Towards a School Without Violence: An Analysis of Teacher's Understanding of the Anti-Violence Education Policy Permendikbudristek no 46 of 2023

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Abstract. Violence in educational environments is a serious problem in Indonesia. Data from the National Commission for Child Protection shows that throughout 2023, there will be 3,547 cases of violence against children, with sexual violence dominating. Bullying at school has also increased significantly. To overcome this problem, the government issued Minister of Education and Culture Regulation Number 46 of 2023 concerning Prevention and Handling of Violence in Educational Unit Environments. Teachers have an important role in implementing this regulation and in building a school culture that is free of violence. The problem formulation in this research is how do teachers understand Permendikbudristek 46 of 2023 and the integration of anti-violence values in learning? This research used a descriptive method with the subject of 38 junior high school teachers who taught Pancasila education. Data was collected through a survey with a questionnaire and analyzed descriptively. Data shows that 63% of respondents have a very good understanding of the Permendikbudristek. Most teachers have basic knowledge of the contents of the regulations, but this is not evenly distributed across all aspects of the regulations. In the integration of anti-violence values, 76% of respondents showed very good understanding. It can be argued that there is a linear relationship between understanding the regulations and the integration of anti-violence values in learning, where teachers who understand the regulations tend to be better at integrating anti-violence values. Based on the results of this research, it is recommended that although the majority of teachers already have a good understanding, further efforts are needed to strengthen their understanding of regulations and the application of anti-violence values in learning. Continuous outreach and training need to be carried out to ensure effective implementation and the creation of a safe and comfortable school environment.

Keywords: violence, teacher, anti-violence education, school.

1   INTRODUCTION

Violence in educational settings has become a serious problem in many countries, including Indonesia. The Indonesian Commission for Child Protection (KPAI) released information that throughout 2023 alone Indonesian Child Protection Commission (KPAI) received 3,547 cases of violence against children. Compared to the previous year, in 2023 cases of violence against children increased by 30%, with the most dominating cases being sexual violence totaling 1,915 cases, physical violence totaling 985 cases, and psychological violence totaling 674 cases (1). Likewise, cases of bullying, especially in education units throughout 2023, experienced a significant increase from 2022. There were 127 cases of violence handled from 2021 to 2023, and most of them were cases of bullying (2)(3). Based on comparative data on cases of violence in 34 provinces in Indonesia, especially in East Java Province, the priority that is very urgent and must be done immediately related to violence that occurs in schools is to increase the insight and involvement of teachers in building a school culture that is "zero" or "zero" violence. According to data from the Ministry of Women's Empowerment and Child Protection, as many as 84% of children in Indonesia have experienced violence at school, either as victims or witnesses. This data shows the urgency of addressing violence in the educational environment as an effort to create a safe and comfortable learning environment for all learners.

In an effort to address this issue, the Indonesian government has issued the Minister of Education, Culture, Research and Technology Regulation (Permendikbudristek) Number 46 of 2023 on the Prevention and Handling of Violence in the Education Unit Environment. This regulation emphasizes the importance of violence prevention through the establishment of a positive school culture, empowerment of students, teachers and parents, and strict law enforcement against perpetrators of violence (4). This regulation also mandates schools to have an effective violence prevention and handling system, including mechanisms for reporting and handling cases of violence. The implementation of this regulation is expected to create a safe and comfortable school environment as an arena for children to learn and develop their potential.

Teachers, as the spearhead in the education process, have a very important role in the implementation of this regulation. They are not only responsible for delivering subject matter, but also for educating students about anti-violence values and creating a safe and inclusive school environment. Teachers' knowledge about different forms of violence, signs of violence, and ways to prevent and handle them is crucial(5). Studies show that teachers who have adequate knowledge and skills in dealing with violence in schools tend to be more effective in preventing and responding to violent incidents. Teachers' understanding of violence and anti-violence values plays an important role in creating a safe and comfortable learning environment (6). This is not only important for students' well-being but also impacts the effectiveness of the learning process (7). When teachers understand and apply anti-violence values, they can prevent acts of violence, better resolve conflicts and build a positive classroom climate.

The study of teachers' knowledge on violence in schools is very important for several fundamental reasons. First, teachers are the main agents in the education system who play a direct role in shaping students' character and behavior. With a good

understanding of violence in schools, teachers can recognize the early signs of violence and take preventive action before the problem develops further. Some researchers showed that teachers who are trained in handling violence have a positive impact on reducing the incidence of violence in schools (8)(9)(10). Second, this study is important for developing more effective educational strategies and policies in preventing violence in schools. The empirical data obtained from this study can be used by policymakers to formulate more appropriate training and professional development programs for teachers. For example, research published in the journal Education and Urban Society revealed that school-based interventions involving teacher training can reduce violence between students by 30% (11)(12)(13). In addition, the study of teachers' knowledge of violence in schools is also relevant in the context of implementing government regulations, such as Permendikbudristek Number 46 of 2023. By understanding the extent of teachers' knowledge and readiness to implement this regulation, the government can evaluate the effectiveness of the regulation and make necessary adjustments.

School violence has a significant impact on students' psychological and academic development. School violence is public concern about violence and safety issues in schools. According to research conducted by Furlong and Morrison, violence can cause trauma, decreased academic performance, and mental health problems in students (14). Of course, teachers who understand this impact will be more vigilant in recognizing the signs of violence and more proactive in taking preventive measures (14). By being aware of the impact of violence, implementing character education, developing conflict resolution skills, and supporting anti-violence programs, teachers can help create a positive school climate and support students' overall development. Character education that focuses on anti-violence values such as empathy, tolerance, and respect for differences is very important for teachers to create a conducive learning environment. Good character education can help students develop positive attitudes and behaviors, including resistance to violence (15)(16)(17).

Teachers should also develop conflict resolution skills in students as part of anti-violence education. According to the research, the use of cooperative learning methods and conflict resolution techniques can help students learn how to handle differences of opinion peacefully and constructively (18). Thus, teachers not only act as educators but also as mediators who help students resolve conflicts in a positive way (19).

The implementation of anti-violence programs in schools is also very important. Research conducted by Olweus shows that comprehensive and consistent violence prevention programs can significantly reduce the incidence of violence in schools (20)(21). The more intensive programs, the more effective to decrease bullying and victimization (22)(23)(20). Espelage, Low, Polanin, and Brown said that after 15 weeks of classroom instruction, the program reduced physical aggression 42% less than students in control schools (24)(25). Teachers should be actively involved in these programs and ensure that anti-violence values are effectively conveyed to students (21) (12). Therefore, teacher training in dealing with violence is critical to the effectiveness of anti-violence programs. Proper training can improve teachers' competence in recognizing, preventing and dealing with violence in schools, which in turn improves student safety and well-being (26). In other studies, Espelage et al. (25) and Gaffney,

Ttofi, & Farrington (23) (20) found that school-based intervention programs that involve the entire school community, including teachers, students, and parents, are more effective in reducing violence and improving school climate (27). Teachers who are actively involved in these programs can help create a more inclusive and supportive learning environment (25)(27).

According to research from UNESCO (28) (29)(30), teacher training on violence prevention in schools can reduce incidents of violence. The study of teachers' knowledge on violence in schools is very important for several fundamental reasons. First, teachers are the main agents in the education system who play a direct role in shaping students' character and behavior. With a good understanding of school violence, teachers can recognize the early signs of violence and take preventive action before the problem develops further. Astor, Benbenishty, & Estrada revealed that an intervention program designed to increase teachers' awareness and skills in dealing with violence in schools can reduce violence between students by 30% (31). This study highlights the importance of teacher training as one of the key components in creating a safe school environment. Similarly, Wilson & Lipsey revealed that the systematic, structured, and sustainable implementation of various anti-violence programs in US schools can reduce school violence by 20-40% (32). Research by Baumgarten, E., Simmonds & Mason-Jones revealed that school-based interventions also reduced violence committed by teachers against children (11). Rajaleid, Brolin Låftman, & Modin found that school leadership influences teachers to focus on preventing bullying among students which has an impact on improving student health (33).

There are still many challenges to be faced in implementing this regulation in schools. One of the main challenges is limited resources, both in terms of the number of trained teachers and supporting facilities in schools. In addition, there is still a culture of violence rooted in some communities and the lack of support from parents is also an obstacle in creating a school environment free from violence. The formulation of the problem in this study is how do teachers understand Permendikbudristek Number 46 of 2023 and how is the integration of anti-violence values in learning? The study of teachers' understanding of violence in schools not only provides practical benefits, but also contributes to improving the overall quality of education. It is hoped that through this study, applicable and evidence-based recommendations can be made to improve safety and comfort in the school environment, as well as to support students' optimal psychological and academic development.

2.   METHOD

This study was conducted descriptively to reveal teachers' understanding of Permendikbudristek Number 46 of 2023 concerning Prevention and Handling of Violence in the Education Unit Environment and the integration of anti-violence in learning. The research subjects were 38 junior high school teachers who taught Pancasila Education. The subjects were taken incidentally and based on consideration of their willingness to become research subjects.

The variables of this study were teachers' understanding of the Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) No. 46 of 2023 on the Prevention and Handling of Violence in the Education Unit Environment and the integration of anti-violence values in learning. Data were collected incidentally using a survey using a questionnaire, and then analyzed descriptively based on the following four categories *Sample Heading (Forth Level).* The contribution should contain no more than four levels of headings. The following Table 1 gives a summary of all heading levels.

Table 1. Data Analysis Criteria.

Interval Class	Criterion
Understanding Violence	
12-15	Very Good
8-11	Good
4-7	Good Enough
0-3	Not Good
Understanding of Anti-Violence Integration	
16-20	Very Good
11-15	Good
6-10	Good Enough
0-5	Not Good

3.   RESULT AND DISCUSSION

Understanding has an important impact on taking action. As stated earlier, a good understanding of Permendikbudristek No 46 of 2023 and the integration of anti-violence values has an impact on the success of efforts to prevent and handle problems of violence that occur in schools. This includes the implementation of learning in the classroom.

Based on the data obtained (Table 2), it can be stated that there is a significant variation in their knowledge of Permendikbudristek No. 46 of 2023. The data shows that some teachers have a very good understanding of this regulation, while others still have a fairly in-depth understanding of it. For example, the total knowledge score obtained from respondents ranged from 4 to 15, indicating varying levels of understanding among teachers. In general, the data shows that most respondents have a very good understanding; there are 24 respondents whose understanding is in the very good category. Meanwhile, only one respondent had a fairly good understanding of the Permendikbudristek.

Table 2. Score of Understanding Permendikbudristek No.46 of 2023.

Interval Class	Criterion	Total
12-15	Very Good	24

8-11	Good	13
4-7	Good Enough	1
0-3	Not Good	0
0	Total	38

If expressed in a graph of the distribution and comparison of each category, it can be seen that the respondents' knowledge of Permedikbudristek number 46 of 2023 is in the very good category (63%). This shows that efforts to build a safe and comfortable school are very likely to be realized because teachers have the knowledge that supports it. Most teachers have basic knowledge of the content of Permendikbudristek 46 of 2023, especially the importance of preventing and handling violence in schools.
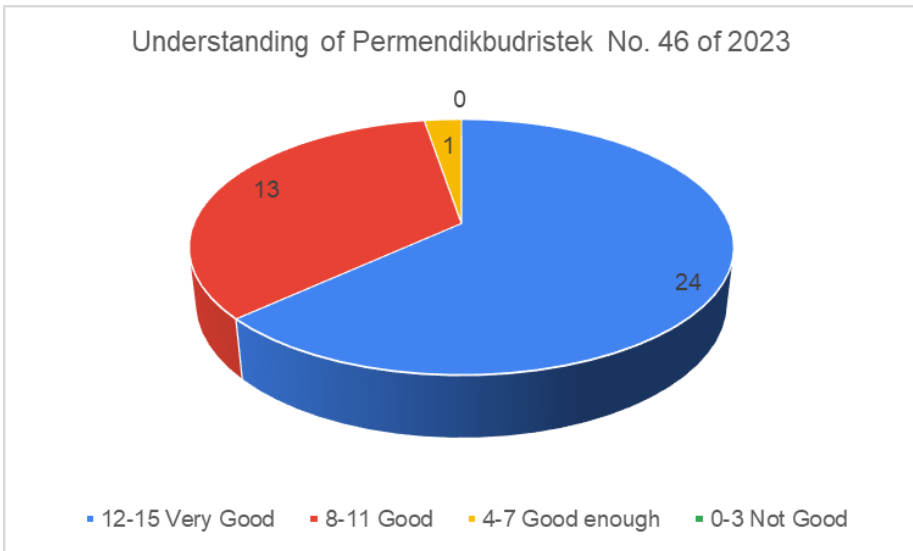

Fig. 1. Respondents' Understanding of Permendikbudristek no 46 of 2023

Most teachers have basic knowledge of the content of Permendikbudristek 46 of 2023, especially the importance of preventing and handling violence in schools. However, this knowledge has not been evenly distributed across all aspects of the regulation. This can be seen from their answers to several items that still show ignorance or doubt in practically implementing the regulation in their school environment. For example, some teachers may know that this regulation exists, but they do not fully understand the concrete steps that must be taken to ensure this regulation is well implemented in the school. The lowest scores related to this knowledge were on respondents' understanding of what the education unit should do if the perpetrator of violence is an external party and on how to encourage student involvement in violence prevention in schools.

In the aspect of integrating anti-violence values in learning, the data shows that many teachers have started to implement some anti-violence values in teaching and learning activities. Respondents who had high total scores (e.g., scores of 30 or more) indicated that they actively and consistently integrated values such as empathy, tolerance and respect for differences in the learning process. On understanding the integration of non-violence in learning, it can also be stated that respondents have a very good understanding. 76% of respondents had an understanding of the integration of non-violence in the excellent category. Only one respondent had not-good understanding. The general picture of this ability can be seen visually in graph 6. This condition is relatively similar to the picture of respondents' understanding of Permendikbudristek number 46 of 2023.

Table 3. Understanding Anti-Violence Integration.

Interval Class	Criterion	f	%
16-20	Very Good	29	76
11-15	Good	8	21
6-10	Good Enough	0	0
0-5	Not Good	1	3
	Total	38	100

A comparison of respondents' understanding of integrating nonviolent values in learning can be seen in Figure 2. This is a good modality in the context of organizing learning that prioritizes non-violent values such as the value of tolerance, the value of willingness to cooperate, the value of accepting differences, and the value of accepting differences. A good understanding of the rules is equivalent to an understanding of the application of anti-violence values in learning. This data once again shows that respondents, in this case teachers, have good readiness in organizing learning with an anti-violence perspective. Although in general respondents have a good understanding, it should be noted that this has not happened to all respondents. There is still one respondent who has a not good understanding. This means that efforts to strengthen understanding of anti-violence integration still need to be implemented.
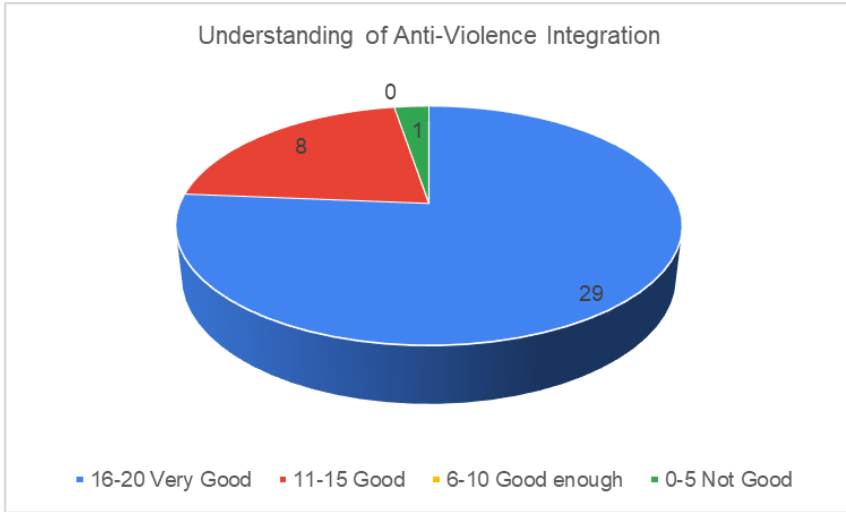
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When examined, respondents generally had a good and even very good understanding of anti-violence integration. The three lowest scores related to this occurred in the understanding of: (1) actions taken to integrate anti-violence principles in lesson plans; (2) actions to integrate anti-violence principles into daily classroom learning; and (3) steps to create a safe and comfortable learning environment for all students in the classroom. The best score was achieved by respondents regarding the steps taken when they became aware of verbal violence among students, which was to have a personal conversation with students to understand the cause of their behavior. No respondents viewed verbal abuse as normal and acceptable.

What is the relationship between these two understandings? Based on the data distribution of the two variables, it can be argued that these two variables have a linear relationship. Teachers who have a better understanding of Permendikbudristek No. 46

of 2023 tend to have a better understanding of integrating anti-violence values in learning. This shows that a deep understanding of educational regulations and policies can help teachers in designing and implementing learning activities that emphasize the importance of attitudes and behaviors that reject violence. For example, teachers with a good knowledge of these regulations will be more likely to use teaching methods that promote healthy interactions and mutual respect among students. The better a teacher's understanding of the regulations of Permendikbudristek, the better his or her understanding of integrating non-violence in learning. In order to create a safe and secure school environment, here are some skills that teachers need to have. First, knowledge of policies and regulations.

Teachers need to have a deep understanding of Permendikbudristek No. 46 of 2023. While most teachers are aware of this regulation, their understanding of its details and implementation still varies. By improving this understanding, teachers will be better able to implement the policy consistently and effectively. According to Education policy theory, a good policy should be understood by all parties involved and implemented with consistency to achieve the desired results (34). Permendikbudristek No. 46 of 2023 is a policy that aims to prevent and deal with violence in schools, so a good understanding of this policy is the first step to creating a safe environment.
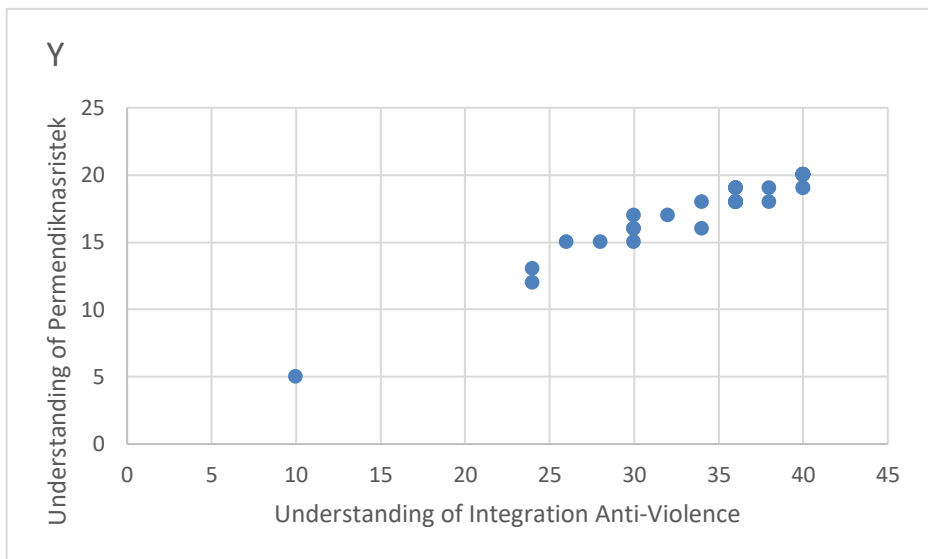

Fig. 3. Distribution of Respondents' Understanding

Second, Conflict Resolution skills. The ability to handle conflict constructively is an important skill for teachers to have. Data shows that teachers who are skilled in conflict resolution can create a more positive and supportive classroom environment. Johnson and Johnson (18) emphasize that skills in handling conflict constructively (conflict resolution) are essential in creating a harmonious environment. Poorly managed conflict can lead to tension and violence in schools. By developing conflict resolution skills, teachers can help students resolve their differences in a positive way,

which in turn creates a safe and comfortable environment. These skills can be developed through specialized training in mediation and conflict resolution techniques.

Third, character education is an approach that aims to develop moral and ethical values in students, such as empathy, tolerance, and respect for differences (16). Effective character education can help prevent violence by shaping positive attitudes and behaviors. By integrating character education in learning, teachers can instill anti-violence values in students from an early age application of Character Education. Character education that emphasizes anti-violence values such as empathy, tolerance and respect for differences needs to be integrated in the curriculum and learning activities. Teachers who have implemented these values tend to have safer and more comfortable classrooms (35). Therefore, strengthening teachers' ability to implement character education is essential. Fourth, the use of inclusive learning methods. Inclusive learning methods based on the theory of inclusive education by Ainscow emphasize the importance of creating a learning environment that accepts and values diversity. Inclusive learning not only focuses on students' academic needs but also on their social and emotional development (36). By using inclusive learning methods, teachers can ensure that every student feels accepted and valued, which is the basis for creating a safe and comfortable environment. Inclusive and participatory learning methods, such as cooperative learning, can help students learn to work together and respect each other. Teachers need to be trained in the use of these methods to ensure that every student feels accepted and valued.

Fifth, School Community engagement. Learning community theory emphasizes the importance of collaboration between school, family and community in supporting the education process (29). This approach recognizes that education is a shared responsibility and that the involvement of the entire school community can help create a supportive and safe environment. By involving parents and the community in anti-violence programs, schools can strengthen efforts to prevent and respond to violence. Data shows that programs that involve the entire school community, including teachers, students and parents, are more effective in creating a violence-free environment. Teachers need to be trained to work together with parents and other community members in efforts to prevent and respond to violence.

In some countries, anti-bullying policies are mandatory for schools, which must be utilized. Schools must be given guidance regarding their practices accompanied by rigorous intervention and evaluation (37). Ttofi suggests that there is an effective anti-bullying program accreditation system to ensure that the programs adopted by schools contain elements that have been proven to be effective and of good quality in preventing anti-bullying (22)(23)(38)(39). All of this involves teachers as important actors in interacting and developing learning programs in schools. Both knowledge and intervention are two important elements in school anti-bullying prevention programs (40). In this context, the issuance of the Permendikbudristek policy was the beginning of an intervention program in schools.

4   CONCLUSSION

Based on the data, it can be concluded that the respondents, in this case Pancasila Education teachers, have a good understanding of Permendikbudristek No. 46 of 2023 and the integration of anti-violence in learning. This is a good signal for efforts to develop learning with an anti-violence perspective. It can be argued that there is a linear relationship between understanding the regulations and the integration of anti-violence values in learning, where teachers who understand the regulations tend to be better at integrating anti-violence values. It is recommended that although the majority of teachers already have a good understanding, further efforts are needed to strengthen their understanding of regulations and the application of anti-violence values in learning. Continuous outreach and training need to be carried out to ensure effective implementation and the creation of a safe and comfortable school environment.

5   ACKNOWLEDGEMENT

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