Perception of School Citizens about Violence against Students

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Abstract
One of the social realities about violence against students at MTS Nurul Khoir Surabaya that attracts attention, namely violence in the form of "stabbing" carried out by fellow students because the perpetrator feels disappointed with the victim who often commits physical violence or verbal violence against perpetrators and other students. This study aims to describe and analyze the perceptions of school members about violence against students at MTS Nurul Khoir Surabaya and the indicators underlying the perceptions of school members about violence against students at MTS Nurul Khoir Surabaya using a qualitative approach. The findings of this study indicate that 1) The perceptions of school members about violence against students at MTS Nurul Khoir Surabaya are different, such as there are informants who give positive assessments, namely violence against students is a natural thing because students are entering their teens who are still looking for identity, as well as violence against students can make students mentally strong. While the negative assessment, namely the existence of informants' disapproval of violence against students at MTS Nurul Khoir Surabaya because it is an action that can injure students physically and mentally and disrupt teaching and learning activities at school, 2) Indicators underlying the perceptions of school residents about violence towards students at MTS Nurul Khoir Surabaya including a) there is the absorption of objects namely violence against students at MTS Nurul Khoir Surabaya, b) there is an understanding or understanding of violence against students at MTS Nurul Khoir Surabaya, and c) there is an assessment or an evaluation of violence against students at MTS Nurul Khoir Surabaya from each school member informant, thus creating different perceptions.
Keywords: Perception, Violence, Students, School Members

Introduction

In general, every individual needs education to support progress in himself. With education, every individual is considered noble and accepted by society. This is because the higher the education a person has, the better his future will be. Every country upholds education for its citizens (Dugarova, 2015).

In Indonesia, it also prioritizes education following what is stated in the 1945 Constitution which has been amended, the Indonesian State Government, among other things,

is obliged to educate the life of the nation. So Article 31 Paragraph (1) of the 1945 Constitution explains that every citizen has the right to education.

However, in educational institutions, social problems are often encountered, namely acts of violence. What is meant by "violence" here is what is usually translated from *violence. Violence* is closely related to the combination of the Latin words *"vis"* (power, strength) and *"latus"* (which comes from *ferre*, brings) which then means to bring strength. *In the General Indonesian Dictionary*, written by Poerwadar Minta, violence is defined as "the nature or thing that is hard; strength; coercion". Meanwhile, "force" means pressure, strong pressure. Violence means persecution, torture, or wrong treatment. Violence can also be interpreted as violent events or groups of people that cause injury or death to other people and cause physical damage to other people (McLaughlin et al., 2022).

Lately, what has been hotly discussed is acts of violence that occur in the school environment. There are several forms of violence experienced by students, including physical violence that can cause injury to students. In addition, there is also verbal violence, namely violence that is carried out by insulting, harassing, or what often happens is *bullying.* (Conscience, 2010, p. 86)

The perpetrators of school violence *can* be anyone. It can be school principals, teachers, employees, students themselves, and even parents of students. This violence cause's harm to individuals, families, and communities. In addition, violence against children has a damaging effect and weakens individual potential (Lee et al., 2021).

Specifically for the problem of *school violence,* seen from KPAI (Indonesian Child Protection Commission) data in 2020 there were 1567 cases of violence against students that occurred in schools. This number increased compared to the same quarter the previous year, which amounted to 321 cases (Susanto et al., 2019).

One of the formal educational institutions, namely schools, has the responsibility of developing capabilities and forming dignified national character and civilization in the context of educating the nation's life (Nurmaliyah et al., 2023). For this reason, the implementation of education in schools must be carried out in a democratic, fair, and non-discriminatory manner by upholding human rights, religious values, cultural values, and national diversity. In other words, schools are obliged to embody human values to create conditions and a pleasant atmosphere for all students so that they can develop all their competencies. Therefore, all actions that lead to violence, especially physical violence, must be avoided (Bax, 2019).

Acts of violence in schools that are carried out by anyone such as peers, teachers, school leaders, staff, and even parents are currently on the rise and have led to a crime that has caused victims to appear both physically and psychologically. This act of violence is completely unjustifiable even though there are certain reasons behind it. This behavior is behavior that deviates from the prevailing values and morals. The school environment that should function as a place to gain knowledge shifts to become a place for violence such as persecution, fights, and so on (Larhant et al., 2020).

According to Wahyu, the causes of deviant behavior are due to unhealthy mental attitudes, disharmony in the family, venting disappointment, encouragement of economic needs, environmental and mass media influences, desire to be praised, deviant learning processes, inability to absorb norms, failure in the socialization process, and the existence of different social ties.

Based on the results of an interview with one of the teachers at MTS Nurul Khoir Surabaya named Mrs. Sulistijawati, researchers found one of the acts of violence that attracted attention occurred at MTS Nurul Khoir Surabaya on August 3, 2022, namely a form of physical violence in the form of "stabbing" one one class IX student named RA. The violence occurred during BTQ class when at that time Rama was carrying a *"banner"* rolled up. Then, RA hit the banner on the body of the RNP. After hitting the banner at RNP, RA sat back down while

playing cell phone. Suddenly RNP took a knife from his bag and immediately stabbed the knife into RA's back 3 (three) times, RA was shocked and immediately rebelled. The factor that caused RNP to stab RA was because he felt hurt and emotional over RA's actions by beating him. In addition, RA's daily life at school often bullies him and other younger siblings.

The existence of acts of violence against these students also had a negative impact, namely RA who felt that he was senior to RNP trying to influence his friends to retaliate for the actions taken by RNP, causing RNP to feel traumatized and afraid to go to school. Furthermore, the victim also received serious physical injuries that required surgery. The violence also had an impact on one of the students named Nanda who was slashed with a knife when he tried to separate RA and RNP. With this act of violence, the MTS Nurul Khoir Surabaya school firmly took action to solve the problem of violence against these students. The school and the parents of the perpetrators and victims of violence agreed to resolve this through peace. In addition, the school also always motivates all students at MTS Nurul Khoir Surabaya so they don't commit violence against other students or even against each other.

From the several facts and cases that have occurred, it indicates that there are still many cases of physical violence and verbal violence in the world of education as described above, this raises perceptions about the violence that still occurs in education even though laws have been issued prohibiting the occurrence of such acts of violence (Barad & Upadhiya, 2020).

Violence perpetrated by fellow students above can be due to students who are in their teens, their emotional conditions tend to be explosive, difficult to control, quickly depressed (sad, hopeless), and then fight and rebel. This uncontrollable emotion is caused by the role conflict that is experienced by adolescents (Muhammad & Desari, 2023). The emotional state in adolescence is still unstable because it is closely related to hormonal conditions. The emotional stability of adolescents is due to the influence of the demands of parents and those around them. This is almost the same as what was stated by Hurlock, who said that emotional intelligence will affect the way adolescents' personal and social adjustments. The increased emotional tension caused by adolescents must make adjustments to the expectations of society that are different from themselves (Sujono et al., 2022).

Forms of behavior such as violence, disturbing friends, *bullying,* dirty talk, emotions, and fighting by students are things that must be eradicated in the school environment. The school community should not consider this deviant behavior as a normal thing for students to do. So, it needs attention from the school and parents to students so they don't do deviant behavior (Chacon & Raj, 2022).

In addition, children in the school environment must receive protection from acts of violence, as stated in Article 1 of Law no. 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, namely: *"A child is someone who is not yet 18 (eighteen) years old, including children who are still in the womb". In addition,* according to Article 1 paragraph (5) of the Law No. 39 of 1999 concerning Human Rights, namely *"a child is every human being under the age of 18 and who is not married, including children who are still in the womb if this is in his interests* ".

On the other hand, children are assets of the nation and state, therefore children are protected constitutively in the 1945 Constitution of the Republic of Indonesia, namely in Article 28B paragraph (2), namely: "Every child has the right to survival, growth, *and development and are entitled to protection from violence and discrimination"*. Furthermore, as an operational rule, Law no. 23 of 2002 concerning Child Protection, was further refined by Law no. 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection.

Article 1 of Law no. 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection states that: *" Child Protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop, and participate optimally*

following their dignity. and human dignity, and receive protection from violence and discrimination."

Meanwhile, about the protection of children in the school environment, it is specifically regulated in Article 54, namely: *"Children in and in the school environment must be protected from acts of violence committed by teachers, school administrators or their friends in the school concerned, or other education".*

With the provisions in the article, it is hoped that there will be no violence in any form. In addition, it is necessary to involve various parties in efforts to promote anti-violence in the school environment. For these activities to be carried out properly, schools need flexible cooperation in the field of education. The need for equal perceptions among school members in responding to violence against students and being able to prevent violence between students in the school environment (Syukur et al., 2023).

Taking into account the various descriptions above, it is reinforced by the results of observations and interviews with several related parties, namely school members who either saw, heard, or felt violence against students at MTS Nurul Khoir Surabaya, and supported by the conditions of the adjacent school environment with the community environment, the researcher is interested in conducting a research entitled "Perceptions of School Citizens about Violence against Students (Social Reality Study at MTS Nurul Khoir Surabaya)".

Literatur Review

Research on violence against students has been carried out by many researchers. However, from several studies conducted, there are still several issues that have not been revealed in looking at these issues, namely regarding the perceptions of school members about violence against students. Or, even if some are the same, this study seeks to develop and deepen the findings further.

Research on violence against students has received much attention from experts using various approaches, including:

a. Research from Hanifah Titi Ananingsih and Muhammad Ragil Kurniawan (2018) with the title "Perceptions of Teachers, Principals, and Student Guardians of the Phenomenon of Violence in Cyberspace". The purpose of this research is to find out the perceptions of teachers, principals, and parents of students about the phenomenon of violence in cyberspace against children. This research is qualitative and uses the validity of the data using the triangulation technique with data analysis using an interactive model consisting of data collection, data reduction, data display, and conclusion. The results of the study show that 1) The cognitive aspects of teachers, principals, and student guardians who know child violence in cyberspace prevent children from violence in cyberspace, 2) Affective aspects, the feelings of teachers, principals, and student guardians are good, if children experience violence in cyberspace is feeling sad and sad. However, in the context of finding children who experience violence in cyberspace, they are still classified as passive. Teachers, principals, and guardians of students will take action if there are complaints from children, 3) Conative aspect, while at school teachers and school, principals tend to act to prevent violence by advising children, prohibiting the use of cellphones at school, and not providing internet support facilities for a child. When at home, parents provide supervision and advice if children access the internet.

b. Research from Ani Yuniai, Suyahmo, and Juhadi (2017) with the title "Deviant Behavior and Violence of Middle School Students in Pekalongan City". The purpose of this study was to analyze the forms of deviant behavior of junior high school youth in Pekalongan City, the factors that cause students to behave defiantly, and the role of Social Sciences and

Civics teachers in efforts to prevent and deal with student deviant behavior. This study uses a qualitative approach by examining student behavior at SMPN 4, 5, 7, 8, 10, and 15 Pekalongan. The results of the study showed that junior high school students in Pekalongan City had deviant behavior in the form of acts of violence/fighting and excessive courtship. The cause of deviant behavior is the existence of internal factors in the form of disturbances in the way of thinking, emotional disturbances, and lack of faith. While the external factors are in the form of an incomplete family, wrong education in the family, social environment, and a sense of loyalty among fellow students. The role of Social Sciences and Civics teachers in efforts to prevent and deal with students' deviant behavior is by providing direction and advice through in-class learning and being friends with students outside the classroom who can provide input for students to solve their problems.

c. Research from Nur Cholifa Maulut Diyah (2016) with the title "Violence in Education (Phenomenological Study of Violent Behavior in Children's Social Rehabilitation Institutions)". The purpose of this study was to find out the various forms of violence that occurred in the Wonorejo Children's Social Rehab Center, Surabaya. This study used qualitative methods and data collection techniques, *in-depth interviews,* and *participant observers*. The results of this study are that there is a very close relationship among the orphans and the closeness that has been built because of a sense of common destiny makes them solid. However, in this close relationship, many obstacles arise, especially with the trust that has been built by each individual with other members. This is because the orphans often experience betrayal which creates a feeling of disappointment with the behavior of their friends.

d. Research from Dwi Agustina (2022) with the title "The Meaning of Violence in the Perspective of Teachers and Students". The purpose of this study is to describe the perspectives of teachers and students related to the meaning of violence that occurs in the school environment. This study used descriptive qualitative methods and data analysis techniques was carried out using Miles Huberman's analysis including reduction, data presentation, and conclusion. The results of this study show that the meaning of violence from the perspective of teachers and students has various meanings. Teachers and students interpret violence as an act that hurts other people both physically, psychologically, and socially. Acts of violence that occur in schools are always minimized by the school through preventive and repressive efforts without any elements of violence. Teachers and students also realize that if acts of delinquency are allowed, there will be a tendency for students to face life problems both personal and social in the future.

Research Methods

This research is used to obtain a description to reveal existing social realities, so one must use various types of research methodologies, by going through a research procedure that produces descriptive data directed at the background and individuals holistically which is called qualitative. So, this research uses a qualitative approach. While the technique of collecting data in this research, which is done by way of interviews, observation, and documentation.

To obtain the data and information needed in the preparation of this research, the research location was conducted at MTS Nurul Khoir Surabaya. And the informants in this study were the residents of the MTS Nurul Khoir school which included school leaders (principal, deputy head of madrasa), teachers, students, and guardians of students. Then, the data obtained by the researchers were analyzed using the data analysis technique of the Miles and Huberman model which included data reduction, data presentation, and concluding / verification.

Results and Discussion

Perceptions of School Citizens About Violence Against Students at Mts Nurul Khoir Surabaya

Violence against students, according to the perceptions of MTS Nurul Khoir Surabaya school residents, can be interpreted as an act that can physically and mentally disturb students as victims of violence. This definition is in line with the opinion of Soejono Sukanto, the word violence is equivalent to *violence* in English, which means " *an attack or invasion of a person's physical or mental-psychological integrity".* Another definition is also presented, namely, violence is defined as the aggressive behavior of the perpetrator that exceeds the capacity of his authority and causes a violation of the rights of the victim. This explanation is following the perceptions of school members who state that violence against students can interfere with the rights of students who are victims of violence, namely the disruption of students' rights to study at school (Wilson et al., 2022) (Kotok & Sorden, 2022).

Many cases of violence against students are also known and understood by school residents at MTS Nurul Khoir Surabaya. According to students, violence against students is an act that is very painful and inhumane. This finding is following the opinion of (Hammaren, 2022, p. 1-15) defines violence understood as actions or words intended to abuse, injure or cause pain to people or which might damage something. Furthermore, there is a perception from one of the teachers at MTS Nurul Khoir Surabaya who states that violence against students at MTS Nurul Khoir Surabaya is a natural thing because these students are entering their teens and are looking for their identity. In addition, there are school members, especially parents of students, who do not understand more clearly about violence against students at MTS Nurul Khoir Surabaya, in which case school members, especially school leaders, teachers, and participants are more active in the MTS Nurul Khoir school environment. Surabaya, so that they better understand the meaning of violence against students that occurred at MTS Nurul Khoir Surabaya. This is in line with a statement from (Robbins, 2007) which states that "perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment". Perception of the environment, namely as a process by which individuals organize and interpret their sensory impressions to give meaning to their environment.

According to the perceptions of school members, 2 (two) forms of violence often occur at MTS Nurul Khoir Surabaya, namely physical violence and verbal violence. Physical violence in the form of beatings, fights, strangulation, ear twisting, and kicking. According to the informant, the deputy head of the madrasah said that there was one form of severe physical violence that had occurred at MTS Nurul Khoir Surabaya, namely physical violence by "stabbing" students by one of the other students. Meanwhile, the verbal violence that occurred at MTS Nurul Khoir Surabaya in the form of bullying, ridiculing, physical insults, calling using parents' names, making fun of, and racism. This is following (Nurani, 2010, p. 86) which explains that several forms of violence are generally experienced by students, including physical violence, namely forms of violence that result in injuries to students, such as being beaten and abused. In addition, psychological/verbal violence, namely emotional violence is carried out by insulting, harassing, criticizing, or uttering words that hurt feelings, hurts self-esteem, lowers self-confidence, and make people feel humiliated, small, weak, ugly, useless, and helpless.

Verbal violence at MTS Nurul Khoir Surabaya is more common than physical violence. According to school leadership informants, teachers and students said that the form of violence that often occurs at MTS Nurul Khoir Surabaya is verbal violence in the form of bullying,

making fun of, physically insulting, and calling names by calling parents' names is more dominant in MTS Nurul Khoir Surabaya. This is following the research findings of Dzuka and Dalbert (2007, pp. 253-260) which explains that in addition to physical violence in the education space, violence against a person often occurs in the form of psychological violence, namely violence against a person's soul or spirit which mostly occurs verbally. Another definition is presented by, namely verbal violence such as humiliating, teasing, or insulting someone. Even threats are sometimes included in the category of verbal abuse, as are rumors and insults.

The main perpetrators of violence in the MTS Nurul Khoir Surabaya school environment were mostly carried out by fellow students, both male, and female, in the form of physical violence and verbal violence. For example, there was physical violence in the form of stabbing by grade 8 students against victims who were grade 9 students at MTS Nurul Khoir Surabaya. This is commensurate with the results of research conducted by (Hanandini, 2022, p. 9-11) which explains that perpetrators of acts of violence in schools are still limited to students, both male, and female. Physical violence is a form of violence that is often carried out by male students while psychological or verbal violence is mostly carried out by female students.

In addition, there are several perceptions that the teacher himself is also the perpetrator of violence. This is because some teachers when giving sanctions or punishments to students who have deviant behavior, use methods such as "absorption" with the aim that students do not repeat deviant behavior at school. This perception is contrary to the results of research (Agustina, 2022, p. 127) which states that in the practice of education in schools it is not permitted give punishment or acts of violence both physical and psychological. Because it can be bad for the growth and development of students.

Factors causing violence against students at MTS Nurul Khoir Surabaya are due to external factors and internal factors. External factors show that violence is heavily influenced by peers, namely influencing acts of violence on other students, for example, students make excessive jokes which lead to verbal violence. Acts of violence against students that arise result in social interaction between individuals and other peer groups. If a child commits physical or verbal violence against other students, the other students will imitate similar actions, so this is following the explanation by (Dadan Sumara, 2017, p. 347-348) which states that if a child If children associate with peers who have a negative influence, this will harm the child.

In addition, the presence of upperclassmen who feel they are more senior than their underclassmen and have power at school is also the cause of violence against students at MTS Nurul Khoir Surabaya. This is following Foucault also the explanation that violence that occurs always involves power. This means that violence is the origin or result of a practice of power possessed by someone. Where violence always refers to domination or preventing the potential to act, therefore power is always used by individuals as a tool to commit violence against weak groups.

The existence of free hours at school can also trigger violence against students because students have the opportunity to joke around which causes physical violence and verbal violence, which follows the statement from (Dadan Sumara, 2017, p. 347-348) which conveys that juvenile delinquency often occurs when children are at school and class hours are empty. In addition, there are also environmental factors in the community around students that are less supportive, thus triggering students to imitate negative things, to be more precise, namely violence.

External factors cause violence against students at the last MTS Nurul Khoir, namely family factors. This is because there are still families who commit violence, so students as children who see and feel will imitate these bad actions, which students will apply to other students while at school.

While the internal factors that cause violence against students at MTS Nurul Khoir Surabaya, namely the informants of many school residents state that factors from the students themselves have naughty behavior and cannot control their emotions and have feelings of revenge because students at MTS Nurul Khoir Surabaya entering adolescence which at that age experienced an identity crisis which included biological and sociological changes in students. This is following (Dadan Sumara, 2017, p. 347-348) which states that violence against students can be caused by students' weak self-control and identity crises. Adolescents who cannot distinguish and understand positive and negative behavior will be drawn to "bad" behavior. And if adolescents can distinguish and understand positive and negative behaviors, but cannot develop these behaviors, then these adolescents cannot control themselves. The existence of biological and sociological changes in adolescents leads to the occurrence of two forms of integration. First, the formation of feelings and consistency in his life. Second, namely the achievement of role identity. Violence in adolescents can occur because adolescents fail to reach the second integration period.

As a result of violence against students at MTS Nurul Khoir Surabaya, there are various kinds of different perceptions. The first perception, namely the perception of school leadership informants, especially the head of the madrasah who said that the impact of violence on students can make students mentally strong. However, this perception contradicts the presentation by the World Health Organization (WHO) which states that violence can lead to an increased risk of mental illness and anxiety disorders, fear, feelings of shame, a tendency to blame himself, and depression (Organization, 2020.

Second, violence against students can cause physical injury, for example when students get physical violence in the form of punches, fights, and so on. For example, the act of violence in the form of stabbing students was a form of violence that was classified as severe at MTS Nurul Khoir Surabaya and resulted in the victim experiencing serious physical injuries. This is in line with the opinion (Nurani, 2010, p. 86) which states that physical violence is a form of violence that results in physical injury to students. In addition, there is the same opinion from (Windham Ayu Safitri, 2013, p. 4) which states that physical violence will cause physical impacts, namely bruises, bruises, cuts, abrasions, and broken bones. Violence against students can result in new violence against other students. As is the case with acts of violence in the form of stabbing at MTS Nurul Khoir Surabaya, in which the perpetrator of the violence stabbed the victim because he was annoyed at the treatment of victims who liked to commit physical and verbal violence against themselves and other students at MTS Nurul Khoir Surabaya. The results of this study are the following (Krisbiantoro, 2008, p. 15) which state that violence will give birth to "psychological lameness" or sometimes even commit the same violence against playmates or other people.

Third, it can cause students to become psychologically disturbed, such as fear, trauma, hurt, regret, getting punished by the school, and not wanting to go back to school. Perceptions of informants from school residents regarding violence against students can cause the victim's psychology to become disturbed according to a statement, namely psychological/verbal violence can hurt feelings, hurt self-esteem, reduce self-confidence, and make people feel despicable, small, weak, ugly, useless, and powerless.

According to school members, several ways are needed to deal with violence against students so that violence does not take root in the MTS Nurul Khoir Surabaya school environment. First, namely by instilling a sense of tolerance and mutual respect for all school members so as not to cause violence against students. Second, don't joke excessively which triggers physical violence or verbal violence. Third, provide material about violence so that all school members understand the meaning of violence against students. Fourth, make strict rules so that violence does not occur in the school environment. Fifth, reporting to the teacher so that

the school will immediately follow up, and the last is expelling students who commit violence against students at MTS Nurul Khoir Surabaya.

The perceptions of school members about ways to deal with violence against students at MTS Nurul Khoir above are under the results of research (Agustina, 2022, p. 128) which states that there are various ways to process students who commit negative actions in schools such as violence, namely by reinforcing character education. As the Ministry of Education and Culture explains that providing character education that is integrated into learning materials and activities in schools will foster student character. In addition, there are preventive and repressive efforts to deal with violence against students in schools. Preventive efforts are made before students become perpetrators of violence, such as efforts made through socialization activities about violence to stakeholders in schools and making rules of conduct in schools. While repressive efforts are efforts made when violence has occurred against students. Repressive efforts are carried out by cooperating with school stakeholders such as teachers, students, guidance and counseling teachers, and parents.

In this case, the MTS Nurul Khoir Surabaya school must focus on preventive and repressive efforts in tackling violence against students at MTS Nurul Khoir Surabaya. The results of the research show that the informants' guardians of students tend to have never received direct socialization or exposure to material about violence against students, but they more often get information from social media, the internet, and the news. This illustrates that the MTS Nurul Khoir Surabaya school needs to increase preventive efforts by conducting outreach to all school members so they understand the dangers of violence against students and tackle violence against students at MTS Nurul Khoir Surabaya.

Various kinds of interesting perceptions were found regarding whether or not there were sanctions or punishments for perpetrators of student violence which were explained by several school residents at MTS Nurul Khoir Surabaya. The school community understands that there are forms of sanctions or punishments that are applied to perpetrators of violence in schools because sanctions or punishments do not injure students and can deter perpetrators of violence. The form of sanctions or punishments given to the perpetrators of violence must also be clear according to the lightness or severity of the violence that has been committed. This is following research from (Garcia, 2015) which states that sanctions must be carried out correctly and clearly to support success in the implementation of sanctions.

If the perpetrators of violence commit mild violence, the school will give a warning, reprimand, and advice. However, if the perpetrators of violence commit violence in the category of severe violence, then the school will provide sanctions or punishments other than a warning, namely calling parents who are involved in violence to discuss the problem of violence along with imposing sanctions on suspension, dropping out, and so on.

It does not only apply to students who become perpetrators of violence, but if there are school officials, teachers, staff, and others who become perpetrators of violence, then appropriate sanctions must be applied. According to a student named Arum, if a teacher commits an act of violence at school, then he must be fired. This must be done so that violence does not occur again in the school environment. In addition, based on the results of the interviews above, some students do not know or understand the existence of sanctions or punishments for perpetrators of violence at MTS Nurul Khoir Surabaya.

However, there is one teacher informant who understands that giving punishment such as suspension of students which is a form of sanction or punishment may be carried out as long as it does not injure students physically or psychologically. The teacher's perception that it is permissible to carry out punishments such as detention above is contrary to the results of research (Agustina, 2022, p. 126) which states that giving punishment is permissible as long as it is not punishment in physical form, for example by reprimanding, advising, and calling students' parents to do joint counseling, so that the punishment is still in the normal process.

And if students then commit acts of violence that cannot be tolerated, what can be done is to return students to their parents so that the learning climate at school is maintained. In this case, the Nurul Khoir MTS School has taken firm action against violence against students by imposing several sanctions or penalties according to the lightness or severity of the violence committed. This was done to eradicate acts of violence against students that occurred at MTS Nurul Khoir Surabaya and to make the school climate comfortable for student learning activities.

Indicators behind the Perceptions of School Citizens about Violence against Students at MTS Nurul Khoir Surabaya

The following are the indicators underlying the perceptions of school members about violence against students, namely:

1. *Absorption of stimuli or objects from outside the individual*

Based on the results of the research, all school informants at MTS Nurul Khoir Surabaya knew that there was violence against students in the world of education. Informants from school residents also saw and heard violence against students at MTS Nurul Khoir Surabaya. They gave the view that violence against students at MTS Nurul Khoir Surabaya was violence committed by fellow students, teachers, and people around them.

Informants from school residents gave their views regarding the forms of violence that occurred at MTS Nurul Khoir Surabaya, namely there were forms of physical violence and verbal violence. One form of violence that often occurs at MTS Nurul Khoir Surabaya is verbal violence. There is a perception from the deputy head of the madrasah explained that in 2022 there will be a form of violence at MTS Nurul which is considered quite severe, namely the stabbing of students by fellow students. In addition, there was one teacher informant who gave his view that the form of detention for students who commit negative actions is permissible to do so that these students feel deterred from their actions.

Judging from the results of the research, there are various views of informants from school residents regarding the causes of violence against students at MTS Nurul Khoir Surabaya, namely the existence of internal factors and external factors. According to informants from school residents, violence against students can physically and psychologically injure students who become victims. In addition, the perpetrators of violence also bring a bad impact on themselves. However, the head of the madrasah informant gave his view that violence against students can make students mentally stronger. This view is reinforced by the view of one teacher informant who stated that for the context of educating students not to repeat the negative actions they have done.

According to informants from school residents, to deal with violence against students at MTS Nurul Khoir Surabaya, various ways are needed to deal with this violence. In addition, informants from school residents said that there were forms of sanctions or punishments given to the perpetrators of violence against students at MTS Nurul Khoir Surabaya so that the perpetrators of violence felt deterred. There is one teacher informant who gave his view that the detention of students is a form of sanction or punishment against students at MTS Nurul Khoir Surabaya, which is permissible as long as the sanctions or punishments do not injure the students physically or psychologically. However, there is a perception of student parents who convey that sanctions or punishments given to students that lead to physical and verbal violence are actions that should not be normalized.

Based on the results of research with several informants, the theory put forward by Bimo Walgito (Walgito, General Psychology, 1993) is in line with what was conveyed by the informants, where the informants absorb stimuli or perceptual objects and then receive

them through the five senses, both sight and hearing. Then, the absorption of the stimulus will get an image, response, and impressions, both old and recently formed.

2. *Understanding or understanding*

Based on the results of research conducted by researchers, school informants understand that violence against students, especially at MTS Nurul Khoir Surabaya, is a negative action that should not be carried out against students because it can injure them physically, for example when students get physical violence in the form of beatings, strangulation. , and others. In addition, violence against students can also injure students psychologically such as fear, trauma, hurt, regret, getting punished by the school, and not wanting to return to school. the madrasa said that violence against students at MTS Nurul Khoir Surabaya can make students mentally strong. Then, one of the teacher informants said that violence against students was a natural thing because these students were entering their teenage years and were looking for their identity.

Informants from school residents understand that violence against students at MTS Nurul Khoir Surabaya is generally carried out by fellow students, both physical violence and verbal violence. Physical violence includes fights that lead to students beating, strangling, pinching, kicking, fighting, and tweaking their ears. Meanwhile, verbal violence was the most frequent violence at MTS Nurul Khoir Surabaya in the form of mocking, making fun of, bullying, racism, calling parents names, and physical mockery. One of the violence that was classified as serious according to the deputy head of the madrasah informant was violence in the form of stabbing one of the students and was carried out by fellow students which not only harmed the two parties involved but also harmed the other party.

Apart from being carried out by fellow students, other informants understood that violence against students at MTS Nurul Khoir Surabaya was also carried out by teachers. For example, namely, the punishment of some teachers in the form of students who make mistakes will be "spent". Imprisonment of students is a form of ancient punishment that orders students to stand in front of the class lifting one leg and twisting their ear. According to student guardians, this cannot be normalized for students because there are still various ways to deal with students who commit negative actions at school.

There is an understanding of informants from school residents about the factors that cause violence against students is caused by internal and external factors. Internal factors include weak self-control in students, where students cannot regulate their emotions and tend to take revenge on other people. Furthermore, external factors are because the perpetrators of violence commit violence as a result of the influence of peers, seniority at school, free hours at school, and the environment around them. Like the stabbing violence that occurred at MTS Nurul Khoir Surabaya, where the perpetrator stabbed the victim because the perpetrator felt hurt and annoyed with the victim who initially physically abused him and often bullied other students. In addition, according to student guardians, students who commit violence against other students are also influenced by the different characters of students at MTS Nurul Khoir Surabaya.

According to the understanding of informants from school residents, a way is needed to deal with violence against students at MTS Nurul Khoir Surabaya. The way to deal with violence against students is to deepen students' understanding of the dangers of violence against students. Not only students, but all school members also need an understanding of violence against students such as socialization or training. It is also necessary to develop the character of students such as respecting school members to avoid deviant behavior.

In addition, informants from school residents also understood that there were sanctions or punishments to follow up on perpetrators of violence against students.

Sanctions or punishments given to perpetrators of violence against students must be educational, such as reprimanding, giving advice, and summoning parents of those involved in violence. These sanctions or punishments function so that perpetrators of violence against students feel a deterrent for the actions they have done. Student guardian informants emphasized that to provide a deterrent effect to students for deviant acts that have been committed, it is better to do so by imposing sanctions or punishments that do not injure them physically and psychologically. If some sanctions or punishments lead to violence, then this cannot be normalized in the world of education, especially at the MTS Nurul Khoir school in Surabaya.

Based on the results of research on informants' understanding of violence against students at MTS Nurul Khoir above, is in line with the theory put forward by Bimo Walgito (Walgito, 2010, p. 54-55) which states that after images or impressions occur in the brain, then the picture is organized, classified, compared and interpreted so that an understanding or understanding is formed. The understanding that is formed depends also on the old images that have been owned by the individual before.

3. Assessment or Evaluation

Based on the results of the research, the assessments of informants from school residents about violence against students, especially at MTS Nurul Khoir, appear to vary. There was an informant from one of the teachers who gave a positive assessment, in which violence against students at MTS Nurul Khoir Surabaya was common because students who committed violence were in the adolescent phase and were looking for their identity, so their emotions tended to be unstable. But other informants gave a negative assessment of violence against students at MTS Nurul Khoir Surabaya because this violence had a negative impact and did not deserve to occur in the school environment which was used as a place to gain knowledge. Such as the assessment by school community informants who considered that violence could give rise to new violence. For example, the act of stabbing at MTS Nurul Khoir Surabaya was carried out by one of the students because the perpetrator felt annoyed and hurt before carrying out the stabbing, the perpetrator received physical violence first from the victim. In addition, victims who often commit violence against other students also trigger the perpetrator to stab the victim who is a fellow student at MTS Nurul Khoir Surabaya.

The forms of violence according to the understanding of the informants from the school community were also different and there were 2 (two) forms of violence against students according to the informants from the school residents, namely physical violence and verbal violence. Physical violence includes beating, strangling, pinching, twisting, kicking, and fighting. Verbal violence includes ridicule, bullying, making fun of, calling parents names, racism, and physical mockery. Informants from school residents considered that verbal violence in the form of bullying most often occurred to students at MTS Nurul Khoir Surabaya. However, there is a positive assessment from one of the teachers at MTS Nurul Khoir Surabaya regarding the permissibility of applying forms of sanctions or punishments such as "admission" to students who commit deviant actions as long as the "admission" does not injure students physically and psychologically.

When viewed from the perspective of perpetrators of violence against students whether carried out by fellow students, teachers, or other parties, it was assessed by informants that this violence should not have occurred in the school environment. Informants from school residents gave a positive assessment of the need for ways to deal with violence against students at MTS Nurul Khoir Surabaya. Teacher and student informants considered that all school members should respect and tolerate each other to establish good relations between school members and avoid violence against students at

MTS Nurul Khoir Surabaya. Teachers should be able to approach students who have different characters to understand the causes of students committing violence against other students. It would be good for all school members to understand the dangers of violence against students. Because of that, informants from school residents considered that it was necessary to socialize or present material about the dangers of violence against students at MTS Nurul Khoir Surabaya.

In addition, there are consequences arising from violence against students at MTS Nurul Khoir Surabaya. Madrasa's head informants gave a positive assessment that violence against students makes students mentally stronger. In contrast to the madrasa head informant, other school residents gave a negative assessment that violence against students could result in students getting physical injuries such as injuries and psychological injuries such as trauma, hurt, resentment, and fear of going to school.

Furthermore, the school community's assessment of the existence of sanctions or punishments for perpetrators of violence at MTS Nurul Khoir Surabaya. They consider that the form of sanctions or punishments must be educational such as giving warnings, giving advice, suspension, dropping out, calling parties related to violence and their parents to school to solve problems related to these acts of violence so that they do not happen again at MTS Nurul Khoir Surabaya. In addition, there is a negative assessment from student guardian informants regarding forms of sanctions or punishments that lead to violence, where this is given by the teacher to students which should not be done because there are other ways that are more educational and do not hurt the participants physically or mentally educate.

Based on the results of the research above, it can be concluded that there are differences in the informants' assessment of violence against students at MTS Nurul Khoir Surabaya. These differences are natural even though the objects perceived have similarities. This is in line with Bimo Walgito's theory (Walgito, 2010, p. 54-55) which states that after an understanding or understanding is formed, an individual's judgment occurs. The individual compares the newly acquired understanding or understanding with the criteria or norms that are subjectively owned by the individual. Individual judgments vary even though the object is the same. Therefore, perception is individual.

From the discussion above, it can be concluded that the indicators underlying the perceptions of school members about violence against students are following Bimo Walgito's theory, there is absorption through the five senses such as seeing and hearing stimuli or objects from outside the individual, more precisely violence against students who happened at MTS Nurul Khoir Surabaya. Then the description of violence against participants at MTS Nurul Khoir Surabaya will be interpreted so that an understanding is formed. Furthermore, understanding or understanding of violence will make each assess the object, both positive and negative judgments, and will produce different perceptions. This is following the results of research which show that there are various kinds of perceptions by school members about violence against students at MTS Nurul Khoir Surabaya.

Conclusion

The perceptions of school members about violence against students at MTS Nurul Khoir Surabaya differ. Most informants from school residents saw and heard about violence against students at MTS Nurul Khoir Surabaya. One teacher said that violence against students is a natural thing because these students are entering their teens and are looking for their identity. Other school members' assessments, namely that violence against students should not occur because it can interfere with students' learning activities at school. There is an assessment by

the head of the madrasa which explains that violence against students can make students mentally strong. Furthermore, most school members consider that violence can injure students physically and mentally. The school community agrees that perpetrators of violence against students must be given sanctions or punishments. This must be done because acts of violence are a factor in the emergence of new violence.

The indicators underlying the perceptions of school members about violence against students at MTS Nurul Khoir Surabaya include a) there is the absorption of objects, namely violence against students at MTS Nurul Khoir Surabaya, b) there is an understanding or understanding of violence against students at MTS Nurul Khoir Surabaya, and c) there is an assessment or evaluation of violence against students at MTS Nurul Khoir Surabaya from each school member informant, thus creating different perceptions.

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