

# Sources of Child Abuse in Indonesian Educational Ideologies

Indra Jaya Kusuma Wardhana  
*Sociology Department*  
*Airlangga University*  
Surabaya, Indonesia  
indrajayakw@gmail.com

**Abstract—** Schooling, followed by its modernized acclaim in educational standard is distorted with the ideal concept of education. Educational model and custom is kept in form of violence for the sake of achieving so-called disciplined product. It is not only physical but also includes non-physical forces as emotional and psychic are delivered in symbols. It is a part of expectational conflict, as well as internal part of social relation of parents and their children, teachers and their students, even society and children. At the same time, changes in educational ideologies are taking its root in child abuse even more. Education become severely sees children as objects, which means reification. This study, using Erich Fromm's approach, emphasizes in child abuse phenomenon related to Indonesian educational ideologies as a form of modern society aggression. Timeline of educational ideologies is studied to reveal sources of child abuse within. Critical discourse analysis by Laclau and Mouffe is the method for deconstructing and acting for the transformation of internal contradiction between educational ideologies and sources of child abuse. Results of this study show how in each educational ideology, both tropologically and historiographically implies violence, and that recent educational ideologies is facing crisis to legitimate its irrational authority of social modern society character, which, eventually, sharpen the root to child abuse in educational processes.

**Keywords—** *Violence, Education, Ideology, Social Character*

## I. INTRODUCTION

Educational institutions, particularly teachers, are facing more complex demands of products. As said by Daniel Bell, nowadays, it is the extreme gap of social and culture structure that sign the educational renewal in the latest educational institution character [1]. One of the main reasons is due to morality while the other to tactical decision making. Quoting Vernon Smith, every educational model implies motivation which is constructed by punishment, rewards and competition. In the present time, physical punishment is rare, but is still used to trigger discipline [2]. However, violence is now served in disguise and symbols. Education become heavily sees children as objects, which means reification. Kids are seen as measurable objects, which could fulfill particular demands, to be said, competences measured through standards [3]. In *The Vital Balance*, Karl Menninger proposed that it was educational duty to make children fit in the society by persuading and forcing them to learn and accept rules as well as society's convention [3].

The relation of present society and child abuse illustrates modern persistence. The modern era has given causation in changes of every social structure sub-system particularly sources of child abuse. We can see it in relative

social context in the era of modern industry society. Behavior standards are related to the culture where those standards are applied, also known as cultural relativity. The fact that social character construction is related to changes in ideological structures leads the modern society to face child abuse phenomenon. Child abuse issues, which are increasing in modern society attracted people to question what made root of this violence and how it last. When the aggression towards children is escalating, it's concerning those sub-systems in family, education, and society were those who took part in making violence everlasting. Now, our vision that humanity is loving and affectionate entity is suddenly blurred.

## II. RESEARCH METHOD

This research is focused on historical discourse analysis in ideological perspective. That, in this case, is the competition of violence versus education through educational ideologies transformation. Approach which is used is critical discourse analysis by Laclau and Mouffe. Laclau and Mouffe's analysis unit, placing deconstructive method to act on another internal contradictions and undeniable assumptions, so that other ideological implication theories could be revealed and those identified contradictions could be transformed into wares, for further reflection [4]. The technical data analysis are interconnected concepts like nodal points, discourse field, and closure. Laclau and Mouffe's discourse analysis model was done by drawing all points that are moments of particular system and all means of points are their connections to other points.

## III. RESEARCH RESULT

The concept of violence has been linked to educational process. During the process of education, violence has become an effective tool. Nevertheless, it is not in negative way since violence needs to be done for some positive purpose. There are three kinds of violence in Johan Galtung's violence typology: straight violence, cultural violence and structural violence. These three types of violence could properly define the violence occurred within child abuse case in education. This leads to the image of violence phenomenology level. This condition becomes sources of individual conscience within society through structure and culture. Cultural violence is the basic layer which forms concepts of violence, and it is possible to be done in the structure of educational institution. In other words, educational institution believes that in culture affiliated with modern era, violence is needed to educate

children. Straight violence is the behavior of teachers to discipline kids so that they will obey teachers's instructions.

Ted Robert Gurr proposed the theory that violence happened because of relative deprivation, either society or individual. Relative depravity means there is a gap between value expectations and value capabilities [5]. Furthermore Giroux discussed themes related to subjectivity, power, as well as education issues in relation to knowledge, discourse, and desire. Nowadays society dominated by technocratic rationality logic, the concept of historical conscience is regarded as irrational disability. According to Giroux, crisis in educational history, the public belief that is grown irrelevantly through false expectation, is not an academic issue but politic. Positivist education is the validation which disguises the connection of knowledge and the interest of economy, politics and social, supported by knowledge base through false expectations [6]. It happens since students are regarded as object for the sake of ideology, politics, industry and business. Teachers are not capable to develop their awareness to stop this dehumanization symptom because those teacher themselves are objects as well. Teachers abuse their children because there was unbalanced power among each side. This power relation is not only based to a policy but also the ideology those teachers hold. In this context, one side is the subject while the other is the object.

In his perspective, Galtung saw that whether structural or straight violence, it decent from cultural violence. Cultural violence is the violence which legitimate possibility of Structural Violence and Straight Violence to occur and suggests that violence act is acceptable in society [7]. These three type of violence are connected to each other in causal relation. Galtung suggests that Cultural Violence (to be exact: Violence Culture) is the source that legitimate Structural Violence and Straight Violence. In other words, Structural Violence and Straight Violence are taken place because those are made "official" by the Cultural Violence. What we call cultural violence here includes cultural aspects and symbolic areas shown by religion, ideology, art and literature, and science which validate straight and structural violence. The culture keeps holding those beliefs that underrate children, that kids have to be punished when they failed to meet parents' expectations. Differences in beliefs about social systems (the government, economy, family, education, etc) are factors which cause cultural conflicts. Behavior standards are related to the culture where those standards are applied, a symptom known as cultural relativity. Cultural relativism explains what is the cause of certain act. People's view of educational process that isolated from society and culture is denied by critical pedagogy and transformative pedagogy. Education cannot be excluded from cultural structure where the education took place. Educational process is not about cultural and science transmission only, it is deconstruction process and cultural reconstruction indeed.

According to Erich Fromm, the culture nowadays brings up and develops individual tendency to fit in (being in conformity) with people around them. Jumping feelings are suppressed spontaneously, which means the real individual development has been made compact since their early ages. In fact, it has been suppressed since children's first learning. However, education is vanishing spontaneously too often in recent culture. It replaces genuine soul jumps with feelings, thoughts and hopes that are shot on purpose from the outside. The authority of conscience in present days has been replaced by anonym authority of logic and common senses as conformity tools. Cicourel and Kitause's view, is illustrated as differential process in educational scope on students' actual presentation, represented by parents which is drew from their specific expectation of a child, that is based on the image of an ideal child. Every single children's step or activities that failed to meet parent's expectation nor beliefs—due to parent's logic—most of the time may cause punishment. The punishment would be varying, it depends on what kind of failure that is seen as ignorance of rules stated. Punishment can be a warning, verbal abuse and non-verbal abuse.

#### IV. CONCLUSION

Child abuse and social character paradigm in educational institution, is close to three types of violence: straight, cultural and structural violence. Phenomenology of violence drawn to the society through structure and culture. Straight violence is the face of teacher's behavior standards as a structure practice children disciplinary due to modern culture relativity. In other words, violence occurs as a form of relative depravity of the gap on expectational value and value capability. With that said, educational ideologies is the educational model parameter for educational institutions, which triggers physical, non-physical violence, and/or symbolic abuses.

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