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## **Kekerasan Simbolik pada Siswa di Sekolah**

### **Symbolic Violence Against Students at School**

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#### INFORMASI ARTIKEL

Submission : Sept 28, 2023

Revision : November 26, 2023

Publish : December 31, 2023

#### KATA KUNCI

Symbolic Violence, Students

#### ABSTRACT

*This study aimed to determine the process of occurrence of symbolic violence on students and the impact of symbolic violence on students at SMAN Flobamorata Kupang (SKO). This study employed a qualitative method. The subjects in this study were teachers and students of SMAN Flobamorata Kupang. Data collection used observation, interviews, and documentation. The data analysis used data reduction, data presentation, and conclusions. The results of the study show that there is symbolic violence in SKO through language because the teachers have symbolic dominance over students. If there are students who are noisy in class, lazy to do assignments, and focus more on sports activities, the teachers easily say lazy and stupid. Meanwhile, there is also symbolic violence between students at SKO because of seniority. Students who have more experience have symbolic dominance because they first enter SKO, so they always want to be respected. In addition, the causes of symbolic violence in SKO are due to differences in the origins of students from cities and countryside. Students from the city of Kupang feel that they have symbolic dominance because they think they know more about life in the city and feel that they are more accomplished in academics and sports than students from the village.*

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## ABSTRAK

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Penelitian ini bertujuan untuk mengetahui proses terjadinya kekerasan simbolik pada siswa dan dampak kekerasan simbolik terhadap siswa di SMAN Flobamorata Kupang (SKO). Penelitian ini menggunakan metode kualitatif. Subjek dalam penelitian ini adalah guru dan siswa SMAN Flobamorata Kupang. Pengumpulan data menggunakan observasi, wawancara dan dokumentasi, sedangkan proses analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa adanya Kekerasan simbolik di SKO melalui bahasa karena guru memiliki dominasi simbolik terhadap siswa, sehingga apabila ada siswa yang ribut dalam kelas, malas mengerjakan tugas, dan lebih fokus pada kegiatan olahraga, maka guru dengan mudah mengucapkan pemalas, binatang, dan bodoh. Sementara itu, terdapat juga kekerasan simbolik antar siswa di SKO karena adanya unsur senioritas. Mereka merasa memiliki dominasi simbolik karena lebih dulu merasakan kehidupan atau pengalaman di SKO, sehingga selalu ingin dihormati. Selain itu, penyebab kekerasan simbolik di SKO karena adanya perbedaan daerah asal antara peserta didik dari kota dan kampung. Peserta didik yang berasal dari kota kupang merasa memiliki dominasi simbolik karena menganggap mereka lebih tahu segalanya tentang kehidupan di kota, dan merasa lebih berprestasi di bidang akademik dan olahraga dibandingkan dengan siswa yang berasal dari kampung.



## Introduction

Bourdieu's definition of symbolic violence as something that is exercised upon a social agent with his or her complicity (Bourdieu, 2003). Moreover, identifying symbolic violence at school is based on an understanding of how this type of power is exerted precisely by virtue of being hidden behind the students' pleasant manners and symbolic capital (Roumbanis, 2019). A study at SMAN Flabomorata Kupang (SKO) shows symbolic violence for new students who are from the countryside. This happens when students greet or communicate with their friends. They call their friends by animal names. This symbolic violence shows the use of language by students as slang in the school environment, for example, *banci* or *bencong* (a term for a boy who has the temperament of a girl); stupid (a term for people whose IQ is below average); and animals/dogs (names for animals used by students to greet their friends). Teachers also use language in schools such as effeminate, stupid, and animal during the learning process in class. On the other hand, a teacher considers that this is an educational goal, but it will lead to poor communication between teachers and students

during the learning process in class (Muhammad & Abdullahi, 2022; Putri, 2020; Wulandari, Hartono, & Haryadi, 2017).

Symbolic violence in the use of language that occurs in schools has become a culture, but many parties state that symbolic violence in the use of language carried out by individuals in schools is nothing more than a form of resentment or an outlet for the anger of these individuals towards other people (teachers, students, and fellow students at the school) (Martono, 2012). Therefore, this research seeks to reveal the process of symbolic violence against students and the impact of symbolic violence on students at SMAN Flobamorata Kupang.

### **Literature Review**

Symbolic violence towards students has implications for the learning system (Suardi, Agustang, & Jumadi, 2020). It is fulfilled by the dominance of the habitus and the mastery of the accumulation of social, cultural, economic, and symbolic capital as the social practice in the education system. The occurrence of symbolic violence against students in which teachers committed symbolic violence through teacher contracts, teacher schedules, teacher material, teacher methods, and the assessment of student learning outcomes. The violence from the teachers to the students is done through the production, distribution, and reproduction of specific images or stereotypes for teachers and students. Positive stereotypes are given to teachers and negative stereotypes to students. The design of empowerment is done through social learning that takes a long time by using bottom-up strategy, critical theory, and the value of class equality. Students and teachers act as actors to lead changes in students (single learning), and in the teacher system (double-loop learning).

Rosmawati et al., (2021) said that several words containing elements of symbolic violence in everyday language used by students or as slang in the school environment have become a habit in certain communities but can also have negative effects on individuals who are used as objects. Without realizing it, this sometimes becomes a habit for someone who has the power to greet the people around them (Tomlinson, Enders, & Naidoo, 2018). We often encounter habits like this in the school environment when a teacher reprimands his students with the words lazy or stupid because they don't do their assignments and their grades are always low (Apriyansyah, 2021; Taufik & Ishak, 2017). Sometimes teachers feel that this action has an educational purpose, but the impact is that students feel less confident and embarrassed towards their friends because they are often labeled lazy or stupid (Subu & Wea, 2022; Syahrul, Yusuf, Julyyanti, Nautu, & Arifin, 2023; Zahrawati, Aras, Syahrul, Jumaisa, & Nzobonimpa, 2023).

Symbolic violence in language is sometimes carried out by educators against their students, such as during the learning process, because it is shaped by habits in their social environment or their relationships (Fatmawati & Sholikin, 2020; Martono, 2019); (McGillicuddy & Devine, 2018; Powell et al., 2017). Teachers say they are stupid to their students, say they are deaf to their students or even offend the physical form of their students because the teacher feels they have symbolic dominance over their students (Aprilianty et al., 2023); (Coles & Powell, 2019). Sometimes an educator jokes with students, without intentionally containing any indication of symbolic violence in it, namely mentioning the physical shortcomings of their students, be it body shape, hair, skin color, etc., without the slightest thought of the impact of the joke (Rosmawati, Samsaifil, & Wally, 2021b; Sabang & Idris, 2022).

A phenomenon like this, of course, has a negative impact on students at school. Therefore, students who are often labeled by their friends or teachers feel uncomfortable in the school environment and feel less confident while in the school environment (Fitriana, 2020; Ulya, 2017). Some students think that this slang is a habit, but other students feel uncomfortable when listening to the expressions spoken by their friends (Martono, 2012, 2019); (Lesutis, 2023; Watkins, 2017). Students' habit of expressing this slang is because they are not aware that it is indirectly carrying out symbolic insults in the form of language (Bourdieu, 2018).

## **Method**

This research used qualitative methods as stated by Bogdan and Taylor (Moleong, 2013) qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. The location of this research was SMAN Flobamorata Kupang (SKO) which was located on Jalan W.J Lamentik Oepoi Stadium Complex Kupang, East Nusa Tenggara. Researchers chose this location because SKO is a school that trains young athletes in East Nusa Tenggara and at this school symbolic violence often occurs between teachers and students, as well as fellow students. The subjects of this research were selected using a purposive sampling technique, namely the selection of research subjects deliberately by the researcher using certain criteria and considerations. So those who would serve as informants or subjects of this research were teachers, students, and SKO alumni. The data collection technique was that researchers directly observe the symbolic violence that occurs at SKO, and interviews were conducted with informants who were deemed competent in the problem being studied, in this case interviews were conducted with SKO teachers and students. The data analysis techniques in this research were data reduction, data presentation, and drawing/conclusions.

## **Result & Discussion**

### **Result**

#### **Teachers' Symbolic Domination of Students Through Language**

The symbolic violence encountered in the school environment, in this case at SMAN Flobamorata Kupang, is symbolic domination through language between teachers and students. The process of violence occurs because, in the learning process in class, a teacher feels there is unfairness and impatience with students who are noisy in the learning process, for example, lazy to do assignments, students' learning motivation decreases because students are more focused on their respective sports activities rather than participating in learning activities in class. Therefore, the teacher feels irritated and angry with the student by uttering sentences or remarks that offend the student. Therefore, the teacher makes remarks that cause symbolic violence through language such as lazy, animal, and stupid. This causes students to feel cornered and lack self-confidence during class time. Apart from that, communication between teachers and students is also less harmonious. One of the teachers said that

I see the violence that occurred at SKO was because teachers felt uncomfortable and emotional during learning activities because students were fighting back and being lazy about learning. They run out of ways to deal with and reprimand students, so they say bad words to students such as dog, lazy, and so on.

Meanwhile, the results of interviews with English teachers stated that

I think violence occurred at SKO because students violated the rules that had been agreed upon during learning activities, causing teachers to become angry and feel annoyed with the students. Therefore, the teacher utters unfavorable language or sentences to students such as animals, stupid, or even offends the students' physical form.

Apart from that, different information was also obtained that the process of symbolic violence that occurred at SKO was due to a lack of enthusiasm from students during the learning process (playing games and telling stories with other friends while the teacher was explaining the material). Therefore, teachers feel less appreciated and there is no good interaction process between teachers and students. Next, the teacher reprimands students by using harsh words or sentences. Furthermore, information was obtained that the process of symbolic violence that occurred at SKO was caused by students sleeping during learning activities and the lack of enthusiasm and motivation to learn from within the students. Therefore, teachers give students the label "lazy".

The process of symbolic violence that occurs at SKO between teachers and students based on the results of observations and interviews is due to negligence on the part of students who tend to be lazy in doing their assignments, teachers are emotional because students violate the rules that have been agreed upon during the learning process. The inactivity of students in learning activities results in teachers expressing language through

loud words. These taboo words can cause the classroom atmosphere to be less conducive and students feel discriminated against, so students' interest in learning decreases and they feel bored. On the other hand, some problems originate from teachers due to the use of lecture learning methods, the assignments given are so many and there are binding rules, so students feel lazy, and bored, and do not feel free to express or construct the knowledge experienced in the learning process.

### **Symbolic Violence Through Language Between Fellow Students**

Symbolic violence through language in the SMAN Flobamorata Kupang environment is not only found between teachers and students but also occurs between fellow students. This violence is encountered through relationships between students, namely uttering criticism which is responded to through jokes such as expressions of ridicule due to differences in dialect, and physical condition (hair, nose, skin color height, etc.). Some students responded to this as a joke, but other students felt annoyed, so the students lacked self-confidence, and the relationship between them became strained. The field findings show that the process of symbolic violence that occurred at SKO was caused by the dominance of seniors over their juniors (seniority). Seniors feel more powerful because they experienced life at SKO first and have more experience than new students (juniors), so they always want to be respected and appreciated. Apart from that, seniors always force juniors to obey senior orders, for example telling juniors to draw water to give to seniors.

Meanwhile, different information from students was also obtained that

the violence at my school was due to discrimination between students who came from the city of Kupang and outside the city of Kupang. Students who come from the city think they know everything about the city of Kupang, think they are superior, and have achievements in academics and sports. Therefore, they often mock students who come from the countryside by using harsh words (stupid, confused, and confused).

Furthermore, other students said that

Based on my experiences at SKO, we lack mutual respect between students. This can be seen from our life in the dormitory, for example, students who are noisy during break time are always considered like animals.

Symbolic violence at SKO can also be seen from the lack of discipline of students in the school environment and the dormitory, for example arriving at school must be at 7 am sharp, but some arrive later than 8 am. They are required to wake up at 4 am to practice their respective sports, but some don't wake up early to take part in training. Therefore, peacocks who are late for school and don't take part in morning exercise are labeled lazy by their teachers and friends. Meanwhile, the data also shows that symbolic violence at SKO is caused by students coming from different regions and having different local wisdom. Their language style or dialect is often carried over when interacting or communicating so sometimes the

dialect becomes a joke for those from different cultures. As a result, the joke can offend one of them, and this can lead to negative things such as conflict.

The process of symbolic violence that occurs at SKO between students is caused by the existence of elements of seniority in the school and dormitory environment, differences in dialect/culture between students who come from different regions, and lack of mutual respect between students and student disorder during their stay in school and dormitory environments. Apart from that, there is discrimination between students because of differences in origin, namely some from the city and some from the village. Those from the city consider themselves superior to students from the village both in academics and in sports. Those from the city always ridicule students from the village with stupid remarks. These words make students from the village feel uncomfortable, so this offends one party, and as a result, there is poor communication between students at school.

## **Discussion**

Sociologically, the impact of symbolic violence that occurs between teachers and students causes communication and relationships between teachers and students to become increasingly strained (Archer et al., 2018; Jaha, 2023; Kovacs, 2017). Apart from that, students' interest and motivation to learn in subjects taught by teachers is decreasing due to feelings of dislike towards teachers because they often get angry during the learning process by using sentences or language such as lazy, stupid, animals or even offending their physical appearance students like curly or black. As a result, these students feel insecure and embarrassed by their friends when they are in class. Some teachers respond to this with educative or educational purposes, but basically there are indications of symbolic violence in it, such as touching on the physical form of students. On the other hand, the fraternal relationship between fellow students in the school and dormitory environment is less harmonious because fellow students at SKO have a diversity of dialects from different regions. From this diversity, some students thought that this was a joke to build friendly relationships between friends, but some other students responded to the joke as unethical and offended the feelings of other students.

Therefore, there are several impacts of symbolic violence that occur at SKO, namely: (1) Kinship relationships between students in the school and dormitory environment are increasingly strained, and feelings of dislike for each other arise between them. (2) There is no sympathy from students towards subject teachers, apart from that, the interaction process is not good between teachers and students in the classroom and outside the classroom. (3) Reduces the enthusiasm and motivation of students to take part in learning activities because during learning the teacher always gives the label 'lazy' to students. (4) The interactions between students in the school and dormitory environment are more tribalistic (associating

with other regions) and do not build relationships with students from other regions. (5) Students feel inferior when they are in the school and dormitory environment because they are often cornered by other students.

Based on the problem above, symbolic violence against students results in less harmonious interactions between teachers and students inside and outside the classroom because there is no feeling of sympathy from students towards the teacher because during the learning process in class the teacher always scolds students using harsh words (animals or lazy). Apart from that, interactions between students in the school and dormitory environment are more regional in nature (tribalism), there are no fraternal relations between fellow students of different cultures, so that students in the school and dormitory environment feel inferior and cornered by other groups.

## **Conclusion**

Symbolic violence at SKO through language such as lazy, animal, and stupid occurs because teachers lack ways to reprimand students, and teachers feel impatient with student behavior such as being noisy in the learning process, lazy about doing assignments, and students are more focused on sports activities rather than taking part learning activities in class. This is done by teachers because symbolically they have dominance over students. The process of symbolic violence that occurs between students at SKO is caused by the element of seniority. They feel they have symbolic dominance because they have experienced life at SKO first, have had more experience than new students (juniors), so they always want to be respected and appreciated. Apart from that, seniors always impose their will on juniors to obey senior orders, for example telling seniors to draw water. Apart from that, the cause of symbolic violence at SKO is due to differences in regional origin between students from Kupang city and outside Kupang city. Students who come from the city of Kupang feel they have symbolic dominance because they think they know everything about life in the city, and feel they are superior and more accomplished in the academic and sports fields compared to students who come from the countryside. Therefore, symbolic dominance has an impact on disharmony in communication and relations between teacher and student, student and student, as well as reduced student interest and motivation in learning due to feelings of dislike towards the teacher's behavior during the learning process, such as mentioning the student's physical form (curly or black).

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