Communication Model in Preventing Violence at Cibinong State High School 1 Bogor District

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ABSTRACT

Violence in schools has increased in recent years, and cases of this violence often have serious impacts, both on the victims and on the entire school community. Based on data from the Online Information System for the Protection of Women and Children, it shows that violence against children in 2019 was 12,285 children. This figure has increased in 2020 to 12,425 children. Not stopping at these numbers, in 2022 the amount of violence against children will increase sharply to 15,972 children. Violence can take the form of rape, beatings, confinement, neglect, kidnapping, murder and there is also violence that makes children anxious. Therefore, this research examines the communication model for preventing violence at State Senior High School 1 Cibinong, Bogor Regency. The research design used is descriptive qualitative with data analysis consisting of data reduction, data presentation, and drawing conclusions and verification. The research results show that implementing an appropriate communication model, which allows messages from teachers to students to be received and understood, can help change student behavior to avoid violence.

Keywords: Violence; Communication Model

INTRODUCTION

Violence in schools is a problem that has long plagued many countries around the world. This violence can take the form of verbal harassment, bullying, physical violence, or even more serious acts of violence such as fighting, using weapons, or other extreme actions. Violence in schools has increased in recent years, and cases of this violence often have serious impacts, both on the victims and on the entire school community. This trend underscores the need for more effective preventative measures. Based on data from the Online Information System for the Protection of Women and Children (Simfoni PPA) quoted by Silaban (2023), it shows that violence against children in 2019 was 12,285 children. This figure has increased in 2020 to 12,425 children. Not stopping at these numbers, in 2022 the number of violence against children will increase sharply to 15,972 children.

The data shows thatViolence against children continues to increase, the types of violence experienced certainly vary, such as rape, beatings, confinement, neglect, kidnapping, murder and there is also violence that makes children anxious. This violence is very easy to recognize because it leaves marks (identified) on children who are victims of violence. Usually the perpetrator of violence is not someone they don't know, but violence usually arises from people they interact with almost

all the time, such as friends, teachers, neighbors, siblings, step parents and even biological parents.

The violence mentioned above is real violence, easy to recognize so it is not difficult to anticipate so that the violence does not continue continuously, in fact it is very easy to prove because it leaves scars on the victims of the violence. Apart from the violence described above, there is also violence that is latent or not real, the perpetrators of violence and victims of violence do not realize that it is a form of violence. Apart from that, the development of Information and Communication Technology (ICT) has also given rise to a new term for bullying and intimidation via online facilities (internet and mobile phones) which is known as cyber bullying.

Refer toLaw No. 20 of 2003 concerning the National Education System, especially article (1) Education is carried out democratically and fairly and non-discriminatorily by upholding human rights, religious values, cultural values and national pluralism. (2) Education is organized as a systemic unit with an open and multi-meaning system and alsoLaw of the Republic of Indonesia Number 17 of 2016 concerning the Stipulation of Government Regulations in lieu of Law Number 1 of 2016 concerning the second amendment to Law Number 23 of 2002 concerning child protection into law, so ideally no one will dare to commit violence in schools, because perpetrators of violence can be given sanctions or be caught in law according to the level of violence committed.

However, several findings still show that violence still occurs in the school environment, such as the findings of Christiana (2019) in her research entitled Identification of Forms of Violence and Handling It in the Elementary School Environment which revealed that physical violence occurs around 25%, verbal violence 40%, and mental/psychological violence. around 15%. The same thing was expressed by Rahman and Erianjoni (2023) in their research that physical violence still occurs in junior high schools with various types of violence such as being beaten up, throwing paper at them, having their chairs pulled until they fall, being hit, hitting other students, and fighting. Meanwhile, Larozza, et al (2023) revealed that bullying behavior occurred among students in grades IV and VI. Researchers also found that students in grades IV and VI often bullied and became victims of bullying. In the context of this background, the research aims to determine the Communication Model in Preventing Violence in Schools so that it becomes important to help reduce violence and create a safe and supportive learning environment for all students in schools.

LITERATURE REVIEW

Violence comes from the Latin word's vis (power, strength) and latus (to carry). Sociologically, violence is social conflict that is not controlled by society by ignoring social norms and values, giving rise to destructive actions (Pudjiastiti, 2006). Meanwhile, according to Liere (2010), violence always has a "subject" who commits violence and an object who receives violence. Liere (2010) continues that

violence is the result of a relationship. From here violence can be defined broadly and neutrally: violence is a conscious or unconscious activity, which includes an object in the structure of the subject. Subjects can be understood as individuals or organizations, legal or illegal.

When teachers convey messages to their students, this is a communication process and in the communication process that is established, of course it cannot be separated from the use of types of communication models such as linear communication models, transactional communication models, interactional communication models and convergence communication models. Transactional communication is a personal process because the meaning or understanding we obtain is basically personal (Efendi, et al, 2023) and Interactional communication is a description of communication as a process in which participants exchange positions as message senders and message recipients and form shared meaning by sending and receiving feedback in physical and psychological contexts (Schramm, 1997).

The linear communication model is a very simple communication model and describes communication as taking place in one direction. Communication models that refer to linear communication models include Aristotle's communication model, Lasswell's communication model, Berlo's SMCR communication model, and Shannom and Weaver's communication model (Ruliana, 2016 in Efendi, et al., 2023). A model, according to Little John in Wiryanto (2004), is a description of a communication event. To better understand communication and define its forms in human relations, communication models were developed.

Communication models are theoretical concepts or frameworks used to explain how messages or information are sent, received, and understood between individuals or groups. These communication models help us understand the communication process and how elements such as sender, message, channel, recipient, and context influence communicative interactions. The elements in communication are communicator or person who conveys a message to the audience; Messages, ideas or information conveyed to the audience; Media or communication means used by communicators to convey messages; communicant or audience is the party who receives the message; and feedback or response from the communicant to the message received.

METHOD

This research was carried out at State Senior High School (SMAN) 1 Cibinong, with a qualitative descriptive approach. Research was conducted through; (1) Observation: the researcher directly observed the research location for the data collection process which was carried out to determine the teacher's communication model regarding violence prevention, (2) conducted interviews with a number of teachers at State Senior High School (SMAN) 1 Cibinong, (3) Documentation. Next is analyzing the data inductively from general to specific themes and interpreting

the meaning of the data and data sources used in this research in the form of primary data obtained from data collection using interview techniques from respondents as well as observations and secondary data in the form of documents, literature, policy letters. and others related to the problem to be researched. The data analysis technique in this research is based on qualitative analysis steps, namely data reduction (summarizing, selecting the main things, focusing on important things, looking for themes and patterns), data presentation (brief description, charts, relationships between categories, flowcharts or more. the easy way is to write text in narrative form) and draw conclusions. (Huberman. 2014).

RESULTS AND DISCUSSION

Communication models have an important role in preventing violence in schools. Effective communication between students, teachers, parents and school staff can help detect and prevent acts of violence and create a supportive and safe environment for all. Preventing violence in schools is not just the responsibility of one party, but the entire school community. Therefore, it is important to develop a communication model that facilitates collaboration and active participation of all parties concerned. Violence is never justified, whether in the school environment or in other social environments, because violence can cause damage to both the victim and the perpetrator of the violence themselves. This is what then encourages all parties in the school to work together to break the chain of violence that often occurs in the school environment.

One effort to break the chain of violence against students is the application of appropriate communication models that enable the messages sent by teachers to students to be received and understood, which ultimately can change student behavior to avoid acts of violence which can have a negative impact on perpetrators and victims of violence. A model is an analogous picture that abstracts and selects parts from a whole. Regardless of the good or bad of the communication model that we develop, time and circumstances are also factors that are worthy of consideration when implementing a communication model (Hariyanto, 2021). Meanwhile, according to Nurjana (2019) mA model is a plan, representation or description that explains an object, system or concept which is often a simplification or idealization.

Severin and Tankard (2008) in AS Bambang (2014) explained that mModel is defined as a representation of the real world in a theoretical and simplified form. Models are not tools for explanation but can be used to help formulate theories. Model implies a relationship that is often confused with theory because the relationship between model and theory is so close. Models provide a framework that can be used to consider a problem even though in its initial version the model will not lead us to successful predictions. So far there are many communication models, but here we will only discuss linear communication models and convergent communication models. This is because the two communication models are implicitly conveyed by the informant to the researcher. The linear communication model, more specifically the Berlo SMCR Model. Meanwhile, convergence

communication models include intrapersonal communication, interpersonal communication and mass communication.

Based on the results of interviews with informants, the school always tries to overcome violence by inviting the Bogor Regency Police to provide education to all students regarding the dangers of violence, alcohol, illegal drugs and things that can have legal impacts on students and teachers. . Apart from that, the Cibinong District Prosecutor's Office also often does the same thing. The goal is so that students do not get caught up in activities that violate the law because of their ignorance. However, after counseling from the police and the prosecutor's office, this certainly provides new knowledge to students so that they do not easily carry out various activities that can be punished.

Efforts to overcome violence are not only that, but teachers also always provide advice to students so that they do not commit violence against fellow students. Not only physical violence but also non-physical violence. However, if it still happens, the school will call the student's parents and at the same time give them a warning not to repeat the action. During the time the informant was teaching at SMAN 1 Cibinong, there had never been any incidents of physical violence, but non-physical violence such as teasing (Bullying) was sometimes still found, but when the teacher saw the students immediately stopped and this was within limits that did not cause psychological harm. student. If student bullying activities are carried out in front of the teacher, the perpetrator is specifically summoned to the teacher's room. The aim of the summons was to provide advice not to carry out violent activities against other students.

CONCLUSION

Communication models have an important role in preventing violence in schools. Effective communication between students, teachers, parents, and school staff helps detect and prevent acts of violence and creates a safe and supportive school environment. Preventing violence in schools is the responsibility of the entire school community, not just one party. Collaboration and active participation of all relevant parties is required. Implementing appropriate communication models, which allow messages from teachers to students to be received and understood, can help change student behavior to avoid violence. The school makes efforts to prevent violence by inviting the police and prosecutor's office to provide education to students about the dangers of violence, alcohol, illegal drugs, and the legal impacts of these actions. Apart from counseling, teachers also provide advice to students to avoid violence, both physical and non-physical. If violence occurs, the school will call the student's parents and give a warning. Physical violence at school appears to be rare, but non-physical violence such as bullying is still sometimes found. Teachers immediately stop bullying if it occurs. If student violence is committed in front of the teacher, the perpetrator will be called to the teacher's room to receive advice not to commit acts of violence against other students.

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