

Capacity building of the school violence prevention and handling team to realize quality education

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Abstract. This paper aims to (1) describe the existing conditions of Lab School *Unesa* in the Prevention and Handling of Violence in Schools, and (2) describe the implementation of training and its results for the Violence Prevention and Handling Team. This type of research is Action Research with an Asset-based Community Development model. The informants of this research are teachers, the Director of the Institute, and the principal. Community Service activities are carried out through stages: (1) Asset preparation/mapping, (2) Action planning, (3) Action implementation, and (4) evaluation and monitoring. The data collection techniques are questionnaires, interviews, observation, and tests. The research results: (1) Violence prevention programs have been implemented in nine schools with similar patterns and (2) training was conducted in four sessions related to understanding violence in schools, reviewing cases of violence and handling strategies, victim assistance strategies, and assisting strategies for perpetrators of child abuse. The training was designed with lectures, discussions, games, and group work. The training has improved teachers' knowledge and understanding of violence prevention and handling. This research implies is that preventing and handling violence in schools is not enough by involving students and teachers, but also families and the community. Schools without violence can be realized through synergy between various parties. This supports the achievement of SDGs for quality education.

1 Introduction

The challenges faced by schools in this digital era are related to student behaviour that leads to various forms of violence, in the form of sexual violence, physical violence, and also verbal violence. From 2021 to 2023, there were 50 reported cases of sexual violence, with 22 cases from junior high school, high school, and vocational school, and 28 cases from elementary

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school. There were 52 cases of bullying, divided into junior high school, high school, vocational school with 32 cases, and elementary school with 20 cases [1]. The Ministry of Education, Culture, Research and Technology continues eradicating all forms of violence in the school environment. One of the efforts made is to issue Ministry Regulation of The Ministry of Education, Culture, Research, and Technology Number 46 of 2023 concerning Violence Prevention and Handling (VPH) in the Education Unit Environment [2]. The regulation aims to protect school members from all forms of violence, which requires programs and commitments to prevent and handle violence that take into account students' rights to enjoy a friendly, comfortable, safe, and enjoyable educational environment. The Ministry of Education, Culture, Research and Technology mandates that education units must have the Violence Prevention and Handling Team (VPHT) to carry out efforts to prevent and handle violence in their respective schools.

As of January 29, 2024, most of the formed VPHTs were at the senior high school level, totalling 77.56%, with 11,327 VPHTs out of 14,604 education units. Furthermore, at the Vocational School (SMK) level, as much as 72.94% with a total of 10,534 VPHTs out of 14,442 Education Units. Based on data from the Ministry of Education, Culture, Research and Technology website, Vocation SMK Lab school *Unesa 1* already has a VPHT with seven members. Meanwhile, Lab school *Unesa 1* High School does not yet have a VPHT [3]. Referring to this reality, the presence of the campus is a necessity to provide capacity-building training, mentoring, and consultation forums for school VPH teams. Specifically, this research focuses on asset mapping and the implementation of capacity-building training for the VPH Team under Lab school *Unesa*.

Various research studies related to violence prevention in schools have been conducted from different perspectives. In [4], the factors that influence the implementation of the Your Voice Your View (YVYV) sexual violence prevention program. The results of the training showed that the four-session training pattern with a small class design was declared effective. The determining factors for the program's success include intensive initial planning, communication between teams, involving leaders to coordinate the program, and incentive benefits for active participants.

Another study [5] examined the factors that influence the implementation of sexual violence prevention programs in secondary schools. The prevention program framework needs to review conditions inside and outside the school environment, such as cultural norms, relative priorities, previous interventions, and the climate of program implementation.

In [6-8], the important role of education personnel in the implementation of adolescent sexual health education, specifically dating violence (DV) prevention. The research found that the lack of self-efficacy to prevent dating violence is a concern, as self-efficacy is associated with motivation to adopt new behaviours. To feel confident, school staff members need to learn about dating violence and healthy relationships and clarify their role in dating violence prevention. The results of this study highlighted the importance of providing structured training in addition to knowledge provision. Structured training can improve attitudes toward dating violence prevention and a sense of self-efficacy, which is important to generate the courage to create educational content and interventions.

In contrast to existing research, this action research is set in a junior high school setting and makes the VPH Team an agent in realizing a safe and comfortable school. The Lab School was chosen with the consideration that there were cases of bullying, toxic relationships, and digital sex abuse. On the other side, the school does not have a well-established device for handling cases or assisting victims. The problem of this research is (1) What is the existing condition of Lab School *Unesa* in Preventing and Handling Violence in Schools, and (2) how is the implementation of training and its results for the Violence Prevention and Handling Team?

2 Methods

This Action Research follows the Asset-based community development (ABCD) model. The community empowerment model is based on assets or potential [9]. Lab school already has "glass half full" capital, where the community's strengths, capacities, and assets need to be explored and developed as a strong foundation for realizing an anti-violence school. This approach was chosen to foster a positive mentality, self-confidence, and enthusiasm to explore their potential [10].

Action research with the ABCD pattern is carried out through stages: (1) preparation/asset mapping, (2) action planning, (3) action implementation, and (4) evaluation and monitoring. In the preparation stage, the assets and potential of partners were identified, both in the form of material and non-material, as well as in the coordination of the Lab school. The results of this identification led to action planning to implement the capacity-building program. Second is the action planning stage. Activities at this stage are focused on designing in the form of preparing SOPs and planning the materials needed. Third, the action implementation stage. At this stage, the Lab school VPHT capacity building for preventing and handling violence in schools was carried out.

The data collection techniques used are as follows : (1) a questionnaire about the existing condition of the school in the prevention and handling of violence; (2) interviews with the school director and teachers; (3) observation of the implementation of capacity building; and (4) Capacity building results test. Data were analyzed descriptively qualitatively by Miles and Huberman with three activities that occur simultaneously: data reduction, data presentation, and conclusion /verification.



Fig. 1. Research Methods

3 Results and Discussion

3.1 A field mapping of lab school's assets in violence prevention and handling

Based on initial observations, the school does not yet have guidelines for carrying out its functions and roles. The field of case handling, for example, does not yet have established resources in the field of advocacy and law, how to receive and follow up reports of alleged violence, how to handle the findings of alleged violence, how to investigate reports of alleged violence; how to measure the degree of violence and develop recommendations for sanctions, and how to provide recommendations for children's education if students involved in violence are children in conflict with the law [11]. Similarly, in the field of Victim assistance, Schools do not yet have established resources in the field of Prevention and Intervention on how to assist victims, reporters, and witnesses, how to provide intensive counselling for victim recovery, and how to provide referrals for victims to services according to the needs of victims of violence. This condition requires higher education to provide assistance and strengthen the system [12].

In the action preparation stage and FGDs with schools, VPH Teams have been formed in seven schools under Lab School, namely: (a) Lab School *Unesa 1* High School; (b) Lab school *Unesa 1* Vocational School; (c) Lab School *Unesa 1* Junior High School; (d) Lab school *Unesa 2* Junior High School; (e) Lab School *Unesa 3* High School; (f) Lab school *Unesa 1* Elementary School; and (g) Lab School *Unesa 2* Elementary School. KB - TK Lab School *Unesa 1* and KB - TK Lab school *Unesa 2* do not have a VPH team.

All schools have a VPH Team but do not have sufficient understanding of the roles, duties, functions and programs that need to be developed in violence prevention and strategies for handling cases of violence involving school members. Therefore, it is necessary to provide training as a form of initial understanding in carrying out their duties as a VPH Team. It was also agreed that all VPH teams in the nine schools and the principal would be invited to the Technical Assistance. Asset mapping in each school is presented in the following presentation.

3.1.1 Existing conditions of violence prevention and handling at Lab School UNESA 1 High School

Lab School *Unesa 1* High School has formed a Violence Prevention and Handling Team (VPHT), a VPHT of 11 people consisting of (1) seven teachers, (2) one student, and (3) two student guardians. Prevention activities that have been carried out are socialization with students, integration of VPH in learning, analysis of the tendency of bullying actions committed by students, and classification of students into three levels: low, moderate, and severe. Where the school has also made regulations regarding the implementation of VPH in the form of socialization through learning, this school has handled cases of violence in the form of psychological violence, bullying, and sexual violence with students as perpetrators. The VPH team is the unit trusted to handle these problems. The principal provides full support, and there is already a budget for the program. The VPH team room utilizes the counselling room. The difficulty felt by the VPH team when handling cases is the lack of skills in exploring cases and weighing sanctions. The difficulty in implementing prevention programs at school is the habituation of an anti-violence culture in the school environment. In the near future, this school will hold socialization related to violence enforcement and form a special team of complaint services to the VPH task force at Lab school *Unesa 1* High School.

3.1.2 Existing conditions of violence prevention and handling at Lab School Unesa 1 Vocation School (SMK Lab school Unesa)

The Violence Prevention and Handling Team (VPHT) has been formed at SMK Lab school *Unesa 1*, a total of 7 people consisting of (1) four teachers, (2) one committee member, and (3) two counsellors. Prevention activities that have been carried out are socialization to students, anti-violence parenting to parents, and integration of VPH in learning. The school has socialized anti-violence through anti-bullying posters and the like. The VPH team has handled cases of physical violence and bullying. To optimize the program, the Principal supported the team regarding availability and budget by using the counselling room. The difficulty felt by the VPH team when handling cases is the lack of openness of the victim, making it difficult to handle, and the policies taken by the school contradict regulations from the Education Office. The prevention program plan will be parenting and socialization through posters or anti-violence slogans in schools.

3.1.3 Existing Condition of Violence Prevention and Handling at Lab school Unesa 1 Junior High School

Lab school UNESA 1 Junior High School has formed a Violence Prevention and Handling Team (VPHT) of 11 people, consisting of (1) five teachers and (2) six students. Prevention activities that have been carried out are socializing with students and integrating VPH into learning. They also designed a point book for violence control in schools. This school has handled cases of violence in the form of bullying. The obstacles encountered were the limited capacity of the team and the inadequate VPH facilities. In handling, victims tend not to dare to convey their cases straightforwardly, making it difficult for the team to investigate further. In addition, there needs to be more awareness from several parties regarding the importance of socialization. The school will conduct further socialization using banners or other media to enforce anti-violence regulations in schools.

3.1.4 Violence prevention and handling at Unesa Lab School Junior High School 2

The Violence Prevention and Handling Team (VPHT) has been formed at Labschool *Unesa 2* Junior High School, and it has a total of 3 people, all of whom are teachers. Prevention activities that have been carried out are socialization to students, anti-violence parenting to parents, and training for the VPH team. This school does not yet have regulations for implementing VPH in schools and adequate facilities. Cases that have been handled are related to psychological, physical, bullying, sexual violence, and discrimination. Handling violence is assisted by counselling teachers, homeroom teachers, and student affairs. The difficulty felt by the VPH team when handling cases is that the perpetrators do not understand their actions as mistakes, while the victims need to condition a comfortable and safe zone at school. In addition, the VPH team also has difficulties in implementing violence prevention programs at school due to a busy schedule of activities. Activities that will be designed for prevention are anti-violence socialization, especially for new students and student guardians.

3.1.5 Violence prevention and handling at Lab school Unesa 3 Junior High School

SMP Lab school *Unesa 3* has formed a Violence Prevention and Handling Team (VPHT) consisting of 7 people. Prevention activities that have been carried out are socialization to students, anti-violence parenting to parents, training for the VPH team, and integration of VPH in learning. Schools have also made regulations regarding implementing VPH in the form of socialization through learning. Currently, the school has not been facilitated with adequate space and budget. The team has handled cases of physical violence. There have been no difficulties in handling violence cases in schools or implementing prevention programs at Lab School *Unesa 3* Junior High School.

3.1.6 Violence Prevention and Handling at Lab School Unesa 1 Elementary School (SD Lab school Unesa 1)

At SD Lab school *Unesa 1*, a Violence Prevention and Handling Team (VPHT) of 5 people has been formed, consisting of (1) four teachers, (2) one student guardian, and (3) one administration person. Prevention activities that have been carried out are socialization to students, anti-violence parenting to parents, and integration of VPH in learning. The school has also made regulations regarding implementing VPH in the form of circulars through pamphlets and similar media. The VPH team has not been facilitated with adequate space and budget. The VPH team has handled cases of physical and psychological violence. The

difficulty felt by the VPH team when handling cases is the lack of coordination between the parents of the perpetrators and victims. In contrast, the school's difficulty in the prevention program is the need for more cooperation between the school and parents. Efforts made to create an anti-violence school include socialization, creating VPH regulations, and installing pamphlets and the like in the school environment.

3.1.7 Violence prevention and handling at Lab school Unesa 2 Elementary School (SD Lab school Unesa 2)

SD Lab school *Unesa 2* has formed a Violence Prevention and Handling Team (VPHT) of 5 people consisting of (1) three teachers, (2) one student, and (3) one student guardian. Prevention activities that have been carried out are socialization to students, anti-violence parenting to parents, and training for the VPH team. The school has written regulations on the implementation of VPH. The school has not yet facilitated the team with the necessary tools, such as adequate space and budget. Cases that have been handled include physical violence and bullying. The difficulty felt by the VPH team when handling cases is the lack of understanding in weighing sanctions against perpetrators by Indonesian regulations. Besides, the difficulty of implementing violence programs is limited time, so some programs are postponed. In the next stage, the school will hold socialization related to sex education and parenting for student guardians at SD Lab school *Unesa 2*.

3.1.8 Violence prevention and handling at Lab school Unesa 1 Kindergarten

Lab school *Unesa 1 Kindergarten* has formed a Violence Prevention and Handling Team (VPHT) with a VPH Team of 4 people consisting of four teachers and one Principal. Prevention activities that have been carried out are anti-violence parenting to parents. The school has handled cases of violence in the form of psychological violence, and the VPH team as a unit handled the problem. There have been no difficulties from the VPH Team when handling violence at school because it has been resolved internally, and the difficulties felt by the VPH team in implementing the prevention program are to provide understanding to all residents to support the vision and mission of the kindergarten. Shortly, a program related to preventing violence in the family will be held.

3.1.9 Violence prevention and handling at Unesa Lab school Kindergarten 2 (KB-TK Lab school Unesa 2)

Lab school *Unesa 2 Kindergarten* has not yet formed a Violence Prevention and Handling Team (VPHT), and no written regulation exists. The school has handled cases of physical violence where the perpetrator is a unique child and requires special handling and is handled directly by the Principal supported by related parties. The difficulty felt by the school when handling cases is the lack of cooperation from the student's guardian; in the near future, the school will hold parenting about violence to student guardians and school residents of KB TK Lab school *Unesa 2*.

3.2 Implementation of training on strengthening the role of the VPH Team

VPHT Training was held on June 26, 2024, at the Auditorium of SD Lab school *Ketintang*. This activity was attended by the VPH Team, which included teachers and principals from nine schools in the Lab School Environment. The total number of participants was 63 people. The training material consists of, (1) Understanding Forms of Violence in Schools; (2)

Strategies for handling cases of violence; (3) Review of cases of violence in schools; (4) Strategy for Assisting Students Victims of Violence; (5) Mentoring strategies for perpetrators of violence; (6) Preparation of Violence Prevention Program; and (7) Training was held from 07.00 a.m to 04.00 p.m.

The first material, Understanding Forms of Violence in Schools, was delivered by Faidah, explaining that throughout 2023, there were 3,547 complaints of cases of violence against children. There are 1915 cases of sexual violence, 985 physical violence, and 674 psychological violence (Komnas Perempuan Data) with high cases of violence; the Government issued No. 46 of 2023 concerning Prevention and Handling of Violence (VPH) in Education Units where there are six types of violence regulated by No.46 of 2023, which include (1) physical violence; (2) psychological violence; (3) bullying; (4) sexual violence; (5) discrimination and intolerance; and (6) policies containing violence. Prevention strategies in dealing with violence in schools through three scopes, namely, (1) governance, (2) education, and (3) infrastructure.

The second material, Strategies for Handling Violence Cases, delivered by Iman Purba, explained that handling violence (Administrative Law) through stages: (1) Receiving reports; (2) Report Examination (analysis of evidence); (3) Case Development (seeking information/witnesses/parents/etc.); (4) Analyzing the case and considering the case; (5) Developing sanction recommendations; (6) Issuance of Administrative Sanction Decree; (7) Reporting to the education office; and (8) Victim and perpetrator assistance.

In the third material, Violence Case Review, there are "three big sins" for the world of education, namely: (1) acts of radicalism and intolerance, (2) bullying, and (3) sexual violence. In this session, many cases of violence that had occurred in the participants' schools were discussed, and strategies for handling and sanctioning were discussed.

The fourth material, Strategy for Assisting Students Victims of Violence, was delivered by Nanda Audia Vrisaba. This material focuses on the impact of violence on victims in the form of (1) physical, (2) psychological or mental, (3) social, (4) and economic. The victim certainly has many things that cause him to hesitate to contact the authorities; therefore, it is necessary to have the right assistance from an individual or group to be more empowered and help himself, such as legal, psychological, or social assistance. The objectives of assistance are: (1) providing the right response to help the victim; (2) stabilizing the victim's emotional condition and empowering them; (3) connecting the victim to the appropriate parties to help them; (4) first aid so that the victim's condition does not get worse. Efforts made to address the impact of violence are strategies that need to be developed to provide the best assistance through health services, counselling, legal assistance, advocacy, and social and spiritual guidance [7].

Teachers or peers can carry out victim assistance by providing PFA (Psychological First Aid) training. In addition, another thing that the companion can do is through the Emotion Validation Formula with the formula of emotional content + story summary + appreciation of efforts) with the form "I can understand, you must be very angry about the unpleasant treatment by your friend. But, I quite appreciate your ability to finally dare to refuse their request". For victims, it is necessary to see the condition of children and also communicate with guardians/parents, monitor conditions, improve communication and openness, and determine if there are indications of danger to the victim's condition.

The fifth material, Strategies for Assisting Student Perpetrators of Violence. Someone can become a perpetrator by feeling that they are on the side that has more power than the victim, feeling jealous or spiteful of the condition of others, especially the victim, following friends (conformity) because they do not want to be a victim and other reasons that can influence someone to become a perpetrator is influenced by social, environmental, economic, and so on.

Handling strategies that can be given to the perpetrator are: (1) Invite or help the perpetrator recognize the conditions that provoke his emotions or aggressive actions. (2) Help identify the strengths possessed by the perpetrator. (3) Invite the perpetrator to identify activities that can help him to vent or release his aggressive desires. (4) Instilling norms and identifying weak values possessed by the offender. To determine the effectiveness of this training for participants, Participants were given a pre-test and post-test to capture their understanding of the issue of violence [3, 6]. The follow-up of the training is the preparation of prevention programs in each school.

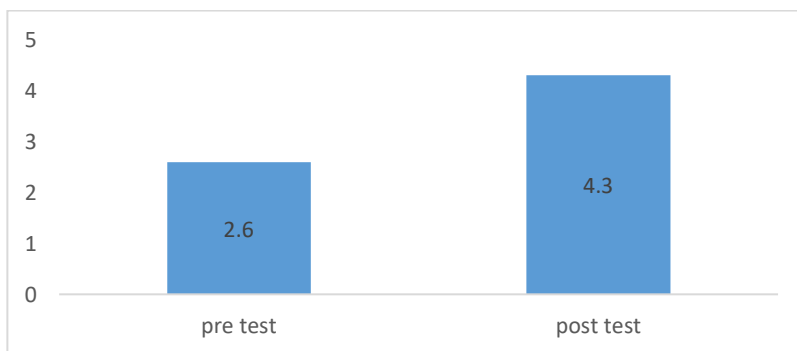


Fig. 2. Pretest and Post test comparison

Based on the results of the pre and post-questionnaire, it is known that the average knowledge of participants related to the prevention and handling of violence in schools is 53.3. And after the training, there was an increase in understanding to 86.6. There were 15 questions including (1) Government policies related to VPH; (2) forms of violence; (3) objectives of preventing and handling violence in schools; (4) targets in preventing and handling violence; (5) examples of violence that should not be committed; (6) strategies for preventing and handling violence; (7) the impact of violence on victims; (8) how to report cases; (9) principles in assisting victims of violence; (10) mentoring skills with victims; (11) ethics that need to be considered when assisting victims; (12) forms of assistance to victims; (13) procedures for handling violence; (14) examination period; and (15) considerations in preparing sanctions. This training can improve teachers' understanding of forms of violence, prevention strategies and skills in dealing with violence in schools.

4 Conclusion

Based on the results and discussion, it can be concluded that (1) Eight of the nine schools in the Lab school *Unesa* environment have formed a Violence Prevention and Handling Team. There are variations in the number of members and elements of team representation from teachers, students, and the School Committee. VPH implementation efforts in schools are still the domain of teachers and principals, and student involvement is still not optimal. Violence prevention programs have been implemented in nine schools with similar patterns, namely socialization through posters and leaflets, non-violent parenting for parents, and anti-violence education for new students. Nine schools in the Lab school environment have handled cases of violence with types/forms of physical, psychological, sexual, and bullying violence. (2) The training was conducted in four sessions related to understanding violence in schools, reviewing cases of violence and strategies for handling them, victim assistance strategies, and strategies for assisting perpetrators of child abuse. The training was designed with lectures, discussions, games and group work. The training has increased teachers' knowledge and understanding of violence prevention and handling.

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