

SCHOOL MANAGEMENT IN HANDLING SEXUAL VIOLENCE IN SCHOOL AT SMK MUHAMMADIYAH BOJONG

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ABSTRACT

This research examines School Management in Handling Sexual Violence at SMK Muhammadiyah Bojong School. This research was conducted by interviewing the Vice Principal of Curriculum of SMK Muhammadiyah Bojong, the findings show that how the school handles sexual violence is based on an independent curriculum, and the school provides education to all students about sexual violence. The distribution of education through Counselling Guidance learning, STP2K is a task force for preventing and handling sexual violence at SMK Muhammadiyah Bojong, However, the schools do not have a special handling team to handle violence, so schools need to form a special handling team for sexual violence. To date, there have been no cases of sexual violence in the school. Even if there is an incident of sexual violence the school will handle the case firmly, the victim gets assistance and the perpetrator will get sanctioned.

Key Words: Sexual Violence, education, *Merdeka* Curriculum

INTRODUCTION

The Merdeka Curriculum represents a groundbreaking approach to education, designed to enrich intracurricular learning by optimizing content exploration and competency development. It introduces a paradigm shift where teachers are empowered with unprecedented flexibility in selecting teaching methodologies and tools that cater specifically to the diverse needs and interests of students (Munthe, 2021). This flexibility not only enhances the quality of learning experiences but also encourages educators to innovate and create more engaging educational methods.

At its core, the Merdeka Curriculum aims to transform learning into an enjoyable and practical endeavor, fostering creativity and critical thinking among students. It seeks to mold students into independent thinkers with strong social sensitivity, aligning closely with the *Profil Pelajar Pancasila* (Mustadi et al., 2021; Mustari, 2022). This educational framework emphasizes values such as belief, noble character, global diversity, independence, cooperation, critical reasoning, and creativity, which are integral to shaping well-rounded individuals capable of contributing meaningfully to society.

Central to the curriculum's implementation is the support and vision of the Ministry of Education, Culture, Research, and Technology. The Ministry's strategic initiatives are aimed at realizing Indonesia's vision of national sovereignty, independence, and a distinct national identity, rooted in the principles of Pancasila (Anggraena et al., 2022; Islamiyah, 2022) This vision underscores the importance of nurturing students who are not only academically proficient but also morally upright, creative, and capable of critical reasoning.

Amidst these efforts, addressing prevalent issues like sexual violence within educational settings has become a critical focus area. The Ministry has taken proactive steps, including the introduction of Regulation No. 46 of 2023, which specifically addresses the prevention and handling of violence in educational institutions. Hariyadi et al., (2023); Nurbayani & Wahyuni (2023) stated that this regulation underscores the urgency of combating various forms of violence, including physical, psychological, bullying, and sexual violence, to create safe and conducive learning environments for all students.

Sexual violence, in particular, remains a significant concern due to its profound physical and psychological impact on victims. The consequences range from unwanted pregnancies and sexually transmitted infections to severe emotional trauma, including fear, low self-esteem, and depression. Such traumatic experiences can lead to long-term mental health issues like Post-Traumatic Stress Disorder (PTSD), underscoring the need for comprehensive support and intervention strategies (Scott et al., 2018).

Despite its pervasive nature, awareness among students regarding sexual violence and its associated risks often remains inadequate. This gap highlights the crucial role of education in raising awareness and equipping students with the knowledge and skills to recognize, prevent, and respond to such incidents effectively. Age-appropriate and contextually relevant educational interventions are essential, ensuring that students understand boundaries, respect personal integrity, and feel empowered to seek help when needed.

Integrating sexual violence prevention into the curriculum is not merely a matter of policy but a proactive step towards fostering a culture of safety, respect, and dignity within educational institutions (Nurusya'bani, 2023). Teachers play a pivotal role in this endeavor, not only as educators but also as mentors and advocates for student well-being. By incorporating discussions on sexual violence, promoting healthy relationships, and emphasizing consent and respect, educators can contribute significantly to creating a supportive and nurturing school environment.

With that, schools and teachers play an important role as protectors and educational intermediaries for students in understanding and recognising what sexual violence is. Because understanding students' perceptions and knowledge of sexual violence is crucial to designing effective prevention strategies in the context of education. In addition, it can prevent and increase students' awareness of sexual violence.

This study aims to address the following problem statements and objectives (1) How does the school prevent sexual violence by implementing *Kurikulum Merdeka*?

METHOD

The method used should be accompanied by references; the relevant modification should be explained. The procedure and data analysis technique should be emphasized in a literature review article. The stages and analysis of the research must be explained in detail. The research design employed is a descriptive case study using qualitative methods. This approach allows for a comprehensive examination of a single case, focusing on understanding dynamics within a specific setting. Qualitative research involves descriptive data collection through interviews, observations, and other methods, aiming to interpret and analyze behaviors and conditions rather than numerical measurements. The study, conducted at SMK Muhammadiyah Bojong, Pekalongan, spanned approximately two months, including one month each for data collection and processing. Data sources included primary data from the vice principal of curriculum who was directly involved in the case study and secondary data. The data collection method used was interviews, namely by interviewing the vice principal regarding School Management in Handling Sexual Violence at SMK Muhammadiyah Bojong.

FINDINGS AND DISCUSSION

1. School Prevent of Sexual Violence by Implementing *Kurikulum Merdeka*

The researcher has conducted an interview with the Deputy Head of the Curriculum of SMK Muhammadiyah Bojong which was conducted in depth by the researcher to the informant in conducting in-depth interviews with informants, the researcher did so based on the location and time that had been arranged as well as possible. In addition, the researcher met directly with the informant.

The following explanation was said by Mr. Ahmad Ghozali as Waka Curriculum of SMK Muhammadiyah Bojong as follows:

- a. How do school prevent and deal with sexual violence according to the Merdeka Curriculum?
Based on the explanation from Mr. Ahmad Ghozali as an informant, the school has provided education to students to prevent sexual violence at school through Counselling Guidance.
- b. What has the school done to prevent sexual violence in the school environment?
Based on the explanation of Mr. Ahmad Ghozali as an informant that the school in addition to educating through Counselling Guidance, the school also cooperates with parties who can be a source for filling materials related to sexual violence. In order to prevent sexual violence in schools.
- c. Does the school provide education about sexual violence to students?
Based on the explanation of Mr. Ahmad Ghozali, it can be seen that the school has provided education to students about sexual violence, material conveyed by Counseling Guidance.
- d. Is there a task force for the prevention and handling of sexual violence in the school?
Based on the explanation of Mr. Ahmad Ghozali, it can be seen that at SMK Muhammadiyah Bojong relies on STP2K if sexual violence occurs at school, in addition to STP2K, homeroom teachers or Counseling Guidance can be relied on if sexual violence occurs at school.
- e. How does the school handle cases of sexual violence?
Based on the explanation of Mr. Ahmad Ghozali, it can be seen that the school will assist students if sexual violence occurs, homeroom teachers or Counseling Guidance will provide assistance and education.
- f. To whom does the school report cases of sexual violence in the school environment?
Based on the answers of Mr. Ahmad Ghozali, it can be seen that if the sexual violence experienced by the victim has not reached physical sexual violence (non-verbal) the school will handle it itself or internally.
- g. Will the victim's privacy/identity be maintained?
Based on the of Mr. Ahmad Ghozali statement, it can be seen that the privacy/identity of the victim will be maintained, and the perpetrator will be summoned to be sanctioned.
- h. If teachers or staff are perpetrators of sexual violence, what action will the school take?
Based on the Mr. Ahmad Ghozali statement, it can be seen that if teachers and staff if they commit sexual violence get strict sanctions from the school, the school conducts SP3 and is immediately expelled from school, this regulation is written in the rules of teachers and staff. But here it is not explained how the school follows up on cases of sexual violence if committed by teachers through legal channels.
- i. If the perpetrator is a student, what action will the school take?
Based on the explanation of Mr. Ahmad Ghozali, it can be seen that if the perpetrator of sexual violence is a school student, the student will be expelled if the sexual violence is severe and involves criminal acts. However, if the perpetrator only commits verbal violence, the school will provide sanctions and personal guidance.
- j. Will the victim receive assistance and recovery until completion?
Based on the explanation of Mr. Ahmad Ghozali, it can be seen that if there is a victim of sexual violence at school, the school will provide assistance and protection to the victim until it is finished, the victim will be given motivation or words to restore the victim's confidence and nourish

the victim's trauma. If the victim needs a psychologist, the school will provide one. However, if from the Counselling Guidance or homeroom teacher even to students can still be handled, the school will handle internally first.

From this discussion, it can be seen that the school has not fulfilled the standards of the Merdeka curriculum in handling sexual violence. Because schools rely on STP2K and also homerooms and counselling guidance in reporting and handling sexual violence. However, the school does not have a special handling team for reporting and handling sexual violence at school. The school needs to establish a special team in the school consisting of teachers, counsellors and other staff who are trained to handle sexual violence cases. This team is responsible for receiving reports, providing support, and ensuring the handling process runs according to procedures. The school also does not explain in detail to whom the school reports sexual violence, the school needs collaboration with external parties in dealing with sexual violence. Schools can collaborate with the police, child protection agencies, and health services to handle sexual violence cases comprehensively. Schools can also report sexual violence to the *Tim Pencegahan dan Penanganan Kekerasan (TPPK)* and *Satuan Tugas (Satgas)* in provincial and district/city governments.

CONCLUSION

This study aims to examine School Management in Handling Sexual Violence at SMK Muhammadiyah Bojong School. This research was conducted by interviewing the Vice Principal of Curriculum of SMK Muhammadiyah Bojong, Mr Ahmad Ghozali as the vice principal of Curriculum. From the interviews that have been conducted, it can be concluded that in preventing sexual violence in schools, SMK Muhammadiyah Bojong provides education about sexual violence to students. Education is provided by the Counselling teacher during counselling lessons.

The school relies on STP2K if there is a case of sexual violence at school, in addition to STP2K, the Counselling Guidance teacher and also the homeroom teacher participate in assisting and handling cases of sexual violence. Students can rely on homeroom teachers and counselling teachers if they experience sexual violence.

The handling of cases of sexual violence at SMK Muhammadiyah Bojong from the explanation of the sources can be seen that the school will handle cases of sexual violence based on their level, if the case that occurs has not reached physical sexual violence (non-verbal) the school will handle the case internally. If the case is severe and includes physical verbal violence the school will expel the perpetrator. The school also provides assistance to victims of sexual violence until the case is over and the victim recovers from the trauma experienced, the school also maintains the privacy/identity of victims of sexual violence cases.

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