Artikel Fanani Maisarah Exploring understanding

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Exploring teachers' understanding of psychological violence in responding to Indonesia's Violence-free School Climate policy

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Abstract— In 2015, the violence-free school climate policy of Permedikud RI No. 82/2015 was issued by the Indonesian Ministry of Education and Culture. This policy requires schools to provide violence-free school climate so that school would be an ideal place for nurturing peace and social harmony and would be the safe place for all school inhabitants. This policy outlines that any conduct related to violence such as physical and verbal bullying, sexual harassment, and other psychological violence should be prevented and banned. However, research on how the violence-free school climate policy has been understood and enacted by educators at school remains absent. This present study reports on how this official policy informed teachers' understanding of school violence and its prevention. Teachers' conceptual understanding of what is meant by violence at school is explored to assess whether the policy has been effective in terms of its objectives. Literature around the typology of school violence from many different contexts and culture were reviewed in this paper to illustrate the larger theoretical argument. Four teachers working in two different secondary schools in Medan participated in this study. Semi-structured interview questions were prepared for collecting the data. The interview data then was analysed deductively based on the themes derived from theories regarding the types of violence. The findings indicated that while the policy is aimed at invoking educators' awareness of violence conducts both physical and non-physical violence, teachers participated in this study reported more understanding of physical violence but reported less understanding of non-physical violence. This study contributes to the development of knowledge regarding the different types of violence in literature and Indonesian schools as well as gives insight on how an official policy should be introduced at school levels for its effectiveness.

Keywords— official policy, secondary school, psychological violence, teacher understanding, violence-free climate

I. INTRODUCTION

Schools have a social function to develop students' academic and moral capacities. These formal educational institutions should become the ideal place for children to develop the capacities. The acts of violence that obstruct students' capacities, however, is worrying. A study conducted by the International Research Center for Women (ICRW) in 2015 has indicated that 84 percent of students experienced violence in Indonesian schools (International Centre for Research on Women, 2015).

Hence, when violent behaviour is evident at school, the function of school as moral training is questioned: How can schools contribute to the nation's competitiveness when they could not graduate quality generations?

Violent behaviour causes a negative impact on both offenders' and the victim's physical and psychological developments. The victims become traumatised, lack of confidence and they tend to have difficulties in attaining academic achievement (Sourander, Helstela, Helenius, and Piha, 2000). Likewise, the offenders will tend to have aggressive and anti-social behaviour. Previous studies have identified that the offenders are more likely to grow up as abusive wives/husbands and they are more likely to commit physical punishment on their children in the future (Carney and Merrell, 2001; Roberts, 2000; Smokowski and Kopasz, 2005).

Learning from the ICRW's study, the Indonesian government responded to the phenomenon by introducing the violence-free school climate policy. The goal of the policy is to prevent rising violence in schools. This paper explores how school teachers in secondary schools reported their understanding of violence conducts and gives insight on how the teachers responded to the 2015 violence-free school climate policy.

II. THE VIOLENCE FREE-CLIMATE POLICY

Recently, there has been a growing concern about the increasing number of violent incidents in Indonesia. Besides the shocking statistical data presented by the ICRW (2015), the Statistics Indonesia/BPS (2015) also indicates that different types of criminality related to violence such as persecution, coercion, fighting, vandalism or rape occurred in every minute. Violence could be caused by such complex factors like family-problem, peer-influence, poverty or social inequality that violence is difficult to erase. Thus, people should be aware of how to prevent recurring violent incidents as well as of how to handle them properly.

A comprehensive study of Indonesian moral curriculum reform has been conducted previously (see Qoyyimah, 2016). This study revealed that the Indonesian government has attempted to prevent violence by introducing the Character Education curriculum in 2013. This national curriculum requires teachers to integrate 18 values in their teaching activities. Also, this curriculum requires teachers to assess students cognitive as well as moral development. Such an assessment could invoke

students' consciousness about the importance of ethical behaviour and conducts. Besides, the Ministry of Education and Culture' (MOEC) policy in terms of Permendikbud RI No. 82 /2015 has been issued concerning the acts of violence in Indonesian schools. This regulation supports the Law No. 23 of 2002 and the Act No. 20 of 2003 regarding the protection of Indonesian children and the purposes of the national education system (Kemendiknas, 2003). Through Permendikbud RI No. 82/2015, the government outlines notions of what is meant by violent conduct and instructions on how to prevent violence in schools. The definition of violence outlined in this regulation can be seen as follows:

> School violence is any planned and conscious aggressive act in schools that endanger victims physically or psychologically, or through a network (online) as it causes fear, trauma, damage to property, injury, disability, and even death (Article 1, Kemendikbud, 2015b

The article 1 of Permendikbud RI No. 82/2015 informs that violence is defined as aggressive conduct that is not limited to physical but also psychological assaults. Both physical and psychological violence are considered dangerous as they could cause damage, trauma and death. Interestingly, the government also remind educators the danger of cyberbullying for school children. This policy helps educators at the school level to grasp what is meant by a violent act. In addition to this definition, Article 6 of this regulation also mentions the acts of violence such as harassment (bullying and cyberbullying), persecution, extortion, sexual abuse, rape, hazing and discrimination. Also, the more detailed explanation has also been provided for educators. In this regard, the MOEC introduces a draft guidance or 'pemaparan Permendikbud RI 82/2015' that consists of guidelines on how to implement the policy and to response the types of violence that schools must be aware of (Kemendikbud, 2015a). The detailed explanation of physical and psychological violence in the draft guidance is made to help schools and teachers understand different kinds of violence. Such a description is important because the more the teachers understand the types and different forms of violence, the more they aware how to anticipate any violent conduct to happen in their schools

III. VIOLENCE IN SCHOOLS: TERMINOLOGY AND CATHEGORY

The term 'violence' can be frightening as it associates with aggressive behaviour that causing injury and damages. Besides violence, the term bullying is also used in many works of literature to constitute aggressive behaviour (see Kauppi dan Pörhölä, 2015; Mulu, 2004; Smith, Kwak, and Toda, 2016), and therefore, both terms are used interchangeably to refer to aggressive behaviour at schools. While Kauppi dan Pörhölä (2015) suggested that bullying and violence are the same things, Smith, Kwak and Toda, (2016) considered bullying as one type of violence. This paper also considers the terms bullying and violence the same. However, it uses the term violence more often to describe any aggressive behaviour, including bullying.

Additionally, different theorists classify the types of violence differently. Benbenishty and Astor (2005), for example, categorized violence into verbal violence, physical violence, and sexual violence. Meanwhile, Olweus (1978) classified violence as physical violence, verbal violence, and psychological violence. Despite different classification, most theorists agreed that violence is generally classified into two: physical violence and non-physical violence (Botvin and Griffin 2006). Botvin and Griffin (2006) regarded verbal violence as psychological violence.

The different classification of violence should not be seen as competing perspectives. Rather, it should be regarded as alternative ways of comprehending different types of violence. The difference also indicates the dynamic notion and the developed interest in researching violence at schools. Following Botvin and Griffin (2006), this paper classified violent conducts into two: physical and psychological violence. Then each category will be elaborated.

A. Physical violence

[11] Physical violence is defined as the intentional use of physical force with the potential for causing disability, injury, or death (Olsen, Parra, and Bennett, 2010). It is committed by a person intentionally to hurt other(s). Acts of physical violence can be in the forms of throwing objects to the victim as well as kicking, pushing, strangling, and hurting any person physically in attempt to bring about a feeling of fright, trauma, anxiety, submission or damage to the victim (Stöckl, March, Pallitto, and Garcia-Moreno, 2014). Physical violence is usually carried out by people who are physically stronger and more powerful. Thus, the victim was unable to retaliate because she/he was worried about something that could endanger him/her.

Unfortunately, it is somehow challenging for teachers to detect early sign of violence in schools. To identify a problem at the first phase, whether school boys' action is violent or non-violent behaviour, is difficult because physical actions such as pushing or throwing things to others are prevalent for teenagers especially when they play/interact with their peer groups. Hence, teachers are less likely to intervene/stop such behaviour in this phase. Also, teachers are less trained to manage conflict emerged in a classroom in their pre-service teacher education (DeOrnellas, and Spurgin, 2017). As a result, teachers tend to pass on any problematic students to the school's psychologist/consultant.

In many cases, physical violence in schools is harmful and threatening lives (Deveci, Acik and Ayar, 2008; Bingham, 2009). Bingham (2009) stated that 'even minor physical violence' (p. 12) can be so frightening and humiliating that around 6 percent of high school students in [18] US said they had missed school due to their fear of physical violence. It is also important to note that physical violence is not limited to action that victimizes any person. Swaim and Kelly (2008) argued that one's expression of anger towards objects such as damaging school property, vandalism and shoplifting can be regarded as physical violence. Despite non-human victimization, this action is detrimental to the school, frightening and threatening people surround. More importantly, damaging any public facilities is associated with criminal conduct. Therefore, the actors of physical violence can be thrown into jail

B. Psychological violence

Psychological violence is regarded as non-physical violence as it does not necessarily involve physical interaction. It is defined as 'mental harassment or other acts that seek to leave the victim in a state of intimidation, worry, anxiety, or fear' (Nieves-Rosa, Carballo-Dieguez and Dolezal 2000, p.78). de Olarte and Llosa (1999) suggest psychological violence includes 'any action or omission intended to produce psychological damage or emotional pain to another person, including emotional anxiety, insecurity, disability, despair, guilt, frustration or failure, fear, humiliation, lack of freedom or independence' (p. 36-37).

Some literature suggests that psychological violence is identical with verbal violence (see Litrownik, Newton, Hunter, English and Everson, 2003; Sharpe and Taylor, 1999). However, some others consider verbal violence as one type of the acts of

psychological violence (Khalil 2009; Avakane 1998). Khalil (2009) states that psychological violence includes behaviours such as bullying, verbal abuse, marginalization, gossiping, public humiliation, and all forms of non-physical behaviours that result in emotional discomfort for another person. Likewise, Avakame (1998) suggests that besides verbal aggression, psychological violence includes 'nonverbal act that symbolically hurts or threatens to hurt another person' (p.194).

Hence, the acts of psychological violence are not limited to verbal aggression but can also be in the forms of exclusion and neglect, for example ignoring one's presence, laughing at someone's disadvantage, and calling someone with a bad name/initial (Boulton and Hawker, 1997). More specifically, Botvin, Griffin, and Nichols, (2006) enlist different acts of such violence that were reported by respondents in their study: name calling; yelling; cursing; telling someone off; saying mean things, or threatening to hurt someone.

It was evident in many cases that psychological violence is not directly hurt one physically. Also, we might think that psychological violence is less dangerous than physical violence. However, the harm that is caused by psychological violence could be as dangerous as that of physical violence. The previous studies have indicated that psychological violence can cause mental illness, trauma, and depression (Boulton and Hawker, 1997; Kahlil, 2009: Botvin et.al., 2006). Further, it can endanger the physical health of the victim and can even lead to death and suicide. In 2010, for example, Sladjana Vidovic, a teenager in Ohio, took suicide because her classmates mocked her for her non-English name. Her friends called her 'slutty Jana.' The word "slutty" means prostitute.

Different from physical violence, the psychological aggressor is less likely sanctioned by law because psychological violence leaves 'invisible' injury. More importantly, the harm of psychological violence is difficult to detect. However, learning from Sladjana's case, psychological violence is so dangerous and deadly that we should not undermine its adverse effects. Hence, efforts should be made to prevent any violence, including the psychological abuse.

Learning from theorists and the Permendikbud RI No. 82/2015 policy, this current study suggests that in addition to verbal-violence, psychological violence might involve the non-verbal violence, such as discrimination, gossiping, persecution, and neglect. These violent conducts do not necessarily involve any physical action or verbal abuse. Considering the characteristics of this violence, this study proposes these violent conducts as *non-verbal-psychological violence* to avoid misplacing with other types of violence.

IV. WHY TEACHERS' UNDERSTANDING IS PIVOTAL

Due to its harmful effects, psychological violence that includes verbal and non-verbal psychological violence should become a concern for educators at schools. In this case, teacher's awareness is so important to increase that teachers will be able to detect an early sign of violence, and therefore to prevent violence. On the other hand, when teachers are less aware of actions associated with psychological violence and the harmful effects of this violence, they are more likely to ignore any psychological violent conducts. Such ignorance will lead to the presence of violent act at school. Furthermore, the teachers themselves unintentionally can even be the perpetrator of psychological violence (verbal or non-verbal violence) when their awareness and understanding of behaviour associated with psychological violence were low.

Hence, teachers' response and intervention on violent behaviour are paramount for establishing the school's safe-climate. Mishna, Scarcello, Pepler, and Wiener (2005) argue that teachers' intervention is considered as a key factor for preventing violence. Teachers' awareness of the danger of psychological violence needs to be prioritised. Unfortunately, teachers' response and intervention on violence are not inevitable, but they emerge only if the teachers understand what comprises violence. The term *understand* in this study is used to mean teachers' comprehension and perception of the meaning of violence. Such understanding implies teachers' capability to define and identify behaviour constitutes violence and different categories of violence. Campbell, Whiteford, and Hooijer (2018) suggest that teachers' understanding of different categories of violence is crucial to intervention efforts, as their recognition of violence impacts on the likelihood they would intervene.

In similar vein, Novic and Isaac (2010) state that:

Critical in most school-based programmes is facilitating the understanding of bullying among all members of the community so that 'bystanders,' be they peers or adults, can play a role in decreasing the frequency and intensity of bullying (p. 283).

According to Novick and Isaacs (2010) all school community, including teachers, need to be given support for developing their understanding of violence or bullying. Such knowledge is pivotal to prevent violence since teachers would have more confidence to intervene whenever they witness violence. This quote also implies that if one has a minimal understanding of what comprises violence, she/he tends to leave her/his self as an ignorant bystander who tend to let any violent conduct happened. Likewise, Bradshaw, Waasdorp, O'Brennan, and Gulemetova (2013) and Swearer, Espelage, Vaillancourt and Hymel (2010) highlight that teachers' abilities to identify behaviour associated with violence in turn will inform the way in which teachers intervene in a critical bullying situation, more importantly, their willingness to decrease violence at schools. These theorists agreed that teachers' understanding of factors that contribute to violence and behaviour associated with violence would help them to prevent violence in their schools.

Therefore, this paper is aimed at examining teachers' understanding of school violence and the different types of violence, including their awareness of the danger of physical and psychological violence. The finding of this research will give insight on how the Indonesian government should approach school teachers to implement the violence-free school climate policy.

V. RESEARCH DESIGN AND METHOD

It is important to note that this study is not meant to blame teachers for their limitation in not-understanding different types of school violence. Instead, this study is mainly aimed at understanding how the Permendikbud No.82/2015 has informed the role of teachers in intervening in violent activities in the Indonesian school. For the purpose, a suitable approach for collecting data is prioritized.

This study is designed as qualitative research to understand how the policy helps teachers develop knowledge regarding different types of violence. It presents reports of four teacher participants who were working in two different secondary schools in Medan. Despite several other schools being nominated, the two schools were selected since the principals gave positive responses to this study's proposal. These four teachers were selected based on purposive sampling. In this case, the process of selection of teacher participants was based on specific criteria. The criteria include teaching experience, role and the subject they teach. To meet the first criteria, teachers selected in this study should be those who have teaching experience in the schools for more than fifteen years. This criterion enables researchers to explore the professional learning opportunities they attended and their experience in handling students. In terms of role, all teachers in this study should be

homeroom teachers or 'wali kelas' because homeroom teachers supposed to have more time to supervise students. Lastly, this study did not involve teachers of Religion and Citizenship subjects but focus on 'general' and non-morally laden subjects such as Maths, English and Bahasa Indonesia. Teachers who agreed then were required to sign a consent form for consideration to join in this study. To maintain ethical conduct, all participants' names and the schools in which they work were presented in the forms of pseudonymity: Teacher A; Teacher B; Teacher C; and Teacher D.

Dealing with the small number of participants, this study is not necessarily used for generalizing all teachers in Indonesia. The small number of the participants enables researchers to conduct the in-depth interview to understand teachers' experience with the violence-free climate policy. Such study is critical to conduct for examining how the violence-free school climate policy was implemented and recognized by educators at schools that are away from the headquarter of the MOEC, in which the educational policy related to school violence is issued.

Semi-structured interview questions were prepared for collecting the data. The interview explores teachers' understanding and beliefs regarding the different types of violence, the violence-free school climate policy and how to anticipate 13 emergence of the violence at schools. The interview data then was analysed deductively based on the themes derived from theories regarding the school violence by using NVivo. The themes include violence-free school climate, types of violence, physical and psychological violence, non-physical and non-verbal violence, teachers' intervention, and the dangers of psychological violence.

To support the validation of the study, data triangulation is provided. In this regard, researchers also analysed the documents such as teachers' lesson plans and school documents including any document representing schools' anti-violence program. The document analysis is aimed to record if teachers lesson plans and school documents reflect the educators' awareness of different types of violence. More importantly, the document analysis was useful to assess the extent to which the schools have addressed the anti-violence policy.

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VI. DATA ANALYSIS

This section consists of data that was collected from the interview with teachers. Teachers' accounts regarding their understanding of violence are presented first. Following this is their response toward the Permendikbud RI No. 82/2015. Then their expectation towards policymakers is also presented.

When asked about their understanding of school violence, teachers reported different perceptions. Teacher A explains as follow:

> Researcher: Tell me what you think about violence at school?
>
> Teacher A: Ummm ... school violence is aggressive behaviour that is conducted by pupils. I reckoned there is much fighting between gangs out there. I know the fighting mostly from television and social media like Facebook. However, I have never seen any violent behaviour here (in his school) because the gang is not allowed in this schools. We are actively anticipating any gang thingy not to exist in this school.

Teacher A conceptualized violence as something associated with physically aggressive behaviour. He did not report any other different type of violence such as verbal and other psychological violence. He also indicated that violent conduct is not evident in this school. According to him, such a violence-free condition was merely caused by the practical approach the school has been implemented in preventing violence.

Likewise, Teacher B's account below shows the limited understanding of violence. This teacher described the violence as a physical offense.

> Researcher: would you please name types of violence that

may occur at school?

Teacher B: Maybe physically, I mean physical offense. Such offense is caused by inappropriate words delivered by the victim in advance. These might be in the forms of comments uploaded in the social media, like Facebook. There are various kinds of inappropriate words that cause physical offense.

According to Teacher B, physical violence is the only violent behaviour that might occur in schools. Besides, she also mentioned verbal aggression in terms of 'inappropriate words' in the excerpt. However, she claimed that verbal aggression is merely the cause of violence rather than as an act of violence. According to her, verbal aggressions, including cyber-bullying, lead to violent conduct.

Different to Teacher B who considered verbal abuse as one factor preceding violence, Teacher C suggested verbal aggression as violence. She described different types of violence,

Teacher C: In my opinion, violence is not limited to physical, but also mental. Violence usually occurs when students fight with others. There is little evidence that violence happened in this school, almost none.

Researcher: You mentioned psychological violence. Can you tell me about that?

Teacher C: Regarding psychological violence, umm… maybe in the forms of saying mean things in the Facebook comment, maybe like that.

Teacher C's understanding of violence is broader than that of Teacher A and Teacher B. Teacher C argued that there are at least two different types of violence, physical and psychological violence. This teacher extended their explanation that psychological violence includes verbal violence such as 'saying mean things.' Unfortunately, she did not extend her description to other different type of psychological violent behaviour. In this case, this teacher named verbal bullying as the only type of psychological violence.

Also, Teacher D could describe different types of violence. Teacher D: school violence is mostly conducted by the student to his friend. The example of students' violent conduct is 'Malak' or 'ngompas'. Ngompas can occur because of social class differences. Some students could not afford foods because their parent could not give them enough money. In the meantime, they saw their friend can eat a lot. Teenagers still have such sudden obsession that they ngompas or seized money from their peers.

Researcher: Can you name other violence that might occur in school?

Teacher D: Bullying, for example, when their seniors haze new students, the senior students made the junior student sad or even cry. Or, when students are bullying one who is having a birthday by tying her/him tightly on the fence, dousing him with flour and eggs …

Teacher D mentioned different actions of violence. In this case, he did not name physical or psychological violence but by giving examples of violent behaviour such as 'ngompas' or 'malak,' hazing, and outrageous jokes. Ngompas is one's activity aimed to seize money from someone else. The bully usually threatens the victims to get what he/she wants. Another violent conduct mentioned by Teachers C is hazing. It is not clear whether the way his students haze the junior involved physical action or not. However, in junior secondary schools in Indonesia such activity did not involve any physical bullying. Learning from Teacher D's excerpts, 'ngompas,' and outrageous jokes could be categorized as physical violence since these involve aggressive physical behaviour.

From the interview data, it can be assumed that teachers' understanding of violence is limited to physical violence. While the government has adopted broader and more comprehensive theories of school violence in its policy, teachers' understanding of violence is undeveloped. Indeed, only one teacher (Teacher A) considered aggressive verbal behaviour as violence. Meanwhile, Teacher B's description on verbal violence claimed verbal aggression as the precedence of violence, not as a violent conduct. Unfortunately, no teacher in this study named the non-verbal-psychological violent behaviour.

In addition, teachers' strategy to anticipate any violence is not evident in teachers' lesson plan. The teachers also were not able to provide documents regarding anti-violence program in terms school program. Hence, it can be concluded from this study that teachers' limited understanding of different types of violence might cause teachers to overlook any violent behaviour in their school. Since teachers considered physical violence as the only type of violence, they (Teacher A and Teacher C) reported that violence did not exist in their schools. In other words, when these teachers have less awareness of different types of violence, they would have less ability to identify and therefore less capacity to prevent any violent behaviour in their school.

VII. WHY LIMITED

As stated previously, this study is not meant to blame teachers for their limited understanding. Instead, it suggests that teachers' limited understanding is not inevitable because there must be preceding factors for the teachers' naïve consciousness. In this sub-section, therefore, the factors affecting this condition are also explored to understand the whole picture of how the violence-free school climate policy has been introduced and implemented in Indonesian schools.

The interview scripts below show teachers' experience regarding the government's violence-free school climate policy of Permendikbud RI No.82/2015.

Researcher: Did you know that our government has issued the Permedikbud 82/2015 regarding the violence-free school climate?

Teacher C: umm no idea. I learned only from tv that there was a teacher who was sentenced to jail for slapping his student. It is so scary for me as a teacher. I need to control myself not to do any physical violence to my students. Otherwise I will be put into jail.

According to Teacher C, she was not informed well about the policy. What she understood is teachers need to avoid any aggressive physical behaviour like slapping students because teachers no longer have impunity to do physical punishment in the name of discipline.

Likewise, Teacher A and Teacher D also reported the similar responses. They stated that teachers in their schools were not informed well about the violence-free school climate policy that has been issued in 2015 (or for two years).

Researcher: Have you ever received briefings about violence prevention?

Teacher B: No, I have not. Our school principal only reminded teachers for becoming aware of violence in a meeting. A special briefing regarding the violence has never been given to us. I hope teachers are briefed so we would understand what to do and what should not do.

Teacher A: I don't quite understand if there is a violence-free school climate policy. The government should announce the policy openly to the public so that teachers would understand. I think the government should also check if the policy has been implemented in schools or not. Then guidance to campaign

against violence needs to be given to teachers.

The excerpts from the two teachers indicate that despite the introduction of the violence-free policy in 2015, teachers are not informed well about the policy. They have never been briefed and trained to implement the policy and to prevent any violent behaviour in their schools. These teachers expected that the government widely publishes the policy so that teachers would learn from the policy and they would develop their understanding of school violence.

VIII. DISCUSSION

Despite the introduction of the 2015 violence-free school climate policy and the fast development on theories of school violence regarding different types of violence, teachers participated in this study could not extend their understanding of different violence categories. In this case, most of the teachers in this study perceived that violence merely has to do with physically aggressive behaviour that victimised other individuals such as fighting, seizing money, slapping and bullying. Still, the teacher participants did not describe more about violent conduct that harm non-human objects like vandalism and damaging property.

Similarly, these teachers are also less aware of different types of psychological violence. Learning from the works of literature and the Permendikbud RI No. 82/2015, psychological violence is not limited to verbal abuse, but it also can be in the form of non-verbal psychological violence. Aggressive conducts that are categorised as non-verbal psychological violence are neglect, marginalisation, discrimination, gossiping, and persecution. Unfortunately, in the data analysis, we hardly find teachers name such aggressive conducts in the interview.

This study also implies that teachers' limited understanding of violence is will restrict the teachers' awareness of such violence that might occur in their school. Despite invisible damage, non-verbal-psychological violence has long-term adverse effects on students' future life. The lack of teachers' awareness of this type of violence might cause the violence occurs in schools without teachers' intention. Neglect and gossiping, for example, are mostly apparent in teenagers. When teachers did not recognize neglect and gossiping as violent behaviours, they are more likely to ignore to intervene when such activities occur within their schools.

Such limited understanding affects teachers' experience regarding school violence. As a consequence, the teachers participated in this study believed that violence has never happened in their school. Theoretically, when teachers did not become aware of different types of violence, they would not have any preconceived notion of how to anticipate any non-physical violence.

The last but not least, this study indicated that teachers' limited understanding of violence is mainly caused by the limited professional learning the teachers received regarding theanti-violence policy. From the teachers' accounts, they had not been briefed how to enact the Permendikbud RI No. 82/2015 in their context. In this case, there was no systematic approach given by the Educational Boards to train teachers anticipating violence conduct in their schools. They only know little about the anti-violence school climate policy from mass media like television, after terrible events happened in other schools. Hence, teachers in this study expected that it is necessary for the government to announce the violence-free school climate policy so that all teachers would understand what they should do to anticipate and prevent the violence in schools. The government initiative in assisting teachers to implement the policy is pivotal for enhancing teachers' professionalism (Qoyyimah, 2018) in preventing school violence.

IX. CONCLUSION

This paper contributes to the development of knowledge regarding the different types of violence outlined in the related works of literature. Learning from the literature review in this study, it can be concluded that the growing concerns over school violence have informed the Indonesian government in terms of mendikbud RI No. 82/2015. This policy outlined many different types of violence such as physical violence and psychological violence, including verbal and non-verbal psychological violence. This paper also highlights non-verbal psychological violence such as discrimination and marginalization. Unfortunately, the policy has not been implemented well by in Indonesian school since this study found that teachers were not informed about the policy. This study suggests that the government, school principals need to be active to introduce the policy to teachers for its effectiveness.

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