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## SOCIOLOGICAL PERSPECTIVE OF EDUCATION IN VIEWING VIOLENCE IN THE WORLD OF EDUCATION IN INDONESIA

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### Abstract

The emergence of subject-object relations in education causes delinquency among teenagers. This delinquency then causes the emergence of violence that occurs in education. As a sociological study of education, this one examines how the phenomena of violence is viewed from a sociological standpoint. This study will use a qualitative approach by using data from various research results and previous studies that are still relevant to this research. The study results found that student delinquency cannot be separated from the influence of the subject-object relationship pattern built-in science. This relationship pattern stems from the lack of objectivity of the Indonesian education system, including its principles, aims, social organization, curriculum, teaching techniques, evaluation, students, educators, facilities, and funding.

**Keywords:** *Juvenile Delinquency, Sociology of Education, Education System, Control.*

### A. INTRODUCTION

Saturday, November 10, 2018, the Indonesian Child Protection Commission (KPAI) coordinated with the head of the Education Office for the Central Java Province (Kadisdik) Gatot Bambang Hastowo over the viral video of students bullying teachers in Kendal. As a consequence of the discussion, the students were instructed not to repeat their acts based on the information received from KPAI. On November 10, 2018, the school summoned and counseled the kids engaged in the viral video. The children were also required to declare that they would not replicate the popular video's gags (Muhlis et al., 2021). Furthermore, on Monday, 12 November 2018, it was the turn of the parents of the students who the school called and made a joint commitment to advise their children not to repeat their actions and be more respectful of their teachers. The conference was attended by the principal of SMK, as well as a number of teachers, school supervisors, students, and parents, as well as Kendal Regent Mirna Annisa Kudos to Central Java Governor Ganjar Pranowo and KPAI for keeping them informed of the current developments in the viral video case. Retno went on to say that both the school and the teacher had admitted that the video's depictions of aggressive behavior were only jokes (Van Geel et al., 2016). In spite of this, the school ruled that the joke had gone too far. There was no actual violence or beatings depicted in the viral video, according to both the school and the teacher who was the subject of it. Some students' jokes about their teachers go beyond what is considered acceptable by the school as far as decency and social ethics go (Nicholls, 2020).

Rude behavior from students towards teachers is happening again in Jakarta. A viral video shows a teacher who is teaching in a class when the sound of students uttering inappropriate harsh words. The student eventually withdrew (expelled) from school. SMA Al Azhar Kelapa Gading in North Jakarta was the location of this occurrence. According to school principal and party leader Sumanto, the party regrets this occurrence. Then the principal said that he had asked the teacher for an explanation and clarification in the video. The teacher did not realize that one student was recording in a conducive class during the group learning process," said Sumanto. Dated February 19, 2019, the occurrence took place. School officials

learned of this video a week later and contacted parents and students, who confirmed that they taped the video in class and dubbed the voice (Payne & Journell, 2019).

“Students believe and admit that the video was taken at noon on the 19th (February) and that it was Tuesday at 14.00 WIB and then in the evening it was idly opened and then he entered the dubbing sound, and on a whim, he also uploaded it to his personal Instagram,” explained Sumanto. Sumanto said neither the teacher nor the other students in the class listened to the harsh words spoken in the video. The teacher was also not aware of being recorded.

Indonesia's education system has been plagued by a long string of problems, including the recent death of an honorary art teacher in Sampang, Madura, East Java, as a consequence of a student's beating. This is the irony in Indonesian education because there are so many deviations in education (Na'imah & Nurdin, 2017). It is impossible to disentangle the influence of the scientific pattern of subject-object relations on the violence that occurs in education, both from teachers to pupils, pupils to teachers, and other pupils. Scientific objectivity underpins this relationship structure (Maralov & Sitarov, 2018). The education system in Indonesia is not objective. This is found in the weaknesses of the current national education system, such as:

1. Principle problem

In the microcosmic concept, education is considered as an isolated and distinct entity. Development and education are unrelated, resulting in awkward high school grads, unemployed graduates, etc. School age, a lack of horizontal and vertical equilibrium, and a wall separating the school from the community all limit educational programs and implementations (Betzig, 2015).

2. Goal problem

National education has the purpose of forming Pancasila, however this isn't explained in any depth. Students' growth is not an end in itself. Only the horizontal or only the vertical axis is meant by this. The curriculum's only focus is on the teacher. Students are expected to be individualistic from the start, and the traditional educational system produces individualistic children when teachers teach when they believe the task has been completed. As a result, students develop an intellectualistic soul because they forget about other aspects of their personalities while working at their desks, and this results in the development of a priyayi soul (Riyani et al., 2021).

3. Social organization

Only providing formal education, 6 – 3 – 3 school levels, between elementary and junior high schools are two levels that are separated there is a separation, there is a big division in high school between the science, social studies, and language departments using the one-year school year and the class promotion system in high school (Butler & Le, 2018)

4. Curriculum

The program emphasizes universal standards and average student skills. Because the curriculum is subject-centered, classroom walls and school grounds restrict learning. The educational approach is more textbook-based, requiring students to memorize formulas and historical dates, and does not give them with real-world experiences (Shah, 2020).

5. Teaching method

The teaching method lays greater emphasis on the teacher and instructional materials in order to separate the teaching and learning processes. As much theoretical knowledge as possible is imparted through the verbal-intellectual instruction method, yet this is sterile to the working world and its treacherous spirit (Bidabadi et al., 2016).

6. Evaluation

The evaluation approach focuses solely on testing intellectual talents (knowledge and intelligence) and excludes all other educational objectives. Students are encouraged to

emphasize the acquisition of a diploma, which is regarded as a prerequisite for entering the workforce or pursuing further education (Roll & Wylie, 2016).

7. Protege

In education, kids are frequently viewed as simply objects. Those from able/working social strata obtain greater educational possibilities than students from other social strata. The school emphasizes the classical system, in which all pupils are treated equally regardless of their background or personality. Slow learners impede rapid learners, hence slow learners must catch up to the rapid learners. Due to the condition of the school's organizational structure, many students and students in Indonesia have dropped out (Lake et al., 2017).

8. Educator

Teachers primarily perform and serve as educators in schools. The majority of classroom instruction is based on verbose, theoretical textbooks and is conducted through lectures. Traditionally, the instructor is positioned and expected to have superior topic knowledge than the students (Souto-Manning, 2019).

9. Facility

The space and equipment provided are mainly used for academic teaching

10. Financing

Financing expects to be provided mainly by the central government

To construct paradigms and subject-object mentality is influenced by a focus on objectivity in research and education. Teachers and students can benefit from adopting this mindset and philosophy. Teaching students to be information and knowledge sponges is an option that teachers can choose to pursue. Students, on the other hand, see themselves as vessels that must accept the lesson's content, no matter how they feel about it (Jensen et al., 2015).

Similarly, pupils will perceive the teacher as an object at which they can focus any negative judgements, as they are viewed as the reason of their inability to learn and other issues relating to the learning process (Stroebe, 2016). Teachers teach it is not clear where the teacher's pedagogic competence is low, especially in class mastery and efforts to create a creative and fun learning atmosphere that challenges students' creativity and interests (Yunus et al., 2021).

The researcher then intends to examine how the sociology of education sees how violence usually occurs in the educational environment through the explanation above.

## B. LITERATURE REVIEW

### 1. Educational Sociology

Terminologically (term), according to Zainuddin Maliki, sociology of education is the study of how social institutions and forces influence the process and outcome of education and vice versa. According to this definition, there is a reciprocal relationship between education and social development. Education will give birth to social changes and social changes that affect the direction of education. Between education and social change, there is a symbiotic-mutualism relationship.

According to S. Nasution, sociology of education is a science that seeks to find ways to control the educational process to develop individual personalities. This definition wants education as a social activity to produce a generation with good personality, character, and morals (Ule et al., 2015).

Abdullah Idi defines the sociology of education as a science that describes and explains institutions, social groups, and social processes. There is a social relationship through which individuals acquire and organize their experiences. From this definition, it can be understood that educational institutions should be used as a vehicle to acquire and develop knowledge to be used as a provision in life (Saputra, 2021).

Damsar defines the sociology of education in two senses. First, the sociology of education is a study that studies the relationship between society, social interaction, and education. In this connection, it can be seen how society affects education. On the other hand, how does education affect society? (Gepu et al., 2018). Second, the sociology of education is defined as a sociological approach applied to the phenomenon of education. The sociological approach consists of concepts, variables, theories, and methods used in sociology to understand social reality, including the complexity of activities related to education (Babones, 2016).

Experts on the sociology of education make many more definitions. From some of the definitions above, it can be concluded that the sociology of education is sociology that discusses and is applied in solving all the problems that exist in education, especially in social interactions between students and the environment, teachers, and each other (Florian, 2019). Likewise, in seeing the social phenomena that develop in the education system, the existing sociological aspects can be used as a foothold in formulating everything related to education to achieve progress in education (Vanden Broeck, 2020).

The study of the sociology of education emphasizes the implications and social consequences of education. It looks at educational problems from the totality of its socio-cultural, political, and economic scope for society (Maccarini, 2016). If educational psychology views educational phenomena from the context of personal behavior and development, educational sociology views educational phenomena as part of the social structure of society (Hilpert & Marchand, 2018).

## **C. METHOD**

This research will be carried out using a qualitative approach and secondary research data derived from various research results and previous studies relevant to this research. The research data that has been collected will be analyzed, and then conclusions can be drawn following the wishes of the researcher.

## **D. RESULT AND DISCUSSION**

### **1. Subject-Object Relations**

Teachers, students, and fellow students are all subjected to violence because of the structure of subject-object interactions in science. Scientific objectivity underlies this type of relationship. The subject content is scientific and emphasizes one's ability to think critically. Teachers and students must be objective in their approach to teaching and learning because of these features and emphasis. As a result, the most significant consideration in researching a topic is its scientific merits. Due to the subject matter's scientific nature, it's a knowledge transfer from teacher to student. Students' and teachers' personal attitudes and emotions are kept as far away from science as possible in such a process.

Science's emphasis on objectivity can be traced back to the natural sciences' working methods. The natural sciences are concerned with the study of nature. Chemistry, physics, and biology are examples of natural sciences that focus on nature's material and empirical properties. The natural sciences, when conducting research, should remain objective and devoid of personal bias. The sole stance taken is one of objectivity. That's how scientists go about discovering new things. Work methods and scientific mindsets used in the social sciences are similar to those used in natural sciences like history, law, sociology and anthropology. Humans and their lives, the object of social sciences, are considered similarly to material and natural objects. As in nature, humans have subjective characteristics like emotions and moods, but these characteristics are viewed as factual. To construct paradigms and subject-object mentality is influenced by a focus on objectivity in research and education. Teachers and students can benefit from adopting this mindset and philosophy.

Teaching students to be information and knowledge sponges is an option that teachers can choose to pursue. Students also see themselves as empty vessels that must absorb the lesson's material, regardless of their views or biases towards it. Similarly, pupils will perceive the teacher as an object at which they can focus any negative judgements, as they are viewed as the reason of their inability to learn and other issues relating to the learning process. The teacher's instructions aren't clear at all. The amount of homework given by the teacher was excessive. Students routinely make claims like this in front of their professors. When students and teachers, as well as students and students, have subject-object connections, we see incidents like assaults on students, assaults on teachers, and conflicts between students. Through the scientific method, hidden subject-object relationships are constructed. How can kids be taught moral values if science's objectivity is so critical to the educational process? A person's ability to understand and internalize moral ideas such as justice, honesty, and respect for others is a question of personal preference, but these values are objective and universally applicable.

As a result, is there still a connection between the subject and object? The Ministry of Education and Culture, for example, has made numerous attempts to sever the subject-object connection. This endeavor is reflected in modifications and modifications to curricular content. The curriculum includes moral principles. The objective is for the teacher to shape the students' character so that they become civilized. Integral to the subject content and imparted to pupils during the learning process are moral values. Students' sense of conscience and cognition are cultivated in this manner. Social concern, regard for others, and concern for the environment are innate in pupils. These efforts and objectives are commendable and appropriate, but the objectivity requirements of science usually dominate them. The subject-object link is sustained and maintained, not transcended. Why? It is impossible to teach moral values without treating students as objects that must accept the moral values provided by the teacher. This leads to students being viewed as objects. Objectively, pupils are individuals who must embrace the moral principles inculcated by science education. In order to achieve this goal of instilling moral values in pupils, the concept of teaching moral values through the study of subject matter has been adopted. Due to their status as objects, children have difficulty developing an understanding of morality. The goal of education, especially in the primary and secondary grades, goes much beyond merely passing on information. This level of schooling also helps students develop a more civilized character.

There is a fine line between instilling moral ideals in children and considering them as mere objects to be assimilated. Students should not be treated as just teaching tools. It is professors who impart information to students, not the other way around. Student opposition to moral education is non-existent. Civilized character development does not focus on students.

In contrast, the student is the focus of education. The learner is the subject of education in the same way that the teacher is. Students and teachers are both participants in the learning process.

The instructor's ownership and mastery of science does not imply that the teacher alone should be a subject. Despite not having grasped and possessing a great deal of knowledge, pupils are subjects. Teachers and students are on an equal footing in the educational process because they are both education subjects. In order to achieve this equality, instructors and students must develop a link between their respective fields. To build an educational partnership, everyone involved must first proclaim that they are all educators. As educators, they follow the correct paradigm of education. Each and every individual participating in the educational process is considered an educator; this includes instructors, students, parents, administrators, and even policymakers. As a result, every every action and word serves as a testament to his status as a teacher. Human-to-human interactions are at the heart of the educational, teaching, and learning processes, according to educators. As educators, they are

all participating in this conversation. Students' personal growth and development is the ultimate goal of the educational process, according to these individuals. Individually, the disciples grow and develop. Students' bodies, thoughts, emotions, inner states, and actions all change, grow, and develop as they learn and progress as students. This educational paradigm's outward embodiment is the treatment of students as objects to be studied. Children are treated like teenagers who are still growing up in all aspects of their lives by teachers. Each student is an individual with their own set of abilities.

Some people go through the procedure more slowly than others. Students' anthropological status as young humans who are maturing in all areas does not change regardless of how long or fast the process takes. Educators will welcome and treat students as though they are grown adolescents if they are seen as instructional topics. During the educational and learning process, a student's personality is developed. When it comes to teaching and learning, this is the fundamental relationship between instructors and pupils. Students of all kinds can benefit from using the subject-subject link in their coursework. Although objectivity and the scientific attitude are promoted by science, they do not interfere with the interactions between teachers and students in subject-subject partnerships. The teacher-student relationship is founded on the teacher and student's shared humanity.

## **2. Moral Education in the World of Education**

It is also essential to include moral education in the curriculum in all academic areas. Moral education is the study of subjects other than academics, such as how to conduct oneself in everyday situations and how to speak politely to others. When it comes to moral education, it has been eclipsed by other forms of education such as mathematics and social studies. The clock is ticking to get good grades in school.

Students are pushed to study in order to better their exam scores and their school's reputation. No one seems to care that moral instruction isn't even considered the most important subject in schools. Throughout his life, he will be educating others, making him a better human being, and ultimately leading his students to heaven or hell, all of which will influence how others view him. This sentence demonstrates that the ruin in the realm of education is not caused by a decline in academic performance but by the erosion of morals.

The goal of value education is to instill in students the habit of acting in line with the demands of high moral values such as truth, kindness, and beauty, and to educate them how to grasp and recognize these values. As the primary environment that shapes human nature, character, and conduct, the family should play a significant role in the implementation of value education for children. In accordance with societal conventions, it is the responsibility of parents to lead their children toward positive and negative behaviors. In contrast, the reality of today's culture is that parents delegate numerous responsibilities for their children's education to other individuals or home helpers. Obviously, these children will have characteristics or characteristics that are vastly different from those of their parents, and children will tend to imitate what they observe, which pleases them unnoticed by good and bad, right and wrong, natural and unnatural, inappropriate, may or may not, all of which he will lash out against.

Only infrequently are religious children, manners, or national values brought up or described in television shows. Sleazy entertainment or celebrity stories are the center of nearly every show on television these days, and they tend to deviate from religious principles in order to be interesting. At the same time, they all enjoy being utilized as role models by adolescents. The moral ideals and standards of the nation's youth have diverged from the renowned politeness and friendliness of the people of Indonesia.

The influence of technology, such as shows on television that are far from religious norms, will be imitated by students to bring a change that impacts student delinquency. This aligns with More's opinion that social change is an essential change in social structure,

behavior patterns, and social interaction systems, including changes in norms, values, and cultural phenomena. With the emergence of technology such as television which broadcasts interesting entertainment programs even far from religious norms and without parental assistance, which causes teenagers to imitate behavior outside the norm, which has an impact on changing behavior patterns, namely juvenile delinquency in schools such as disrespecting teachers but commit acts of violence against teachers.

For this reason, the role of parents in the family is powerful in controlling their children's behavior so that they do not deviate. The occurrence of violence in education is juvenile delinquency against teachers who are the object of sufferers/victims because of students' behavior. A student may misbehave against his teacher. This is deviant behavior, namely students committing acts of violence against their teachers or students committing inappropriate actions against their teachers, such as the case described in the introductory chapter so that control/control from the family is needed, namely parents. The control theory reinforces this by Hirschi that deviations and even criminality or criminal offenders are evidence of the failure of conventional social groups to bind individuals to conformity, such as families, schools, educational institutions, and other dominant groups. In internal social control, there are four elements, namely affection, responsibility, involvement, and trust.

The theory that has been described above, if it is related to this paper, is about violence in the world of education, namely student delinquency towards teachers. So, it is essential to control or control from the family where the role of parents is very dominant in controlling the behavior of their children in the school environment and the neighborhood. In addition, there is cooperation and responsibility between parents and teachers, and school principals in schools in controlling student behavior. The point is that a teacher in teaching in the classroom does not only focus on the cognitive part but the affective and psychomotor part, meaning that in addition to providing subject matter, the teacher must also provide advice about moral education by inserting it into the sidelines of the subject matter. As the leading edge in children's education, schools also have a vital role. Extracurricular activities in character education and the development of talents and interests carried out in schools must also include moral education so that student delinquency does not occur in education.

## **E. CONCLUSION**

Student misbehavior is inextricably linked to the subject-object interaction pattern developed in science. The absence of objectivity in the Indonesian education system, including its principles, purposes, social organization, curriculum, teaching techniques, evaluation, students, instructors, facilities, and money, is the root of this relationship pattern. Educating children about morals is critical to their success. Moral education teaches non-academic issues, such as attitudes and behavior, rather than academic ones. Other forms of education have supplanted moral instruction, and classroom time is now spent seeking academic ideals. For the sake of their grades and the prestige of their school, students are driven to study hard. Teachers overlook the fact that there is a more vital lesson, namely moral education. The ruin in the world of education is caused not by a decline in academic performance but by the elimination of morals. The goal of value education is to inculcate in students a sense of the high moral standards associated with the pursuit of truth, kindness, and beauty, and to help them live their lives in line with those standards.

As the initial setting to develop human nature, character, and conduct, the family should play a significant role in the implementation of value education for children. In today's society, parents delegate numerous responsibilities for educating their children to other individuals or home helpers. Obviously, these children will have characteristics that differ greatly from those of their parents, and youngsters have a tendency to imitate what they observe, regardless of whether it is good or evil, right or wrong, logical or inappropriate. Even while the current trend

is a result of rising financial requirements, his family and life should not be overlooked and disregarded. Numerous moms and fathers work and delegate the care of their children to home assistants or "paid persons"; consequently, schools are largely responsible for all educational responsibilities. Unfortunately, affective problems and moral values are almost untouched in schools. The influence of technology, such as shows on television that are far from religious norms, will be imitated by students so that it brings a change that has an impact on student delinquency. Student delinquency is a deviant behavior where students commit acts of violence, such as students bullying teachers. We need control from the family, namely parents, the school, and the extracurricular community.

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