

ANALYSIS OF CASES OF VIOLENCE BY TEACHERS IN THE SCHOOL EDUCATION ENVIRONMENT: A PROFESSIONALISM AND ETHICS PERSPECTIVE

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Abstract: Teacher-perpetrated violence in schools represents a violation of professionalism and ethical codes, which should serve as fundamental guidelines in education. This study examines five cases of physical violence committed by teachers in various educational institutions in Indonesia, encompassing verbal abuse, physical violence, and even sexual harassment. The study aims to identify patterns of violations, causal factors, and the impacts of such violence on students, both physically and psychologically. The research employs a qualitative descriptive method with a case study and literature review approach. Data analysis was conducted by collecting secondary data from previous studies and academic journals. The research is grounded in the theory of teacher professionalism and educational ethics to analyze violent actions committed by educators. The findings reveal that violence stems from teachers' inability to manage emotions, the use of inappropriate disciplinary approaches, and weak oversight and enforcement of school policies. To prevent violence, professional development, consistent application of ethical codes, and strict monitoring of teacher qualifications are essential to create a violence-free educational environment.

Keywords: Teacher, Violence, Professionalism, Ethical Codes

1 Introduction

Violence often occurs in everyday life both in the community, family and in the school environment, as a place to educate and be educated (Santrock, 2008). Broadly speaking, violence is defined as an action that can harm others, either physically or psychologically (Depdiknas, 2003). It is the psychological form of violence that must be watched out for because it can have a relatively long-lasting traumatic effect on the victim (WHO, 2002). In Indonesia, the rate of violence against children is generally increasing (Lembaga Perlindungan Anak, 2003). The Child Protection Agency (LPA) in Central Java reported that between January and November 2003 there were 285 cases of violence and exploitation against children, one of whom died (Lembaga Perlindungan Anak, 2003). Meanwhile, cases of violence in schools have also been widely covered by the mass media (Kompas, 2024). In East Flores, NTT a teacher at Bina Karya Private Vocational School in Larantuka dipped a student's hand in

boiling water (Tempo, 2023). In September 2024, a Wonosobo elementary school teacher was policed for slapping a student (Detik.com, 2024) (Tuesday, October 29, 2024).

In the education environment, cases of violence related to teacher professionalism and human rights often occur (Mulyasa, 2010). These cases occur when teachers try to enforce the discipline of students, but are considered to violate human rights (UNICEF, 2020). Teachers who reprimand or give light corporal punishment to students who violate, often end up with reports from parents to the authorities (Depdiknas, 2005). In fact, before giving corporal punishment, many teachers have gone through stages of punishment, from verbal reprimands to counseling with parents and principals (Sugiyanto, 2007). However, not all parents agree with teachers' disciplinary actions, some accusing teachers of violating human rights (Mulyasa, 2010). As a result, a dilemma arises, on the one hand, teachers must educate professionally, but on the other hand, there are human rights demands

that limit the scope of disciplinary action (UNESCO, 2021).

The above phenomenon is interesting to discuss and analyze because in an era like now, the phenomenon of violence in the world of education often appears, which has long received the spotlight from the public (Kompas, 2024). Acts of violence in education can be committed by anyone, for example school leaders with their staff, teachers with their students, by classmates and seniors with younger siblings (Depdiknas, 2005). According to existing data, several hypotheses are proposed to explain the phenomenon of violence in education (Sugiyanto, 2007). First, violence in education can arise as a result of offenses accompanied by punishment (Mulyasa, 2010). Second, violence in education is caused by poor education systems and policies (UNESCO, 2021). Third, violence in education may be influenced by the community environment and mass media broadcasts (WHO, 2002). Fourth, violence may reflect rapid changes in society that encourage an attitude of instant solutions and shortcuts (Santrock, 2008). Fifth, violence may be influenced by the socioeconomic background of the perpetrator (UNICEF, 2020).

Violence in education is behavior that exceeds the limits of the code of ethics and rules in education, both in physical form and harassment of one's rights (Mulyasa, 2010). Violence is also contrary to the principles of professionalism that should be applied in education (Sugiyanto, 2007). Violations of the principles of professionalism can interfere with the achievement of the goals of education, which should provide safe, caring and supportive learning for the holistic development of learners (UNESCO, 2021). Cases of violence committed by educators indicate a violation of the code of ethics of the teaching profession, which reflects a mismatch between teacher behavior and the expected standards of professionalism (Depdiknas, 2003). Therefore, this study aims to analyze more deeply the relationship between violence by teachers and professionalism and ethics in education, and find solutions that can prevent violence in education in the future (Mulyasa, 2010).

1.1 OVERVIEW

1.1.1 Teacher Professionalism

Teachers have an important role in educating the nation's life and improving the quality of Indonesian human resources as part of the national development goals in education (Indonesia, 2005). To achieve these

goals, teachers are required to work professionally and contribute through a quality learning process as the key to educational success. Professionalism is the dedication of each individual in a field of work to continuously improve their professional skills and develop strategies used in carrying out their profession (Saud, 2010). Many jobs use skills, but are not categorized as professions, but professions have 3 important aspects to claim a job deserves to be called a profession, consisting of cognitive/knowledge aspects, specification/skill aspects and academic aspects.

Professions have codes of ethics, associations and procedures for certification and licensing. Law No. 14/2005 on Teachers and Lecturers defines teachers as "Professional educators who are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students at the education level." Early childhood education through formal education, primary education, and secondary education" (Indonesia, 2005) (Article 1 Paragraph 1). In addition, Law Number 14 of 2005 concerning Teachers and Lecturers Article 10 Paragraph 1 also explains that teachers must have pedagogical, personality, social, and professional competencies obtained through professional education.

The teaching profession and the lecturer profession are specialized fields of work that are carried out based on the principles stated in Law Number 14 of 2005 concerning teachers and lecturers article 7 paragraph 1 as follows:

1. Have talent, interest, and a call of the soul and idealism
2. Have a dedication to improving the quality of education, trust, piety, and noble character
3. Have academic qualifications and educational background in accordance with the field of duties.
4. Have expertise in accordance with the field of work.
5. Assume responsibility for the implementation of professional duties.
6. Receive an income that is determined based on performance.
7. Having the opportunity to develop professionalism in a sustainable manner by lifelong learning.
8. Have certainty of legal protection in carrying out their professional duties.
9. Having a professional organization that has the authority to manage all aspects related to the professional duties of teachers.

Teacher professionalism includes proficiency, in-

sight and skills in carrying out their duties, as well as a commitment to continuously improve their abilities (Saud, 2010). By fulfilling these elements, teachers can be creative and dynamic, creating a comfortable and effective learning atmosphere (Danim, 2012).

1.1.2 Teacher Code of Ethics

Speaking of a code of ethics, the teaching profession has a code of ethics to be used as direction in the implementation of their profession. In Law No. 8 of 1974 concerning Principles of Civil Service, Article 28 states that "Civil Servants have a code of ethics that guides attitudes, behavior, and actions, both in the official and outside the official" (Indonesia, n.d.). From this definition, it can be concluded that a code of ethics is a guide or direction regarding behavior, attitudes, and actions in carrying out duties and living daily life.

Mentioned in Law Number 14 of 2005 concerning Teachers and Lecturers regarding the code of ethics in Article 43, namely "(1) To maintain and improve the honor, and dignity of teachers in carrying out professional duties, the teacher professional organization establishes a code of ethics; (2) The code of ethics contains norms and ethics that bind the behavior of teachers in carrying out professional duties. The purpose of the code of ethics communally, according to Sidiq (2018), is to uphold the dignity of the profession, protect the peace of members, provide behavioral guidance, increase a sense of devotion, and improve the quality of the profession and related institutions. The functions of the teacher code of ethics include providing professional guidance, as a social controller for the community, and preventing interference from outside the profession regarding membership ethics. Based on the 1945 Constitution, a code of ethics for teachers has been established, namely:

1. Teachers are dedicated in guiding students as a whole to form a person with Pancasila character.
2. Teachers maintain professional integrity in implementing the curriculum in accordance with the needs of each learner.
3. Teachers establish good communication with parents, especially to obtain information about students, but avoid all forms of abuse.
4. Teachers create an atmosphere of school life and maintain relationships with parents for the best interests of students.
5. Teachers establish harmonious relations with the community around the school and the wider community for the advancement of education.
6. Teachers, both individually and in groups, strive

to develop and improve the quality of their profession.

7. Teachers create and maintain relationships among fellow teachers both based on the work environment and within the overall environment.
8. Teachers jointly maintain, foster, and improve the quality of professional teacher organizations as a means of service
9. Teachers carry out all the rules that are government policies in the field of education (Ulum, 2011).

Professionalism and teacher ethics require educators to educate with full attention, respect, and responsibility for student development. In this context, professionalism includes not only competence in teaching, but also includes behavior in accordance with the code of ethics, which protects students from harmful actions, including physical violence.

1.1.3 Violence in Education

Physical violence against students is against the principles set out in the teacher code of ethics and professionalism standards. In addition to physically damaging students, violence can destroy their sense of security and trust in educators and the school environment. As research conducted by Muis Tamsil (2017, p.74) shows that violence includes verbal (such as harsh words), physical (such as pinching, pinching), and psychological (such as threats and intimidation) can cause students to feel inferior (5.6%), hurt (35.6%), angry (21.2%), sad (10.2%), and even the desire for revenge (10.6%), this shows violence by teachers creates insecurity, reduces learning motivation, and worsens students' relationship with the school environment.

Other studies mention factors of teacher violence against students such as violence as a form of discipline, the inability of teachers to manage emotions due to frustration or stress, pressure from student misconduct and disharmonious relationships between teachers and students. External factors such as economic background and vulgar media impressions also trigger the violence (Putra & Legowo, 2023). Thus the impact of violence on students makes it clear how important it is for teachers to always maintain their integrity in accordance with existing standards of professionalism and ethics.

1.2 OPERATIONAL DEFINITION

Violence in the teaching-learning process by teachers towards students is defined as a teacher's aggression

that exceeds the capacity of his authority and causes violations of rights for victims (students). Violent behavior can be grouped into three levels. First, soft violence in the form of violence as potential, generally in the form of covert violence, harassment of dignity, and psychological pressure. Second, moderate violence, which is in the form of overt acts of violence related to physical suppression. Third, severe violence, which is a criminal action, in the form of aggressive violence, abuse, which is handled by the authorities, pursued through legal channels, and is outside the authority of the school.

This research focuses on the definition of soft violence and moderate violence. Examples of such violence include: (a) Harassment of learners' dignity, such as saying words that are not worth hearing (rude) such as "Stupid!", "Narrow minded!", and the like. (b) Mental pressure, such as: ignoring, throwing erasers at the blackboard from the back of the class, and similar actions. (c) Threats, such as the words: "Watch out, I will give you a low grade!", and the like; and (d) Physical violence, such as pinching, slapping, and the like.

2 RESEARCH METHOD

This research aims to analyze the phenomenon of violence committed by teachers in the educational environment, by looking at the perspective of professionalism and ethics. To achieve this goal, this research uses a Descriptive Qualitative approach that is carried out through two main methods, namely Case Studies and Literature Studies. This approach was chosen to provide an in-depth description of the incidents of violence committed by teachers, as well as the relationship between these behaviors with professionalism and the teacher code of ethics. This research uses a descriptive qualitative approach, which aims to understand the phenomenon of violence in the educational environment from the perspective of the perpetrators and victims, as well as other related parties. This method is based on the philosophy of postpositivism which emphasizes understanding phenomena in natural conditions without experimental manipulation (Sugiyono, 2011). Thus, this research will focus more on the subjective understanding and depiction of the phenomenon of violence by teachers in depth, as well as its relationship with professionalism and the code of ethics that should be upheld by an educator (Creswell, 2014).

The case study method is used to analyze various

cases of violence that have occurred previously in the school environment. Case studies aim to identify patterns, differences, and similarities between cases related to violations of professionalism by teachers (Yin, 2018). By examining these case studies, research can provide a deeper understanding of the contexts in which violence occurs and how it relates to the practice of ethics and professionalism in education (Stake, 1995). The analysis of the case study also enabled the researcher to understand the underlying mechanisms of violent behavior by teachers, both intentional and unintentional. The literature study method was conducted to enrich the analysis and build the theoretical framework in this research. The literature study aims to explore relevant theories regarding teacher professionalism, code of ethics, and the impact of violence on students in an educational setting (Gall et al., 2007). The researcher will analyze various scientific journals, books, articles and research reports related to this topic. This literature study is also used to understand the theoretical perspectives on how the code of ethics and professionalism should be carried out by a teacher and how violations of these ethics can affect students and the overall quality of education (Ridley, 2012).

The data used in this study come from various sources, including relevant previous research on violence by teachers in schools, scholarly articles that discuss violence in schools, teacher professional ethics, and education code of ethics along with official reports on cases of violence by teachers published by educational institutions, government, or related organizations. The data will be analyzed qualitatively with a descriptive approach, to explore the phenomenon of violence and connect it with professionalism and the code of ethics in education. This research procedure begins with data collection from various relevant sources. The data obtained based on (Yin, 2014) is then analyzed using qualitative analysis techniques with the first step of identifying cases, namely selecting and identifying relevant cases related to violence by teachers in schools, the second step of analyzing cases, namely analyzing the patterns of violence that occur in each case, as well as the context of professionalism and ethics of the teachers involved, the third step is conducting a literature study, namely reviewing literature related to the code of ethics, teacher professionalism, and the impact of violence on students, then drawing conclusions, namely drawing conclusions that describe the relationship between violence by teachers with professionalism and ethics in education. To en-

sure the validity and reliability of the data, researchers will triangulate sources by comparing data obtained from previous research, articles, and official reports on cases of violence. This aims to ensure that the research findings do not depend on one source or perspective alone (Sugiyono, 2011).

3 RESULTS

This section presents the main findings from several studies on cases of physical violence perpetrated by teachers in education settings. The data presented is obtained from analyzing the literature and case studies that have been collected:

Case 1: Teacher Violence against Students in Teaching and Learning Interaction at SMAN Surabaya.

This study discusses the phenomenon of violence perpetrated by teachers against students in several high schools in Surabaya, namely SMAN 2, SMAN 4, SMAN 15, SMAN 18 and SMAN 16. The majority of teacher abusers consider such actions as a reasonable form of discipline to control students who are considered problematic. 3%) incidents, violence by labeling students as many as 12 (6.1%) incidents, violence by ignoring students as many as 36 (18.18%) incidents, violence by using objects as many as 29 (14.65%), violence by intimidating as many as 33 (16.67%) incidents and physical violence as many as 28 (14.14%) incidents. Violence is triggered by two main factors. Internal factors include teaching styles, ways of interacting, disciplinary models chosen by teachers, and personal characteristics such as irritability and uncontrollable emotions. External factors include student behavior, such as rule violations or actions deemed inappropriate during teaching and learning activities. Meanwhile, the impact of the violence causes students to often feel hurt, inferior, angry, sad, or even hold grudges.

Case 2: Case Analysis of Violence in Education (Case Study of Teacher Enrichment of Students in Jogoroto-Jombang).

This case involved a teacher named JK, who taught drama lessons at a junior high school in Jogoroto District, Jombang. JK allegedly committed physical violence against a student with the initials NDS (14 years old) during teaching and learning activities. The incident began when JK scolded and mocked NDS for no apparent reason. Then after scolding him, JK kicked NDS twice in the chest and hit him four times. As a result of this incident, NDS suffered physical injuries

and complained about this incident to his parents, not accepting that their child was mistreated, NDS's parents then reported it to the police and the school. The case is now being handled by the Women and Children Services Unit (PPA) of the Jombang Police Satreskrim. From the case committed by JK against NDS, it caused physical injuries and even the psychological attention of the student which caused deep trauma in him. The case stems from the lack of relationship between educators and students which led to misunderstandings between the two.

Case 3: Violation of the Code of Ethics in the Form of Physical Violence Committed by a Teacher to His Student.

This study discusses a teacher at AB Kindergarten who committed physical violence against his students on the grounds of disciplining students who violated school rules. The teacher used violence such as hitting or giving other physical punishment that injured students. This case originated from a student by the name of Haiqal Ibnu who accidentally defecated in his pants during class, because the child tends to be quiet and does not talk much. Which caused the teacher to get angry and he received physical violence. As a result of this action, marks were left on the victim's body. The victim's parents reported this case to the school. It was discovered that the teacher did not have a certification from a university, which is important for teacher competency standards. The head of the foundation, who did not care about the background of the teacher, also had a negative impact on the image of the school and the mentality of the students.

Case 4: Alleged Violence by a Teacher to a Student at MTs Nurul Ihsan-Merawang in the Light of Law No. 14 of 2005.

This case involved a teacher who allegedly slapped a student at MTs Nurul Ihsan-Merawang during teaching and learning activities. This action was triggered by the student's chatter which was considered offensive to the teacher. As a result of this incident, the student reported the teacher's actions to the authorities as a form of alleged violence. The actions of educators and students at that time can be said to be inappropriate and have even tarnished the world of Indonesian education. The teacher failed to reflect professionalism, namely emotional control and wisdom in dealing with students. And did not comply with the principles of professional ethics that prohibit all forms of violence against students.

Case 5: Violation of the Teacher Code of Ethics Case Study: Honorary Sd Teacher Molests Student

in School Toilet.

An honorary teacher with the initials MY (43 years old) at an elementary school in Watang Sawitto Subdistrict, Pinrang Regency, South Sulawesi, was reported to have molested a student with the initials AFA (11 years old). The perpetrator forced the victim into the school toilet, committed sexual harassment, the perpetrator pulled the victim's hand into the toilet then put the victim's hand into her pants and squeezed the victim's chest forcibly, and threatened the victim not to report the incident. The case was handled by the Pinrang Police Women and Child Protection Unit, with the perpetrator arrested along with evidence. The impact of sexual violence committed by teacher MY against student AFA (11 years old) causes the victim to possibly experience injury or pain, and the victim can even experience deep trauma that affects mental well-being, such as anxiety, depression, or prolonged fear. The case is a serious violation of morality and the professional code of ethics that reflects a failure to perform the duties of education properly.

A comparison of the cases shows similar patterns of abuse, both physical and verbal, with varying motivations, from disciplinary to moral offenses. All cases reflect a failure to apply professionalism and the teacher code of ethics, especially in emotional management and pedagogical approaches.

4 DISCUSSION

The five cases analyzed show a pattern of violations of the principles of professionalism and the teacher code of ethics in the world of education. Although each case has different contexts and backgrounds, there are similarities in the way violence is carried out, the triggering factors, and the impact caused, which results in the failure of teachers to carry out their educational duties professionally. In the first case, cases of violence committed by several teachers against students in several high schools in Surabaya indicate a violation of the principle of professionalism as stipulated in Law No. 14 of 2005 article 7 paragraph 1. Acts of violence, whether verbal, physical, or psychological, are contrary to the principle that a teacher must have a personality that reflects noble character, responsibility in carrying out professional duties, and the ability to create a safe and conducive learning environment. Violence committed for disciplinary reasons reflects a lack of personality and social competencies, such as emotional control and the ability to communicate effectively.

It also violates the professional code of ethics that requires teachers to treat students fairly, respectfully and without intimidation, and emphasizes the importance of respecting students' dignity, prioritizing safety and creating a conducive learning atmosphere. In addition, such behavior contradicts the teacher's obligation to guide and direct students in a positive way, thus not only injuring students' trust but also disrupting psychological development and the learning atmosphere. This offense shows that teachers' commitment to maintaining professionalism and ethics in carrying out their duties still needs to be improved.

Similarly, the second case involving physical violence committed by JK against a student with the initials NDS in Jombang shows a serious violation of the principle of professionalism as stated in Law No. 14/2005 on Teachers and Lecturers. The actions of scolding, mocking, kicking, and hitting the student contradict the principles of professionalism, such as the absence of responsibility for the implementation of professional duties and failure to maintain personality competence, namely attitudes that reflect noble character, empathy, and respect for students. In addition, JK's actions violate Article 7 paragraph 1 letters b and d, which require teachers to have a commitment to improving the quality of education, including maintaining harmonious relationships with students, and demonstrating pedagogical competencies such as emotional control and wisdom in handling classroom situations.

This physical violence also contradicts the professional code of ethics which stipulates that teachers must create a safe, conducive learning atmosphere and respect students' rights, and has a negative impact not only physically but also psychologically, potentially creating deep trauma in the victim. These violations reflect unprofessionalism and deviate from the standards set for an educator, thus tarnishing the image of the teaching profession and potentially hampering the achievement of national education goals. The incident was caused by the weak learning system in the school environment where the learning process has not given freedom to students. In addition, student indiscipline which results in teacher anger followed by weak relationships between teachers and students also results in cases of violence occurring. Therefore, it is necessary to emphasize the understanding of the professionalism of a teacher along with serious handling in preventing cases of violence.

In the third case, the act of physical violence committed by a teacher at AB Kindergarten against her

student, Haiqa Ibnu, reflects a serious violation of the principles of professionalism stipulated in Law Number 14 of 2005 concerning teachers and lecturers. The teacher violated the principles of professionalism which include responsibility for the implementation of professional duties, continuous competency development, and a personality that should reflect noble morals. Physical violence committed for the reason of disciplining students contradicts the teacher's obligation to create a comfortable and educational learning atmosphere, as stated in the personality and social principles. In addition, the teacher's lack of professional certification strengthens the indication that she has not met the academic qualifications and competencies required by the professional code of ethics. This also shows the foundation's negligence in ensuring teachers' backgrounds and qualifications, which adversely affects the school's image and children's right to a safe and quality education. Therefore, the teacher's actions not only violated the students' rights, but also violated the essence of teacher professionalism, which demands moral responsibility, ethics and competence in carrying out their duties.

The case also violates the code of ethics that should be the ethics of a teacher providing knowledge and always adhering to Islamic law, providing a good example, forgiving students who sometimes make mistakes and forget, providing material according to the development of students, giving praise, and motivation to students. Thus, stricter supervision of teacher competency standards and consistent implementation of the code of ethics are needed to ensure that education takes place in a safe, dignified and educational environment.

Meanwhile, in the fourth case, there was an incident of physical violence by a teacher who allegedly slapped a student at MTs Nurul Ihsan, reflecting a serious violation of professionalism. In accordance with Law No. 14 of 2005 Article 1 paragraph 1 Teachers are professional educators with the main task of educating, teaching and directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. In these cases, acts of violence violate Law No. 14 of 2005 article 10 paragraph 1 on Teachers and Lecturers, which requires teachers to have pedagogical, social, personality, and professional competencies. Where these competencies are obtained through teacher professional education (PPG) which is a teacher certification process. Teachers should be moral role models, but violence shows a failure to ful-

fill ethics and professionalism.

The incident also violates Law No. 20/2003 on National Education System Article 39 (paragraph 2) regarding the position of teacher as a professional position. The concept of professional is a professional job that requires special requirements, which requires skills based on in-depth scientific concepts and theories; emphasizing expertise in a particular field in accordance with the professional field. Violence against students violates this law as well as the principle that teachers must be *uswah hasanah* (good examples) according to QS Al-Hajj: 30 and QS Al-Ahzab: 58. This case emphasizes the need for competency training and enforcement of the code of ethics to prevent actions that harm the image of the teaching profession and the rights of students.

In the fifth case, the case of sexual violence committed by teacher MY against student AFA clearly violates the principles of professionalism, morality and professional code of ethics that should be upheld by a teacher. In Law No. 14 of 2005 concerning Teachers and Lecturers, a teacher is expected to have pedagogical, personality, social, and professional competencies that not only refer to teaching skills, but also to the ability to maintain the honor and dignity of students. The act of sexual harassment committed by MY teachers reflects a failure to fulfill the principle of professionalism which demands a commitment to improving the quality of education, as well as maintaining faith, devotion, and noble character and failing to carry out their duties as *uswah hasanah* (role models) (Article 7).

Furthermore, these actions also clearly violate the code of ethics for the teaching profession which prioritizes the protection of students from all forms of violence, and upholds moral responsibility and professionalism in carrying out professional duties. This sexual violence creates trauma that impacts the mental well-being of the victim, which is contrary to the principles of teachers who are expected to create a safe and conducive educational environment for the development of students. The importance of applying strict penalties against perpetrators as well as additional penalties in accordance with applicable legal regulations reflects a commitment to protect children. As stipulated in Article 82 paragraph (2) of Law No.35 of 2014 and Perppu Law No. 1 of 2016 concerning Child Protection, which regulates severe criminal penalties for perpetrators of violence against children, including teachers as education personnel. In addition, Perppu No.1 of 2016 and article 2 paragraph (2) of Government Regulation No.7 of 2020 concerning re-

education measures and the installation of electronic detection devices for perpetrators of violence against children. A joint commitment between educational institutions, parents and the government is needed to ensure a safe and dignified educational environment.

Based on the discussion, it can be understood that violence in the education environment does not just happen. This violence arises because of various interrelated factors, both from the internal side of the teacher and the external influence of the school environment and society. The following explanation will discuss how these factors contribute to the occurrence of violence in the school environment:

1. Internal Factors

These factors include teachers' personal conditions that can affect their behavior towards students. Some of these internal factors include:

- **Emotional Stress and Frustration:** Teachers who feel stressed or frustrated due to workload, student behavior, or personal problems are more prone to violence.
- **Inability to Manage Emotions:** Teachers with low levels of emotional control tend to use physical or verbal violence as a disciplinary technique against student infractions or behaviors that are deemed inappropriate.
- **Lack of Pedagogical and Personality Competence:** The inability to create a safe and conducive learning atmosphere indicates a violation of professionalism standards as stipulated in Law No. 14 of 2005.
- **Authoritarian Teaching Style:** Some teachers consider violence a legitimate form of discipline, which actually reflects a misunderstanding of educational principles.

2. External Factors

External factors include the environment and systems that can influence violent behavior. Some of these factors include:

- **Unfavorable School Policies:** Lack of strict regulations or professional training for teachers in managing students can create an opening for violent behavior.
- **Social and Cultural Environment:** The existence of a culture of violence in society or normalization of violence in schools can reinforce such behavior.
- **Vulgar Media Impressions:** Media featuring unrestricted violence can influence teachers' and students' perceptions of the

acceptability of violence.

- **Unharmonious Teacher-Student Relationship:** Poor relationships between teachers and students are often a major trigger for violence, as was the case at MTs Nurul Ihsan, where a minor conflict developed into an act of physical violence.
- **Socio-economic Background:** Teachers with economic pressure or students from stressful social environments may increase the risk of violence in daily interactions.

Acts of violence by teachers against students clearly violate standards of professionalism in education that demand pedagogical competence, ethical responsibility, and adherence to a professional code of ethics (Indonesia, 2005). A teacher's pedagogical competence includes the ability to create a safe and nurturing learning environment, with an approach that respects students' psychological and emotional needs (Saud, 2010). Educational ethics emphasize the importance of discipline that is constructive and educational, not punitive or demeaning (Creswell, 2014). Teachers should develop approaches to discipline that are based on dialogue, understanding and respect for children's rights, in accordance with the principles of modern pedagogy that emphasize non-violent methods (UNICEF, 2006). Through adequate professionalism training and strengthening professional ethics, teachers are expected to be able to manage conflict wisely, maintain emotions, and become moral role models who guide students with respect and compassion (Saud, 2010). Enforcement of discipline in accordance with human rights principles not only reflects teacher professionalism but also strengthens public trust in education.

Violence against students will cause negative impacts (UNICEF, 2006). The impact is very detrimental, the loss of students' trust in teachers, feeling afraid and insecure, even creating physical and psychological trauma in students (Creswell, 2014). In addition, it damages teacher-student relationships, creates misunderstandings, decreases public trust in the teaching profession, creates doubts about the education system and tarnishes the image of the teaching profession in the eyes of the community (Saud, 2010). This kind of violence emphasizes the importance of strict monitoring of teacher qualifications, continuous competency training, consistent application of the professional code of ethics, and regulations that protect students in order to create an educational environment that is safe, dignified and conducive to learning

(UNICEF, 2006).

5 CONCLUSION

Cases of violence by teachers in educational settings reflect serious violations of the principles of professionalism and the teacher code of ethics, as stated in Law No. 14 of 2005. The process of giving punishment that focuses more on physical and psychological actions that tend to harm the body and mentality of students in an effort to discipline themselves. Conversely, students should also reflect their nature as students by applying learning discipline according to the direction of the teacher and existing norms. Violence, whether verbal, physical or sexual, occurs due to internal factors such as inability to manage emotions, authoritarian teaching style, and lack of pedagogical and personality competence. External factors, such as a culture of violence in society, disharmonious teacher-student relationships and weak school policies, also contribute.

The impact of this violence is detrimental, creating physical and psychological trauma to students, damaging teacher-student relationships, and tarnishing the image of the teaching profession. To prevent similar cases, it is necessary to strengthen teachers' professionalism through training, mentoring, and strict implementation of the code of ethics. A joint commitment between teachers, schools, parents and the government must be optimized to create an educational environment that is safe, dignified and supports positive learning.

6 SUGGESTIONS

Based on the analysis of the five cases, the author provides concrete suggestions to improve teacher professionalism and prevent violence in schools. Teacher Professionalism Training and Development. Which includes emotional management training, especially in situations that trigger stress in the classroom, can be done with mindfulness techniques, stress management, and so on. Positive discipline training, namely teaching positive and constructive discipline methods as a way of disciplining students. Development of pedagogical competence to understand how to create a conducive classroom atmosphere without violence, namely through training in dialogue-based classroom management and empathy.

Enforcement of the Teacher Code of Ethics and Regulations. Includes implementing the Code of Ethics consistently in accordance with Law No.14 of 2005

by providing guidance and strict supervision. providing supervision and strict sanctions for violations. implementation of teacher certification, where teachers who do not meet this standard must take part in a skills improvement program or not be allowed to teach. Strengthening education systems and policies. Includes clear and firm school policies against all forms of violence. providing reporting channels without fear of negative repercussions conducting periodic supervision to ensure teachers carry out the principles of professionalism and code of ethics. Improving teacher-student relationships. By providing training on how to build positive relationships, for example through empathy and effective communication. Organizing activities that involve teachers and students, such as mentoring, or joint study groups.

The role of parents and the community. This includes (1) improving communication between teachers and parents to understand students' needs. (2) socializing the importance of a safe and violence-free education. These suggestions were developed based on the patterns of violations that emerged from the cases analyzed. With consistent implementation and commitment from all parties, violence in schools can be prevented, and teacher professionalism can be improved.

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