. I tried to ask what's the problem, because I was so confused, but she just replied that whatever the reason the main thing is she hates me so much," (Interview RZ).

In the case of hidden violence occurring in schools, many perpetrators and their victims are unaware that they are part of the violence that occurs. Often the victim blames himself for what happened to him/her, so that gradually the victim becomes depressed as a general impact of various pressures in her environment (Rigby, 2007, p. 50). The perpetrator in this case even felt that she did not commit violence by teasing, harassing, oppressing each other just to do a pleasure of his own to satisfy his desires with the term of joke (Rigby, 2007, p. 11). Indirectly, their actions are violence that is carried out continuously but emotionally hurt and causes bad influences on others, the violence includes the use of language that insinuates, insults, and even cursing (Armiyanti *et al.*, 2017, pp. 13-14).

Violence can be said to be violence depending on the vulnerability of the victim itself; the more vulnerable the victim the more possible the violence occurs (Rigby, 2007, p. 16). Generally, violence occurs in individual and group of different forces, but many perpetrators of violence are also carried out in group against individual in school by threatening and oppressing others. Perpetrators and victims are aware of the situation, but victims are often unable to provide resistance (Rigby, 2007, p. 15).

Jokes give opportunities to perpetrators of hidden violence in this school using cultural names as justification for their actions against others (Sari & Azwar, 2017, p. 356). Often in socializing with others, they try to provide a comfortable atmosphere by joking, but many people who have different cultural foundations and different parenting patterns make their perspective in socializing with others different. Violence using various cultural elements in society makes direct violence and structural violence more clearly visible (Galtung, 1990, p. 291). For example, a student who grew up in a family who has never used high notes in every interaction with his family, when he/she faced his friend using a high tone of course the student will be easily offended. The joke becomes a pleasure for the perpetrators, especially the support in a group by laughing or without giving a further response (Rigby, 2007, p. 18). The difference is also influenced by the ability to control both the perpetrator and the victim against cultural values. There are some people who are able to control it well, but some have difficulty controlling its aggressiveness (Hufad, 2003, p. 55).

The fundamental differences regarding the various forms of violence that occur in schools are, direct violence is an event, structural violence is a process with ups and downs, while in cultural violence incarnates into an eternity (Galtung, 1990, p. 294). Structural violence often arises but often also unwittingly by the perpetrator and his victims often structural violence can be said to be a process that is ups and downs. As for cultural violence, it is violence that is eternal, repetitive, without awareness, and even a habit in people's lives. Being a culture that is passed on and passed down through generations, albeit with various misunderstandings from its predecessors but cultural violence will remain unnoticed by the perpetrators and victims.

In the learning process, in Galtung triangular violence can be used to analyze various acts of violence that arise, starting from cultural violence to direct violence or vice versa. That's why Galtung uses triangles more than strata level properties because violence is capable of any form and even has different directions (Galtung, 1990, p. 295). Violence due to differences in family culture in schools then leads to structural violence in the absence of clear perpetrators until direct violence using physical force is able to change the flow. Exclusion of a student in the classroom and supported by various regulations in the learning process can be said to be the initial structural violence that occurred. Youthfulness continues in direct violence against the student itself, in the sense that the student could have been physically abused by his friends, for example was hit. This continues to stereotype the culture of violence that exists in the class assuming that all the same people with victims deserve to be excommunicated.

Each student has a difference in responding to the jokes given by his friends. A student who thinks further is able to make a more positive impact by making it as the basis for him/her development. Unfortunately, it does not happen to a student, for some students these things can actually break his spirit to be able to develop even better. Not infrequently his ability in cognitive matters in school also became hampered by the existence of such hidden violence.

There are different forms of violence occurring between male and female students, in general the violence experienced by male students in the form of physical fighting, while in female students is more to intimidation than friendship between each other (Rigby, 2003, p. 7). Female students experience more violence or threats in friendship relationships in school when compared to male students, this case happens since women use their feelings more than logically to access the various information they get. Women also always occupy status under men inside and outside the school environment, so it is not uncommon for male students to commit violence either directly or indirectly against female students (Rigby, 2003, p. 7). For example, when joking sometimes male students do not think about how the female student feels especially it is also done in front of her friends. when a male student asks a female student "50 thousand for tonight, okay?" It can also be classed as defamatory that is capable of harming others and is more concerned that the act is carried out knowingly by the perpetrator (Rigby, 2007, p. 16). The statement that the male student thought was simple and joking but different from the interpretation by the female student who felt hurt, for the female student she would think how wrong she was so that his own friend got to say it like that, and the question was shown to the female student when she was with her friends, shame was inevitable. Those who are unable to show their annoyance respond to the question with an angry attitude but do not look angry. When the victim responds to the perpetrator's treatment with the attitude desired by the perpetrator, the perpetrator's sense of dominance and pleasure increases, especially if supported by other friends who laugh at him making empathy towards the victim decrease and hidden violence continues (Rigby, 2003, p. 13).

"I was so angry that he suddenly said those words. It was better when he said it between both of us, but he said it when

we are with others. It's okay if he was only joking, but still I was so angry to hear that," (Interview WR).

Victims of violence are considered to have a weakness that can be used as a joke, not only those other students who are considered weaker than the position of the perpetrator are also become the subject for violence by deeming the act as fun (Handayani, 2015). These weaknesses can be non-irritable, weaknesses in physical, cognitive, and socioeconomic conditions. In addition to weaknesses in a person, violence can also occur due to stereotypes in the community, for example victims belong to a minority group in their environment but regardless of whether the victim is considered weak then violence can occur (Rigby, 2007, p. 23).

Not only male students committing a lot of hidden violence against female students, but also many female students who act as perpetrators of violence against fellow female students (Rigby, 2007, p. 28). When it is viewed from the victim's point of view, female students who consider themselves more feminine often look down on other female students who are rougher than her (Rigby, 2003, p. 7). The point is a student who is softer feels that female students who are more violent than themselves are more often violent than themselves and that the abusive student has a lower position of attitude than her. This also applies the other way around, for students who more harshly consider other students to be too weak and not strong enough to deal with various social problems. It is from this opinion that there are victims of violence among female students. Misunderstanding, exclusion, rants are often spoken by female students to their friends.

"She is stronger, more talk active than me, even she often said a rough word, and often use sarcastically," (Interview AR).

Competition between female students is higher than between male and male students or between male and female students. This competition is not only limited to cognitive competition in schools but also in the process of their interactions in the classroom. It is often found that a female student is ostracized simply because she has more friends than any other female student, or even a female student who is suddenly shunned by her friend simply because she is close to a male friend in a class that is favored by other female students so that it creates a quiet feeling of discrete among the female students. Indirectly, the exclusion attitude is because for female students left behind by her friends, feel envious of other students who have many friends (Sari & Azwar, 2017, p. 351). In female students' violence is more to relational oppression by excommunication and spreading rumors against her friend with the aim of profiting the culprit (Rigby, 2003, p. 9).

"B think that two boys are hers. So, if there is another girl that is close to them, she would be disliked, so she will spread the rumor to others about that girl," (Interview RZ).

Many of the violence experienced by female student victims only will stop at the announcement and acceptance of the victim that it was her who had problems, so it was natural that her friends did so (Handayani, 2015). The easiest option that can be made by the victim is to no matter what the perpetrators do, especially when the victim's feelings are good or violence is just a tease or a name-calling (Rigby, 2003, p. 14). Although sometimes the victim is able to feel so

disturbed by the treatment that on some occasions the victim is at the lowest point to feel like he is not appreciated. There is no further solution, the treatment is only limited to the solution provided by his peers as a strengthening of the attitude of the perpetrators of violence to strengthen themselves and be patient. Meanwhile, parents and teachers are not even aware of the various incidents of violence. In addition, the presumption of violence as a natural thing and the inability of the victim to fight, and the indifference of friends of the perpetrator and the victim eventually the violence continues (Sari & Azwar, 2017, p. 338).

"I usually do not care about, I thought it's not important things to think about, even I ask myself why I have short body than her," (Interview MN).

One of the reasons for the victims not to report the various violence they experienced is to create harmony in the classroom and in their social lives, not only that the victims were accustomed to receiving the violence given to her (Handayani, 2015). By reporting the violence, he was also able to seek help to overcome it, but with such reporting help often made things worse (Rigby, 2003, p. 14). It's such a difficult choice that these victims of violence have to make, often the decisions they make don't take side with them. Fears of being ostracized and misunderstood by various parties encourage victims to accept the violence even though the learning process in school is disrupted.

"Ones I thought that I should report the violence, but I was so afraid that it would get worse, and finally it will make me become outsider among others, although I did nothing wrong," (Interview AR).

IV. CONCLUSION

Basically, the understanding of violence requires that the act takes place continuously without a definitive solution. Female students experience more as victims of violence because of their meek attitudes and receive a variety of treatments. Although in their heart they are actually rebellious but without the power they had, it is ended up obeying only and helpless. Hidden violence in schools against female students is widely carried out verbally and with the exclusion of the perpetrator and friends of the perpetrator. The perpetrator has the power to dominate and use his friends to agree with his opinions on the victim until the appearance of excommunication. Among fellow female students, the feeling of envy is generally the main reason for the rise of violence. In addition, exploitation is the impact of structural violence that is barely visible but felt by its victims.

REFERENCES

- Andrea, M. D. (2004). Comprehensive school-based violence prevention training: a developmental-ecological training model. *Journal of Counseling & Development*, 82, 227.
- Ar, E. H. (2008, Desember 1). Kekerasan dalam pendidikan [Violence in education]. *AT-TAURATS*, 3(1), 15.
- Armiyanti, I., Aini, K., & Apriana, R. (2017, Maret). Pengalaman verbal abuse oleh keluarga pada anak usia sekolah di kota Semarang [Experiences of verbal abuse by families in school-age children in Semarang city]. *Jurnal Keperawatan Soedirman [The Soedirman Journal of Nursing]*, 12(1), 12–20.
- Anjari, W. (2014). Fenomena kekerasan sebagai bentuk kejahatan [violence], [The phenomenon of violence as a form of crime (violence)]. *E-Journal WIDYA Yustisia*, 42.
- Cuevas, C. A., Finkelhor, D., Turner, H. A., & Omrod, R. K. (2007). Juvenile Delinquency and Victimization: A Theoretical Typology. *Journal of Interpersonal Violence*, 22(12), 1599.
- Efianingrum, A. (2009). Mengurai akar kekerasan [Bullying] di sekolah [Unraveling the roots of bullying in schools]. *Jurnal Dinamika. Chrome-extension://efaidnbmnnnibpccpgclclefindmkaj/http://staffnew.uny.ac.id/upload/132206551/penelitian/Artikel+Dinamika+2009.pdf*.
- Efianingrum, A. (2016). *Realitas kekerasan pelajar sma di kota Yogyakarta. Meneguhkan peran penelitian dan pengabdian kepada masyarakat dalam memuliakan martabat manusia*. [The reality of high school student violence in Yogyakarta city. Affirming the role of research and community service in glorifying human dignity].
- Galtung, J. (1990). Cultural violence. *Journal of Peace Research*, 27(3), 291.
- Handayani, S. (2015). Tindak kekerasan fisik kalangan siswa sekolah menengah atas tahun 2014/2015: study kasus di sma kota surakarta [Violence among high school students in 2014/2015: case study at surakarta city high school]. *Sosialitas (Jurnal Ilmiah Pend. Sos-Ant)*, 5(2), 1–12.
- Hufad, A. (2003). Perilaku kekerasan: analisis menurut sistem budaya dan implikasi edukatif [Behavior: an analysis according to cultural systems and educational implications]. *Mimbar Pendidikan*, 53.
- Loeber, R., & Farrington, D. P. (2012). *From juvenile delinquency to adult crime: criminal careers, justice policy, and prevention*. New York: Oxford University Press.
- Muis, T., Syafiq, M., & Savira, S. I. (2011). Bentuk, penyebab, dan dampak dari tindak kekerasan guru terhadap siswa dalam interaksi belajar mengajar dari perspektif siswa di Smpn kota Surabaya: sebuah survey [Forms, causes, and impacts of teacher violence against students in teaching and learning interactions from a student perspective at Smpn Surabaya city: a survey]. *Jurnal Psikologi: Teori & Terapan*, 1(2), 64.
- Rigby, K. (2003). *Stop the bullying: a handbook for schools*. Victoria. Australian Council for Educational Research.
- Rigby, K. (2007). *Bullying in school: and what to do about it*. (E. Webb, Ed.) Victoria: ACER Press.
- Sari, Y. P., & Azwar, W. (2017). Fenomena bullying siswa: studi tentang motif perilaku bullying siswa di Smp Negeri 01 Painan, Sumatra barat [Phenomenon of student bullying: a study of motives for student bullying behavior at Smp Negeri 01 painan, West Sumatra]. *Ijtima'iyya: Jurnal Pengembangan Masyarakat Islam*, 10.
- Sripurwaningsih, I. M. (2017). *Hubungan perundungan [Bullying relationships]*. IAIN Surakarta, Jurusan Pendidikan Agama Islam, Fakultas. Surakarta: IAIN Surakarta.