







Understanding and Response of Pancasila Education Teachers to Violence Cases in Schools to Realize Pancasila Students.

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Abstract. Pancasila Students are students who behave in accordance with the values of Pancasila, which include six main characteristics: having faith in God Almighty and possessing noble character, global diversity, cooperation, critical thinking, independence, and creativity. The rise of violence in schools indicates that the characters of noble morals and humanity, as part of the value dimensions of the Pancasila Student Profile, have not been well established. This study aims to determine the understanding and response of Pancasila Education teachers in addressing violence cases in schools to realize Pancasila Students. This is quantitative research using a survey method. The population in this study consists of all Pancasila Education teachers in Junior High Schools in Surabaya. A sample of 50 teachers was taken using random sampling technique. The instrument used in this study is a closed questionnaire designed to measure the teachers' understanding of violence in schools and their response to violence cases in the school environment. The results show that generally, 87% of Pancasila Education teachers in Surabaya have a very good understanding of violence in the school environment. Meanwhile, the response of Pancasila Education teachers to violence cases in the school environment is estimated at 35%. Therefore, in the context of realizing Pancasila Students, the response of teachers to violence cases in schools needs to be strengthened, although their understanding is already good.

Keywords: Pancasila Education, Teachers, Pancasila Students, Violence, School.

1 Introduction

Cases of violence against children have been increasing and becoming more worrying over time. The majority of data institutions and all media reports confirm that the rate of violence against children is very high. The National Commission for Child Protection (Komnas PA) reported that throughout 2023, Komnas PA received 3,547 cases of violence against children. Compared to the previous year, cases of violence against children in 2023 increased by 30%, with the most dominant cases being sexual violence (1,915 cases), physical violence (985 cases), and psychological violence (674

cases) (1). Similarly, cases of bullying, particularly in educational units, saw a significant increase in 2023 compared to 2022, with 127 cases being handled, most of which were bullying cases (2).

Based on the location, violence against children can occur in three environments: family, school, and social environments. According to data from the National Commission for Child Protection in 2023, the highest number of child violence cases occurred in the family environment (35%), followed by the school environment (30%) and the social environment (23%) (1). This alarming reality shows that violence in schools is still high. Schools, which are expected to be safe places for children to learn, have not yet provided such an environment. Educational units should protect children from violence as mandated by the Minister of Education and Culture Regulation No. 82 of 2015 on the Prevention of Violence in Educational Units. The effort to eliminate the three major sins of education, as echoed by the Indonesian Minister of Education, Nadiem Anwar Makarim, remains a significant challenge for the Indonesian education system.

The persistent violence in schools serves as a loud alarm for the education sector. With the implementation of the independent curriculum, the Ministry of Education, Culture, Research, and Technology has been promoting the formation of Pancasila Students through the Strengthening Pancasila Student Profile Program. Pancasila Students embody Indonesian students as lifelong learners with global competencies and behaviors that align with Pancasila values, including six main characteristics: having faith in God Almighty and possessing noble character, global diversity, cooperation, critical thinking, independence, and creativity. Therefore, it is interesting to see how educational units, particularly teachers who are closest to students in schools, especially Pancasila Education teachers as the core and main figures teaching Pancasila, can realize Pancasila Students amidst the challenges of increasing violence in schools. The violence in schools indicates that the noble morals and humanitarian characters as part of the value dimensions of the Pancasila Student Profile have not been established. Therefore, the study "Understanding and Response of Pancasila Education Teachers to Violence Cases in Schools to Realize Pancasila Students" focuses mainly on the dimension of faith, piety, and noble character.

This reality becomes more interesting as the government has established anti-violence regulations in educational units (3), such as the Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 on the Prevention and Handling of Violence in Educational Units (PPKSP). Various schools have also formed anti-violence task forces, but violence cases remain high and challenging for the education sector. This phenomenon shows that violence in schools is not just an individual problem but requires serious attention from various parties, including teachers. Teachers play an essential role in creating a safe and comfortable school environment for students. Teachers' understanding of school violence is crucial to detect, prevent, and address forms of violence in schools. Therefore, this study raises this issue with the research questions: (1) How is the understanding of Junior High School Pancasila Education teachers regarding violence cases in the school environment in Surabaya? (2) How do Pancasila Education teachers respond to violence cases in the school environment in the effort to realize Pancasila Students? Surabaya was chosen as the

location because it had the highest number of violence cases in Indonesia, with 164 cases, according to the Ministry of Women Empowerment and Child Protection in January 2024 (4) (5).

2 Methods

This study uses a descriptive quantitative design with percentage techniques (6) This design was chosen to provide a clear picture of teachers' understanding of school violence and the response of Pancasila Education teachers to violence cases in schools in the effort to realize Pancasila Students through frequency distribution and percentage analysis of the data obtained. The population in this study consists of all Pancasila Education teachers in Junior High Schools in Surabaya. A sample of 50 teachers was taken using random sampling technique. The instrument used in this study is a closed questionnaire designed to measure the teachers' understanding of violence in schools and their response to violence cases in the school environment. The understanding of Pancasila Education teachers about school violence is seen from three indicators: (1) Knowledge of types of violence; (2) Knowledge of the impact of violence; (3) Awareness of signs of violence. Meanwhile, the teachers' response to school violence is seen from the indicators: (1) Initial actions when knowing about a violence case; (2) Steps taken after knowing about violence; (3) Collaboration with other parties (parents, counselors, etc.).

3 Result and Discussion

The handling of violence cases in the school environment, both prevention and action, will be more effective with good understanding and responsiveness of teachers, especially Pancasila Education teachers. Pancasila Education teachers have a greater role compared to teachers of other subjects. Besides being educators, Pancasila Education teachers also act as mentors, moral agents, and role models for students (7). Pancasila Education teachers are the core and main figures teaching Pancasila to realize Pancasila Students amidst the challenges of increasing violence in schools. Moreover, in the era of the independent curriculum, Pancasila Education teachers also become "pilots" or pioneers in achieving the success of the Pancasila Student program. This is because Pancasila Education teachers play an important role in the success of character formation based on Pancasila values (8). The same is expressed by Komara, Komarudin, and Santika (9) that Pancasila Education is one of the subjects that emphasize moral education. Moral education is an effort to guide the development of students' personalities based on Pancasila. Therefore, Pancasila Education teachers must be directly involved in the implementation and development of the Pancasila Student profile for students.

Based on the survey results, in general, 87% of Pancasila Education teachers have a very good understanding of violence in the school environment. Specifically, data on teachers' understanding of school violence can be seen in the table below.

Table 1 Teachers' Understanding of Violence in Schools

No.	Comprehension Indicator	Number of Question Items	Total	n Max	Interval (%)	Category
1.	Knowledge about types of violence	7	227	350	65	Good
2.	Knowledge about the impact of violence	7	343	350	98	Very Good
3.	Awareness of signs of violence	6	297	1000	99	Very Good
Calculation of Aspects of Pancasila Education Teachers' Understanding of Violence in Schools as a Whole		20	867	1000	87	Very Good

Note:

N Max = Maximum Value

Total = Number of answers yes

$$\text{Interval (\%)} = \frac{\text{Total}}{\text{n Max}} \times 100\%$$

Table 1 shows that based on the three indicators of understanding teachers about school violence, the overall level of understanding of Pancasila Education teachers about violence in the school environment is very good. According to the survey results, the highest indicator is teachers' awareness of signs of violence, at 99%. This is followed by teachers' knowledge of the impact of violence, at 98%. Meanwhile, the indicator of teachers' knowledge of types of violence is only around 65%, but it is still categorized as good. Below are the survey results displayed in the form of graphs.

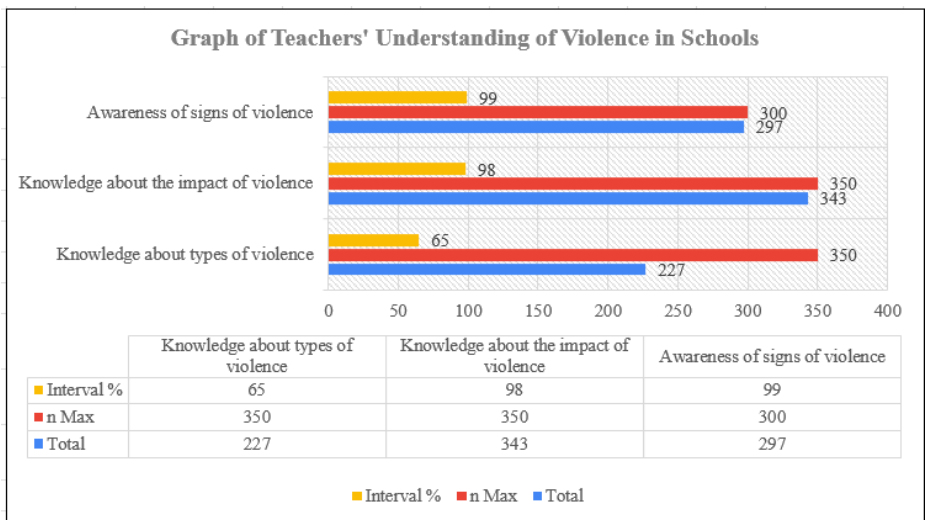


Fig 1 Graph of Teachers' Understanding of Violence in Schools

Fig 1 shows the graph of teachers' understanding of school violence based on the indicators of awareness of signs of violence, knowledge of the impact of violence, and knowledge of types of violence. Meanwhile, Fig 2 shows the graph of the overall indicators of teachers' understanding of school violence.

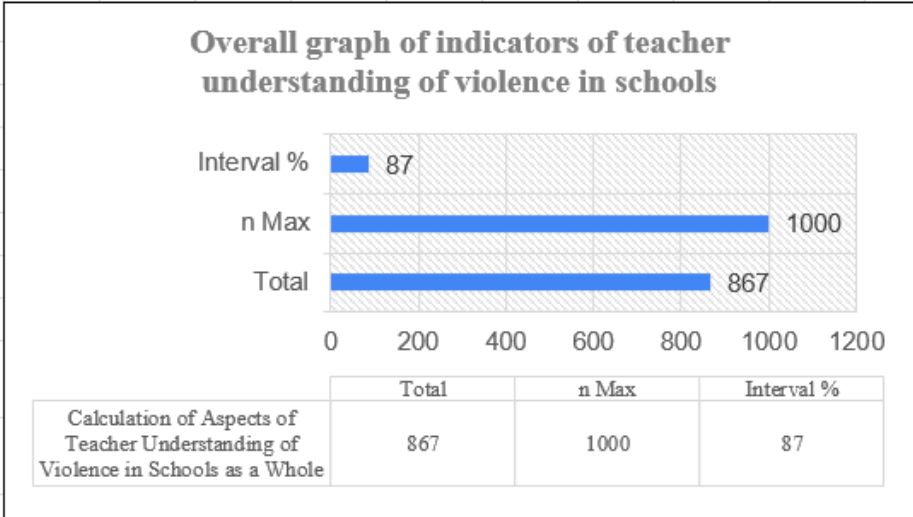


Fig 2 Graph of Teachers' Overall Understanding of Violence in Schools

Based on the brainstorming results with the teachers who became the samples in this study, namely Junior High School Pancasila Education teachers in Surabaya, it was also found that Pancasila Education teachers have a good understanding of violence in the school environment. This is confirmed by the Pancasila Education teachers because of the child-friendly school program. Through the child-friendly school program, teachers gain insight into types of violence, behaviors categorized as violence, and the potential of teachers becoming perpetrators of violence. Another result obtained from the brainstorming with Pancasila Education teachers in Surabaya is that they also realize that verbal violence, such as mocking and calling parents' names, is still considered trivial and often occurs in the school environment. This form of violence is categorized as bullying. Based on the 2018 Programme for International Students Assessment (PISA) research, cases of bullying in Indonesia are quite high, at 41.1%. This number places Indonesia in the fifth highest position out of 78 countries with the most students experiencing bullying. Based on this data, it can be interpreted that Pancasila Education teachers have basic knowledge and a good understanding of violence cases in the school environment.

Furthermore, the survey results related to the teachers' response to violence cases in the school environment generally show a low percentage, only 35%. This 35% indicates that the teachers' response to violence cases in the school environment is still not good. When examined from each indicator reflecting the teachers' response to violence cases in educational units, only the initial action indicator when knowing about a violence case is categorized as quite good, at 43%. Meanwhile, the other two indicators, steps

taken after knowing about violence, are still not good at only 30%, and collaboration with other parties (parents, counselors, etc.) is only 34%, which is also not good. Specifically, data on Pancasila Education teachers' response to school violence can be seen in the table and graph below.

Table 2 Teacher Responses Regarding Violence in Schools

No.	Comprehension Indicator	Number of Question Items	Total	n Max	Interval (%)	Category
1.	Initial action when learning about cases of violence	5	107	250	43	Good Enough
2.	Steps taken after learning of violence	5	74	250	30	Not Good
3.	Collaboration with other parties (parents, counselors, etc.)	5	85	250	34	Not Good
Calculation of Aspects of Teacher Responses Regarding Violence in Schools as a Whole		15	266	750	35	Not Good

Note:

N Max = Maximum Value

Total = Number of answers yes

Interval (%) = $\frac{Total}{n Max} \times 100\%$

Based on the data presented in Table 2 above, it indicates that the presence of Pancasila Education teachers in Surabaya in responding to violence cases in the school environment is still lacking. In fact, teachers should play the role as mentors, guides, and character builders (10). The presence of Pancasila Education teachers is essential to instill character values that can prevent violence (11). Furthermore, according to Dewi, Normansyah, and Sukarlina (11), a teacher has a key role in dealing with deviations occurring among students, especially Pancasila Education teachers who can instill Pancasila values to handle violent behaviors in schools. If depicted in a graph, the response of Pancasila Education teachers to school violence looks like in Fig 3 and Fig 4 below.

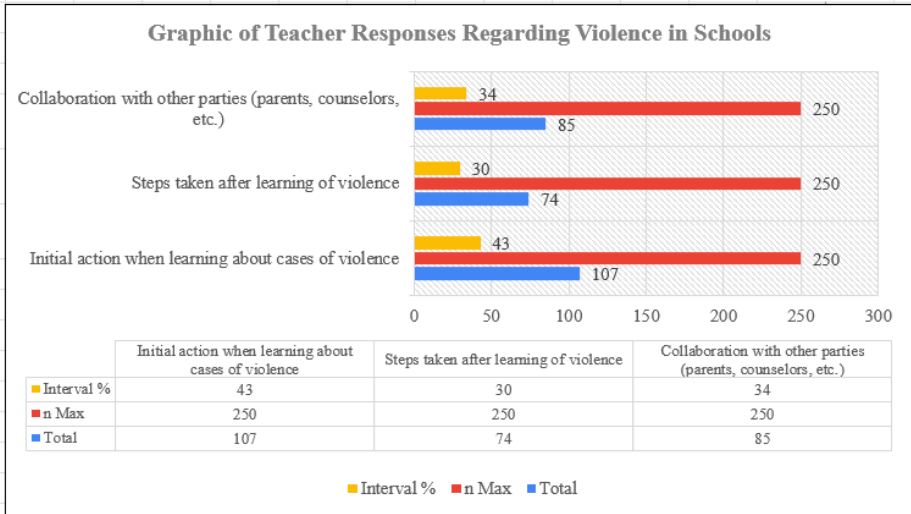


Fig 3 Graphic of Teacher Responses about Violence in Schools

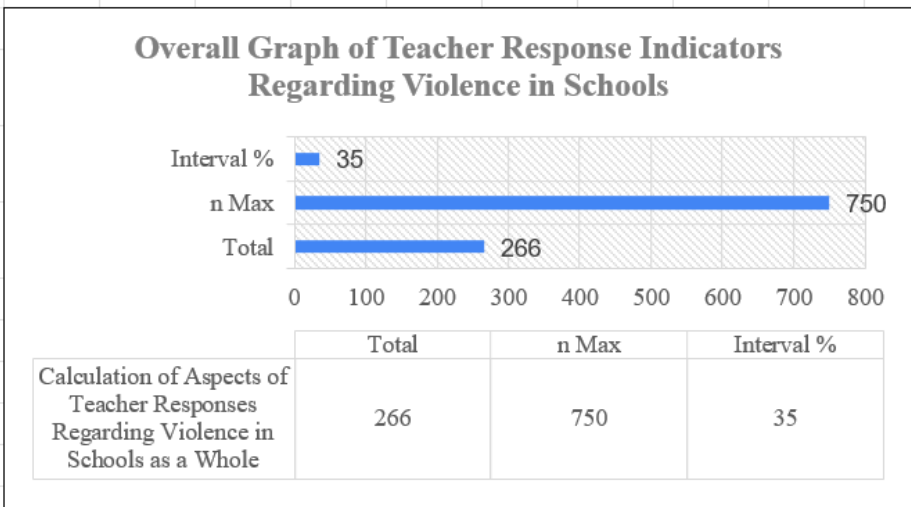


Fig 4 Graph of Overall Teacher Responses to Violence in Schools

Based on the brainstorming results with Junior High School Pancasila Education teachers in Surabaya regarding their response to school violence, the results are more or less the same as the survey results conducted. Another finding is that violence in the school environment tends to be covered up. This reality is certainly contrary to the roles that teachers should play, including roles as mentors and mediators. As stated by Untari & Setiawati (7) (12), as mediators, teachers act as intermediaries in conflicts or cases of violence between students. As mentors, teachers provide guidance to students facing challenges or problems (7) (13). Therefore, it should be mandatory for Pancasila Education teachers to be directly involved in violence issues occurring among students

in schools. Pancasila Education is an integrated effort that serves as a medium to guide the development of students' personalities based on Pancasila, aligned with the six dimensions of Pancasila Students (14) (15). Hence, the presence and role of Pancasila Education teachers are very important in shaping students' behavior in daily life, including the realization of Pancasila Students (9).

4 CONCLUSION

Based on the research results and discussions outlined above, it can be concluded that the understanding of Pancasila Education teachers about violence cases in the school environment is very good. However, the response of Pancasila Education teachers to violence cases in the school environment is still not good. Amidst the challenges of increasing violence in the school environment, Pancasila Education teachers are the core and main figures teaching Pancasila to realize Pancasila Students. Pancasila Education serves as a medium to build students' personalities with Pancasila character. Therefore, the understanding and response of Pancasila Education teachers to violence cases in schools should be in alignment, both being in the good category to achieve the realization of Pancasila Students.

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