Actualization of Education Moral Values

by Asdlori Asdlori

SOCIAL CAPITAL TO OVERCOME VIOLENCE IN EDUCATION IN INDONESIA

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Abstract

Education is necessary for humans, individuals, groups, and society. Through education, a person can achieve his goals and ideals. Lately, social capital in the form of public trust in schools as educational institutions has been declining, especially due to the rise of violence in the educational environment. This study uses a document study technique where sources of information are obtained from related books, articles, news, and magazines. This research shows that the level of violence in the educational environment from year to year still occurs. Generally, this violence occurs due to a lack of social capital through school support and supervision, parents to students, and a deviant social system. Violence in education can be in the form of physical violence, psychological violence, or even sexual violence. The decline in social capital in the form of values, norms, and morality shows that education in Indonesia is vulnerable to acts of violence.

Keywords: Social Capital, Morality, Educational Violence, Indonesia.

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1. INTRODUCTION

In this increasingly advanced and evolving era, many innovative inventions have been found that support human convenience (Appio et al., 2019). But in addition to the conveniences obtained, advances in technology and information have also contributed to globalization's impact, which has spread to the educational environment. Many of the students are now starting to leave the original cultural values of the homeland (Autio et al., 2021). Not only that, but this modernization also impacts students' association in the community environment. Violence within the scope of education is also increasing day by day as a result of a shift in prevailing values and norms. The behavior of teachers and students often does not reflect educated people (Hughes, 2020).

The pattern of life and human behavior in society cannot be separated from the element of education. Education is felt as something that should exist in the life of every human being, both individually, in groups, and society (Zastrow et al., 2019). Through education, a person can achieve his goals and ideals. Education is also a measure of the success and progress of civilization; the existence of the latest discoveries from scientists from time to time, when viewed from the positive side, certainly has a tremendous impact; this is inseparable from the role of education in it (Putra, 2019).

Education always goes hand in hand with the culture of a society. Education is formed from society's culture, habits, and customs covering various aspects of human life (Bloch, 2020). The educational cycle continues to evolve in line with cultural developments. Education is a way of transferring culture to students so that they can apply social capital in the form of rules between good and bad in society (Sawitri et al., 2021). As much as possible, education can produce a generation that still holds social capital in the form of noble values and obeys the rules that apply to their environment. Students should be introduced as early as possible and taught how to act and behave in society as part of society.

As one of the important elements in education, the community must provide social capital through full support so that education can be carried out properly. Because education is not only carried out by schools as educational institutions; More than that, those who organize education include the government, parents, and the community. With the support of education, it will also impact a better and superior quality of society (Mishra, 2020).

However, the facts of social reality are often far from the ideal conditions that are aspired to. There is a social capital crisis in the form of disharmony between the community and the school (Ingul et al., 2019). For example, the community does not support educational institutions in their environment. Or the school should not support and contribute positively to the surrounding community. There are many factors behind the good and bad relations between the community and the school, including social capital in the form of the level of public trust. The higher the level of public trust in the school, the better the relationship will be, and vice versa. If schools no longer have the trust that society expects, the relationship between the two will not go well. Even the worst impact is the loss of public interest in schools which results in schools being closed (Sani, 2018).

Recently, social capital in the form of public trust in schools has decreased, mainly due to the rise of violence in educational settings (Beausaert et al., 2023). This case of violence involved fellow students and teachers and students, as well as student violence against teachers. From year to year, violence in the educational environment always occurs, both physical and psychological, including sexual violence. Educational institutions that should be a place for students to learn and a place for the formation of attitudes and character must instead be littered with various cases of violence, which often result in fatalities (Bone & Kristanti, 2023). Throughout 2021 alone (January-December 2021), there were at least 18 cases of violence that occurred in educational settings (Budirahayu, 2022). Not to mention in 2022 where there is a

lot of coverage in the media about cases of violence in schools, both among students and educators (Basuki et al., 2023). Of course, this is a big homework for the government, educational institutions, and the community so that cases of violence in the educational environment can be eliminated and educational institutions can regain public trust.

This article explains how violence in the educational environment can occur in social capital. The violence in question is carried out between students and each other, students and teachers, and teachers and students. The forms of violence are physical, verbal, psychological, and sexual. Of course, acts of violence do not appear suddenly. There are several factors behind violence in the school environment: environmental climate, interaction patterns, experience, economy, and disability. By knowing these various factors, it is hoped that a solution can be found to overcome the problem of violence in the educational environment.

LITERATURE REVIEW

1. Education

Education is sought as a way to achieve one's success. The important meaning of education is to educate children to have good skills and abilities; more than that, education is focused on developing students' mentality, attitude, nature, and character so that they adhere to the rules that apply in society. The scope of education, of course, cannot be separated from the participation of parents and the community. Therefore, three important elements in shaping character and morals in students are located in the family, school, and community (Ahmad, 2021).

Through the family, educators, namely parents, play a central role in a child. As early educators in the family, parents play a very important role in shaping a child's character. The formation of character and morals, as well as religious foundations, are formed through the family. Parents, as the main educators in the family, carry a great mandate in shaping their children's personalities and way of life so that they are by the teachings of the religion they adhere to (Albanese et al., 2019). Then the school, as an assistant in the continuation of children's education, must be able to guide and shape their students in attitude, nature, and actions so that they are in harmony with existing rules and apply them in society. They are creating a generation that adheres to the teachings of their religion, especially the teachings of Islam. Then no less important is the role of society in children's education. As a place for education to take place, society as a place and place where students learn plays a role in forming habits, behavior, and how to socialize with others. Through a social environment that is conducive, healthy, and obedient to the rules, a good, healthy, and obedient personality will be formed in students (Verhoeven et al., 2019).

Good education should ideally not only produce a generation that is only smart in terms of reason but also capable of educating the heart and emotions. Education that integrates mind, heart, and body must be carried out in educational institutions (Rokim, 2018), both through religious subjects and in general lessons, so that later students can routinely practice controlling these three bits of intelligence, namely reason (IQ), heart (SQ) and emotions (EQ). But in reality, there is a dichotomy between the two, namely the concepts of worldly thought (EQ plus IQ) and the hereafter (SQ). In order to break this dichotomy, *the Emotional Spiritual Quotient* (ESQ) is present, producing a balanced body and soul strength. So that later education can cover all aspects of life, both worldly aspects and aspects of *ukhrowi* or the hereafter (Agustian, 2001).

2. Violence

In the general sense, violence results in injuries and injuries to the point of hurting other people. Furthermore, violence can also be described, namely physical violence, psychological violence, and even sexual violence (Anindiya, 2020). Violence can happen to anyone and

anywhere, within the family, school, and others. In the educational environment, violence can lead to violence between fellow students, teachers, and students and even students against their teachers. The forms of violence committed are quite diverse, ranging from physical violence such as fighting, *push-up punishment,* and other physical punishments, and can also be in the form of actions that physically injure someone. Aside from punishing students for complying with school rules, physical violence can be tolerated as long as the violence is not excessive because punishment also needs to be applied when giving a warning no longer works.

In addition to physical violence, there is also psychological violence, namely violence that leads to one's emotions, such as verbal violence, bullying, intimidation, or mentally dropping a person. Such violence often arises between fellow students, as with the assumption of seniority and juniority that still emerges today (Gallardo-Nieto et al., 2021).

Then the worst thing is sexual violence, which in this case does not only involve fellow students but also educators in it. Sexual violence, or in other words, immoral acts, are prohibited acts both with the opposite sex and with others. Generally, this violence occurs due to a lack of supervision from schools, parents, and deviant social systems. Sexual violence will result in a psychological burden on the victim and affect the future (Schneider & Hirsch, 2020).

The various forms of violence above, especially in education, must be eliminated as far as possible from their roots. Of course, reforming the education system and the participation of parents, schools, and the community must always be involved so that there will be no more acts of violence in the educational environment (Alcorta et al., 2020).

3. Morality

The decline in moral values in the educational environment is a form of the beginning of the destruction of education itself. If you look back, there were cases of violence that occurred to students and educators; it cannot be separated from the loss of morality in a person. As mentioned earlier, education that currently only focuses on children's intelligence, or in other words, only focuses on students' academic grades, is a mistake that still takes root in educational institutions (Mahmud et al., 2023).

The family is the initial environment for children to receive education in which there are also moral values parents should give, which are often neglected. And the fatal thing is that parents completely surrender their children's moral education and teaching to schools where moral education in schools is taught very little (Pradana et al., 2021). Especially the influence of the school environment and community environment, and also through shows circulating in cyberspace, which further increase the extent of the child's association, often resulting in children falling into associations and deviant actions. According to Hirski the phenomenon of deviations in children, in this case, students, is clear evidence that families, parents, and schools have failed to educate children (Damani, 2019). Therefore, to instill moral education in children, it is sufficient through educational institutions and the role of parents, schools, and the community.

4. Social Capital

Social capital in education refers to social norms, values, and skills individuals and society possess in an educational community. Social capital involves interactions between individuals, groups, and institutions in creating a safe, inclusive, and empowered educational environment. Its contribution to overcoming violence in education is crucial because social capital can build positive relationships, reduce conflict, and create a supportive learning climate (Apfeld et al., 2022).

Social capital can increase awareness and understanding and build positive relationships. Social capital helps increase awareness and understanding of the negative effects of violence in education. Through social norms and values, individuals are taught to respect

human rights, respect diversity, and promote peace. By raising this awareness, communities can confront violence and work toward positive change (Swanson et al., 2020). Social capital involves building positive relationships between students, teachers and school staff. Violence can be minimized in an environment based on mutual understanding, empathy, and support. Students who feel supported and treated well are more likely to avoid violent behavior (Jia et al., 2020).

Social capital can increase participation and engagement and establish positive social norms. Social capital encourages active participation and involvement in educational activities. Through this participation, students feel they have a responsibility towards the school and their environment. They also have opportunities to communicate, collaborate and solve problems together, which can reduce the potential for violence to occur (Eiteneyer et al., 2019). Social capital helps establish positive social norms in educational settings. These norms lead to respect for cooperation, mutual respect, and peaceful conflict resolution. By strengthening positive social norms, violence can be reduced, and the cycle of violence can be broken (Setini et al., 2020).

Social capital can promote non-violent approaches: Social capital encourages non-violent approaches to conflict resolution. By teaching effective communication, problem-solving, and negotiation skills, individuals are encouraged to seek solutions that do not involve violence. Students can learn to resolve conflicts constructively in an educational environment that promotes a non-violent approach (Boeri, 2021).

2. METHOD

The object of the problem in this study is violence that occurs in the educational environment, while the research subjects themselves are students, teachers, parents, and schools. This research is research with a qualitative descriptive approach with literature study techniques. Literature study is an important part of research, both in field and library research. But, of course, there are fundamental differences between field research and library research. If field research uses literature study in the initial steps to deepen theoretical studies, the focus is only on library sources (Khatibah, 2011).

The qualitative descriptive elaborates by describing the data results obtained to obtain temporary conclusions. Qualitative research will obtain data and knowledge in an inductive form (Nugrahani, 2014). The data was obtained from observation, interviews, documents, and activity results. However, in this study, the researcher chose the document study technique; the definition of document study is to focus on finding problems in event records in the form of writing, drawings, and works (Sugiyono, 2015).. In research, sources of information are obtained from related books, articles, news, and magazines. The reason for using this data source is that it is more efficient and also easy to obtain. Regarding articles, researchers use articles published from 2018-2022.

3. RESULT AND DISCUSSION

Violence in education is still happening; from some data and reports, some are still in elementary school. This is a concern considering the age at which children should not act criminally. The following are several cases of violence involving fellow students, teachers against students, and students against teachers:

Case 1
Elementary school students in Binjai were beaten. The victim with the initials MIA (11 years) died after being beaten by six friends at the end of May 2022. It's a shame that the school

has taken responsibility and threatened the victim's parents in return for this case (Darmawan, 2022).

This case cannot be separated from the failure to create a good academic climate in which schools neglect their students, including teachers who play a central role. Given that these events occurred in the elementary school environment, of course, further supervision by the family and educators is needed for all actions and behavior of students. The existence of acts of violence in the form of beatings certainly does not necessarily appear based on one's own will; there are other factors behind these actions. The Indonesian Child Protection Commission (KPAI) stated media violence in its research (Setyawan, 2018).. In this case, the crime was beatings, which resulted in losing the victim's life. It must be underlined that there are many acts of violence daily, both on television and social media, which should not be shown to minors. Often many parents miss this, even though a child who is still growing will easily imitate whatever he sees or hears. The shows that children see also influence children's intelligence and social skills (Palupi, 2020). The better the shows that children watch, the better the influence they will produce, so the role of parents is very important in guiding and supervising children.

Teachers should also be able to establish good communication with students, giving them space to communicate openly. On the other hand, schools should also create a comfortable learning environment, cooperate with the community, and be open to any input from outside. The existence of threats given by schools to the victims' parents is not justified; on the contrary, schools must be able to establish communication with student guardians and cooperate to solve problems.

Case 2

A teacher at State Senior High School (SMAN) 2 Poso, Central Sulawesi, went viral in cyberspace after being caught beating two of his students on October 15, 2022. Not only did he beat students, but the teacher also used obscene words; sadly, this was done by the teacher in front of other students (Mansur, 2022).

The arbitrary actions taken by the perpetrators above seem to have contributed to the cases involving teachers. Even though the teacher figure is a real role model for his students, the actions, attitudes, words, and all kinds of teacher's actions will always be observed and imitated by students. Relevant agencies need to foster, instill, and get used to good character for teachers. The goal is for the teacher to have a good character so that he can be an example for students.

Teachers also need to understand their duties well and how to give students appropriate sanctions. The stages in giving punishment can be categorized into the lightest and the moderate to severe sanctions (Jurais, 2018). First is imposing relatively light sanctions, namely by using advice. Advice must also be adapted to the right circumstances and conditions, such as giving advice when lonely. This can make students feel more valued by the teacher. Giving advice should also not exaggerate words that seem wordy; this causes students to get bored and not focus on the mistakes they have made. *Second,* sanctions with a moderate stage, namely by giving an attitude of neglect. This form of sanction is more about the teacher's indifference towards students so that students feel and are aware of the mistakes they have made. Ignoring students does not mean fully allowing the mistakes of students, but giving the impression to uncomfortable students that the environment is ignoring them as a result of the mistakes that have been made. *Third,* sanctions with a severe stage, namely physical sanctions. This sanction is the last optional sanction that the teacher can carry out to provide a deterrent effect on students. Even giving physical sanctions does not mean teachers can beat, rebuke, or injure students. Physical sanctions must remain within reasonable limits, such as not hitting limbs; physical sanctions can be light punishments, such as writing on the blackboard or cleaning the

classroom. It is also important that the teacher knows the limits of the ability of students so that the sanctions given do not injure the students themselves.

Case 3

Students abused a teacher at a Kupang East Nusa Tenggara high school on September 21. The student with the initials RJD (17 years old) punched and kicked the teacher because he did not accept being reprimanded during class hours. For this incident, the teacher reported the perpetrator to the nearest Polsek as a form of punishment with a deterrent effect (Bere, 2022).

The case above at least illustrates how the educational environment is still experiencing cases of violence. The same happened to a high school teacher in Sampang, East Java. Unfortunately, the teacher who became a victim of abuse by the student with the initials HI died. The local police immediately arrested the perpetrator after this incident (Sohuturon, 2018).

Acts of abuse committed by students often go unnoticed, especially since the victim is the teacher himself. This has sprung up a lot as a result of the lack of a sense of trust from parents in their children. Most parents fully charge their children's education to school. Forgetting that education and character building must start from within the family. It is not wrong for parents to think that a school is a place for children to learn and acquire knowledge. Still, it would be inappropriate if schools were seen as the only place for character and children's moral education. Because besides the family, the environment also plays an important role in forming the child's attitude, character, and morality. Another mistake that parents often make is labeling any punishment given by educators as persecution that can be punished. If we go back to the past, the punishments given to students by educators are considered a form of teachers' affection for their students so that students always remain within the applicable rules. How many parents in the past, when their children were found to have received punishment from the teacher when they got home, instead of being pitied or even reporting, the parents added more punishment to their children?

However, in the current era, the attitudes and views of parents have changed; the punishment that was previously considered a form of disciplining students is now considered an act of violence that can injure students. As a result, the teacher as an educator also experiences a dilemma; on the one hand, he must continue to educate and take firm action against students who violate school rules; on the other hand, parents of students often misinterpret the act of imposing teacher sanctions or punishments by reporting teachers for alleged abuse. The attitude of parents who spoil their children too much causes a shift in values and norms in children—making children have traits that tend to be rude and not respect other people, especially teachers. It is not uncommon for teachers to become victims of their actions in disciplining students. This happens because there is still a lack of laws to guarantee teacher protection in their profession compared to child protection laws, including students (Sidik, 2021).

Case 4

Middle school students in Sidoarjo are desperate to rape their friends because they are addicted to porn movies. The incident occurred on December 10, 2021. The victims, the perpetrator's friends, were both 15 years old. For this incident, the perpetrator was threatened with a 5 to 15 years sentence in prison (Suparno, 2021).

From these cases, at least several factors explain why children can be addicted to porn videos. These factors are modernization and the rapid flow of information development in cyberspace. Modernization and the rapid flow of information development, especially in cyberspace, make students more able to master technology than their parents. Many parents are still unable to master and adapt to the progress of the times, resulting in many of them being

technologically illiterate, so they cannot supervise and guide their children in managing and filtering information that develops in cyberspace. At this point, children's viewing and social media patterns escape from parental supervision. There are so many adult shows and Western culture going around, making children who tend to be curious about everything, including sexuality, so that children are increasingly thirsty for these shows (Haidar & Apsari, 2020). Even though, of course, adult viewing, which is for adults only, can be said to be a deviation, just like showing pornographic videos and the like, which causes some people who watch them become addicted, not infrequently leading to deviant acts. This spectacle is far from the values and norms of decency, religious norms, and the noble values of Indonesian society.

The impact of showing pornographic videos is, of course, of various kinds, such as: 1) imitating sexual acts, 2) forming negative attitudes and behaviors, 3) learning difficulties, 4) lack of confidence, and 5) deviant sexual behavior (Haidar & Apsari, 2020). Addiction to porn video shows in children certainly has a dangerous impact in all respects, both emotionally, intellectually, and spiritually and is even more dangerous when the addiction is taken out on other people, as in the case above where, because addiction to porn videos, children have the heart to rape his friend. Again, parents who are supposed to be a protective force for their children have to deal with the uncomfortable fact that there is so much spectacle and information circulating out there that is the daily consumption of children.

Attention and religious education should be emphasized so students are more sensitive and aware that all actions must be based on religious values and norms. Students also need to be given an understanding of sex education in adolescence and also education about gender equality. The assumption that women are weak and inferior to men causes women to experience alienation (Hanif & Syarifah, 2022). So often, women experience victims of acts of violence, including sexual violence.

Case 5

A teacher at a junior high school in Purbalingga raped his student and filmed it. The sad thing is that the perpetrators have carried out these actions from 2013 to 2021. Seven schoolgirls have become victims of the perpetrator's depravity; the case was revealed in March 2022 after receiving reports from the public (Dirgantara, 2022).

There is a trend of increasing cases of sexual violence in educational institutions. The sad thing is that of the many cases of sexual violence, most of them were carried out by unscrupulous teachers. He was forcibly snatching students' futures, breeding them to become slaves to the teacher's madness. There are many other cases, for example, sexual violence that occurred to dozens of students in Bandung, West Java, who were victims of the violence of evil HW teachers. Worse, there were around 13 victims who were underage, and some even gave birth. HW's case didn't stop there; HW also exploited the baby he had a relationship with the victim (Indriani, 2022).

Even worse was the case in a high school in Batang, where AM (33 years), a religion teacher, was arrested by the police for molesting 23 students (Khairina, n.d.). This incident certainly made the name of the educational institution even more tarnished. They are deteriorating the quality of education, especially in the figure of educators who, in this case, are teachers with a religious education background. Some cases of sexual violence mentioned above would be an important concern. The role of the teacher as an educator also needs to be improved; the many failures of educators in their efforts to carry out the mandate indicate that the quality level of education personnel in Indonesia is still weak. The educational environment with violence cases, especially sexual violence perpetrated by educators, still haunts us.

Citing data from the Indonesian Child Protection Commission regarding violence involving educational institutions, during 2016-2020, there were 3,194 cases of violence occurred (KPAI, 2021). Then in 2021, the number of child victims of physical and

psychological violence cases will reach 1,138 cases, while child victims of sexual crimes will reach 859 cases, and child victims of pornography and *cybercrime* will be 345 cases (KPAI, 2022). From January to December 2021, there were at least 18 cases of violence in the educational environment, 4 of which were within the scope of schools, and the remaining 14 cases were within the scope of education under the Ministry of Religion. The largest percentage of perpetrators of sexual violence turned out to be educators, namely 55.55% (Detik, 2021)..

Then for 2022, KPAI released data on sexual violence in the period January-July 2022; at least 12 cases of sexual violence were recorded, with a presentation of 25% occurring in the school environment, and the remaining 75% were in education units under the auspices of the Ministry of Religion (Helmi, 2022). The results obtained from these sources prove that from year to year, the educational environment still experiences cases of violence that never end.

Educational institutions are increasingly losing prestige as a place to learn and develop children's talents and interests. Increasingly, it is experiencing setbacks and experiencing a decrease in social capital in the form of public trust in schools. This is caused by acts of violence which often even result in losing a person's life (Bell, 2021). This seems to be a frightening specter for parents, especially the community, about the safety and future of their children while studying at school. Various cases of violence, whether in the form of hazing, fights, racism, to sexual violence, are increasingly haunting parents and even the students themselves. The comfort provided by educational institutions to their students is still not optimal; it can even be said to be very lacking. Of course, this concerns the existing education system and all aspects involved in educational institutions, in this case, schools (Hammarén, 2022). The participation of school principals, educators, staff, and school members in building security, order, and comfort in the learning environment for students is very much needed (Calp, 2020).

The number of violent cases between educators and students can be a concern and a lesson together. Researchers examine several related sources about the factors that cause violence in the educational environment. There are at least five factors that result in acts of violence in the educational environment; these five factors include: *first,* violence in the educational environment can occur due to violations committed by students so that educators decide to give corporal punishment if the punishment exceeds the stipulated limit then it occurs continued violence (Pramono et al., 2019). *Second,* the chaos of the school education curriculum can happen if schools only try to develop students' cognitive aspects (IQ), so they forget about the essence of education itself, which should be able to develop affective aspects as well. *Third,* the pattern of community behavior influences students' behavior, not only that the mass media also plays a role in this because it is through the media that children get used to imitating adult scenes that escape the supervision of parents and educators (Cichocki & Kuleshov, 2021). *Fourth,* violence can occur when the community environment where students live experiences cultural changes that result in the fading of original values and norms being replaced by foreign cultures and values not in line with local customs (Miller, 2023). *Fifth,* the condition of a person's background, both educators and students, the background in question is socio-economic background, which is usually the trigger for acts of violence (Muliana & Dkk, 2020).

If examined further, these five factors can be detailed: the first and second factors as internal factors, and the third to the last as external factors triggering violence. Meanwhile, in an educational environment, violence between teachers and students can be caused by several factors, namely: *first,* the factor of the educator himself, where an educator commits violence against students, is triggered by the educator's initiative, usually planned. *Second,* violence can occur due to the behavior or actions of students, usually not planned and coming by themselves (Longobardi et al., 2019).

The violence in the educational environment from year to year proves that there is a decline in social capital in the form of values, norms, and morals for both educators and students. The moral crisis currently hitting education in Indonesia does not necessarily arise from within students but also from educators, families, schools, and society. In the educational environment, especially schools, a moral crisis can occur due to a bad school management system, the mindset of educators who are still rigid, and still use student discipline, causing suffering. (Pivnick & Hassinger, 2021).

On the other hand, it is necessary to strengthen social capital through cooperation between parents and schools in educating children. Parents should cooperate with the school in cultivating good character in their children. Parents not only give responsibility for their children's education to schools and abandon their children at home. Both in the school environment and in the family environment, even in the community environment, parents are obliged to provide the educational provisions that children need (Fatimah et al., 2022).

Parents should also understand how good parenting patterns are, such as communicating (Markwick et al., 2019). Most parents educating children still use the old way; lectures, for example, talk at length, which makes children even more uncomfortable. Parents need to understand children's growth and development and their needs, problems, and lives. Parents can use communication with their children by being a good listeners and not asking for a lot of time to be with them because that will only take up the child's time and freedom (Baharuddin, 2019). By placing the child in the position of a friend, it will be easier for parents to educate and direct their children so that their growth and development can be properly monitored.

On the other hand, schools also need to foster all existing teaching staff so they can become quality educators. As mentioned above, cases of violence do not only involve fellow students but also involve teachers (Toropova et al., 2021). This indicates that teachers still need guidance to educate and set an example for students. Understanding emotional intelligence and spiritual intelligence (ESQ) must be integrated into every teacher so the teacher can later transfer this spiritual and emotional intelligence to students (Sriani, 2018). So that in the future, there will be no more cases of violence that occur in the educational environment.

If measuring IQ alone, a lot of evidence leads to student attitudes and behavior that is far from the values and norms of society. Once again, in the case of violence, students may have high IQs, win many competitions, and always win classes, but they don't necessarily have good attitudes and characters (Marhani & Usman, 2021). It feels less appropriate if the school is only used to print smart people. Students feel themselves smart and versatile, so it is easy to bully his friends who are considered stupid and can even commit physical violence against his friends based on their intelligence. When in fact the intelligence of students is diverse, such as the opinion of Gardner who says that there are various kinds of intelligence in students that are manifested in multiple intelligences. (Suarca et al., 2005). Through the development of multiple intelligences, students can easily develop their potential.

There is a problem of social capital, parents do not believe in the sanctions given by the teacher to students.. As a result, teachers have to deal with the law after giving sanctions or punishments to students. Misuse of the Child Protection Act by parents of students impacts students who are more courageous toward teachers .(Khairuddin & Miles, 2020). Therefore, to solve this problem, teachers should no longer use physical violence that can injure students. Educational punishment can be a good alternative solution that can replace corporal punishment. Examples of educative punishments are reading the Qur'an, memorizing several hadith excerpts, writing short stories, etc. Thus acts of violence in the educational environment can be reduced, and teachers as educators can also be more careful in dealing with student discipline. If the teacher still uses corporal punishment, which can injure students, then the teacher must be prepared to accept legal consequences due to his actions. Not only that, with

reports from parents of students to teachers, the teacher can also introspect himself that there is something wrong with the way he is educating so that teachers can develop and create good and appropriate ways of educating to create moral graduates, have good character and have a noble character (Khairuddin & Miles, 2020).

4. CONCLUSION

Good education ideally does not only produce a generation that is only smart in terms of reasons but educating the heart and emotions. From year to year, violence in the educational environment always occurs in physical violence, physiology, and even sexual. Violence can occur regarding the existing education system and all aspects involved in educational institutions, such as schools. This social capital can secure security, order, and comfort in the learning environment for students. Using social capital to overcome violence in education is expected for educators, students, parents, and the community to be comfortable building a quality educational climate.

This paper only discusses violence in education in Indonesia from social capital perspective based on written literature studies. Further research is needed on the role of social capital in overcoming violence in education based on field research in various educational institutions and countries.

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