

Maladministration Crisis in Schools: Recommendations and Solutions to Overcome Violence and Bullying

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Abstract: *Bullying is one of the categories of cases that often occur in the school environment, and in every school there should be a teacher or certain parties to carry out the task of handling these cases. However, when we look at the actual reality, it turns out that not all bullying cases get maximum attention from teachers or certain parties who should be able to handle this case thoroughly, resulting in maladministration in handling bullying cases. The failure or inability to handle this case is an issue that is so worrying because of the negative impact that is very pronounced can worsen the psychological and emotional health conditions of victims. In addition, failure to handle bullying cases can potentially reduce the good image of the school as an environment that is expected by guardians as a place for students to develop and grow in a safe and comfortable education. This research aims to explore the causes behind maladministration in the handling of bullying in schools and offer recommendations to improve this issue. Through this research, it is hoped that it can provide solutions to improve the handling of bullying cases to the maximum, improve the quality of teachers, and integrate the values of justice and humanity in life in the school environment. Thus, it is expected to create a more conducive and protective school environment for students, while preventing more victims of bullying.*

Keywords: *Bullying, School, Maladministration.*

Abstrak: Bullying merupakan salah satu kategori kasus yang sering terjadi di lingkungan sekolah, dan di setiap sekolah seharusnya ada seorang guru atau pihak tertentu yang mengemban tugas untuk menangani kasus tersebut. Namun, apabila melihat kenyataan yang sebenarnya, ternyata tidak semua kasus bullying mendapatkan perhatian yang maksimal dari para guru atau pihak tertentu yang seharusnya mampu mengatasi kasus ini secara tuntas, sehingga mengakibatkan terjadinya maladministrasi dalam penanganan kasus bullying. Kegagalan atau ketidakmampuan dalam menangani kasus ini merupakan masalah yang begitu memprihatinkan karena dampak negatifnya yang sangat terasa dapat memperburuk kondisi kesehatan psikologis dan emosional korban. Selain itu, kegagalan dalam menangani kasus bullying dapat berpotensi menurunkan citra baik sekolah sebagai lingkungan yang diharapkan oleh wali murid sebagai tempat bagi siswa untuk berkembang dan tumbuh dalam pendidikan yang aman dan nyaman. Penelitian ini bertujuan untuk mengeksplorasi penyebab yang melatarbelakangi terjadinya maladministrasi dalam penanganan bullying di sekolah dan

menawarkan rekomendasi untuk memperbaiki masalah ini. Melalui penelitian ini diharapkan dapat memberikan solusi untuk meningkatkan penanganan kasus bullying secara maksimal, meningkatkan kualitas guru, serta mengintegrasikan nilai-nilai keadilan dan kemanusiaan dalam kehidupan di lingkungan sekolah. Dengan demikian diharapkan dapat menciptakan lingkungan sekolah yang lebih kondusif dan protektif bagi siswa, sekaligus mencegah semakin banyaknya korban bullying.

Kata Kunci: Bullying, Sekolah, Maladministrasi.

Introduction

Violence and bullying in the school environment has become an increasingly concerning phenomenon in recent years. In Indonesia, schools, which are supposed to be a safe and conducive place for students' growth and development, often become a place where various forms of violence occur, whether physical, verbal, or psychological. According to a report by the Indonesian Child Protection Commission (KPAI), in 2020, more than 1,800 cases of violence in schools were reported, with physical and verbal types of violence dominating the reports (KPAI, 2020: 25-28). Bullying in schools not only involves direct acts of aggression, but also includes bullying behavior that occurs in cyberspace (cyber bullying) which is increasing along with the use of technology among adolescents.

Various studies have shown that school violence has a very serious impact on students' mental and academic development. Children who are victims of bullying often experience mental distress, anxiety disorders, depression, and even the desire to end their lives (Harahap, 2018: 34-36). In addition, they also tend to experience a decline in academic performance due to the inability to focus and feel comfortable in the school environment. Not only victims, bullying perpetrators also have the potential to experience behavioral disorders in the future, including the risk of social deviance and difficulties in interacting healthily in society (Santoso, 2019: 58-60). This shows the urgent need for effective solutions to stop the cycle of violence in schools.

One major factor leading to the persistence of violence and bullying in schools is maladministration. The maladministration crisis in schools refers to the inability of school authorities to manage resources properly and to implement appropriate policies to prevent and handle cases of violence. According to Harahap (2018: 42-45), poorly managed schools often fail to provide prompt and effective responses to reports of violence. Slow handling, lack of training for teaching staff, and the absence of a transparent reporting system further exacerbate this problem.

In addition, maladministration is also evident in the absence of clear prevention policies in many schools. A reactive approach, where action is only taken after an incident occurs, is insufficient to stop the cycle of violence. Instead, schools should take proactive steps by educating students and teachers about the importance of creating a safe and supportive environment (Santoso, 2019: 62).

Without good governance, schools become fertile ground for violence and bullying to flourish.

Research also shows that school violence is often exacerbated by a lack of parental and community involvement in prevention efforts (Zulfa, 2020: 71-73). Cooperation between the school, parents and the surrounding community is essential in creating a safe and positive educational environment. Unfortunately, schools often neglect this important role, while local governments and educational institutions do not provide adequate administrative support and resources.

This journal will take an in-depth look at the crisis of maladministration in schools as one of the main factors in the spread of violence and bullying. By reviewing relevant literature and evaluating school policies, this journal aims to provide concrete recommendations for improving school governance. Hopefully, the proposed solutions can help create a safer school environment and encourage a proactive approach to violence prevention and response.

Research Methods

This research uses a qualitative approach with a literature study method. Literature study was chosen as the main method to explore various information related to the crisis of maladministration in schools and the spread of violence and bullying. The literature study aims to analyze previous studies, reports from related institutions, and relevant education policies, so as to provide a comprehensive picture of the causes, impacts, and solutions of this problem.

The data collection procedure began with a literature search in various scientific sources, such as academic journals, reports from the *Indonesian Child Protection Commission* (KPAI), books related to education management, and reports from international organizations such as UNESCO. The literature sources used were selected based on their relevance to the topics of maladministration, violence in schools and bullying prevention policies.

The data analysis process was conducted using content analysis techniques. The researcher identified key themes from the literature collected, such as the causal factors of school violence, the role of administration in prevention, and policy recommendations that have been implemented. These themes were then organized to provide solutions that can be applied to the Indonesian educational context.

Results and Discussion

The crisis of maladministration in schools has a significant role in increasing cases of violence and bullying. Based on the literature review, the analysis in this section includes the identification of factors that cause maladministration, its impact on the number of violence in schools, the effectiveness of prevention policies, the role of administration, recommended

solutions and discussion of research limitations.

A. Identification of factors causing maladministration in schools

Maladministration in the school environment is a fundamental problem that causes the handling of violence and bullying to not run optimally. Based on an analysis of existing literature, this maladministration generally occurs due to a number of interrelated factors, such as limited resources, lack of training and competence of educators in handling bullying cases, and the absence of an effective and transparent reporting system in schools. According to a report from the Indonesian Child Protection Commission (KPAI), there were more than 1,800 reported cases of this type of violence in 2020, largely due to weak governance in school administration, including in handling or responding to reports of bullying cases and physical and verbal violence (KPAI, 2020: 25-28). When there is no reporting system that can be easily accessed by students or teachers, reports are often delayed or even not followed up appropriately. In addition, research from Harahap (2018: 42-45) shows that not all educators in Indonesia have sufficient understanding and skills to effectively handle cases of violence. This is exacerbated by the lack of specialized training to identify early signs of violence and bullying occurring in schools.

When educators do not receive adequate training, they become unprepared in handling cases that actually require quick and appropriate action. Moreover, this ignorance often results in over-reaction or, conversely, under-reaction to bullying cases, which in turn can unsafe and unsupportive school environment for students' mental development. Therefore, it is important for schools to not only improve the administration system, but also ensure that every party has a good understanding in dealing with violence.

B. The Impact of Maladministration on the Increase in Violence and Bullying Cases

Ombudsman RI representative of Bangka Belitung Islands has conducted a rapid study through field data collection to review the issue of children dropping out of school in Central Bangka Regency, especially in Pangkalan Baru District. In this study, one of the surprising findings is that bullying in the school environment is one of the significant factors that cause children to drop out of school. This was revealed by Muhammad Tegi Galla Putra, Head of Maladministration Prevention at Ombudsman Babel, who highlighted how bullying can unexpectedly trigger school dropouts, based on direct interviews with affected children, at a meeting at the Pangkalan Baru Sub-district Office on May 11, 2023. Tegi emphasized that Ombudsman Babel is committed to identifying the root of the problem and developing systematic handling measures to reduce the dropout phenomenon in Central Bangka Regency. However, in interviews with

local residents, it was found that dropout cases related to bullying, including physical violence between students, still occur frequently among children in the school environment. In addition, Tegi highlighted the need for further action from schools and the education office to address the causes of dropout, including bullying, within their authority. Based on the interview findings, it was found that the parents of the student had actually reported the bullying incident to the school, but this report was not responded or responded adequately. As a result, the student was eventually expelled from school on the grounds of frequent truancy, without further investigation. Tegi regrets that if the school and the education office had been more proactive in handling the case, the student might have been able to continue his education unhindered.

C. School Policy Analysis on Violence and Bullying Prevention

By highlighting the importance of teachers being positive role models for students, the school developed strategies to combat bullying. It is believed that children will be able to adopt the positive outlook of their teachers. In addition, the school directs teachers to counsel or punish bullying students immediately. Teachers reserve the right to give educational punishments, such as requiring the student to say "istigfar" for his/her actions, if the bullying behavior continues. The teacher will refer the student to the Guidance and Counseling (BK) teacher if the problem has not been handled. The BK teacher will help the student to avoid bullying behavior. The student will be referred to the principal for additional intervention if there is no change.

D. Recommended Solutions Based on Literature Study to Address Maladministration

1. Regulations and Service Standards Drafting and Updating Service Standards: make standards clear and up-to-date, so that there is no double interpretation in carrying out tasks; specific standards allow employees to know their duties and responsibilities. Enforcement of Regulations and Sanctions: strict regulations and sanctions for violators can prevent maladministration practices; internal literature also needs to increase literacy at all levels of the organization. Increased Transparency and Accountability Implementation of Open Reporting Systems: publicly accessible information systems can reduce the risk of fraud and maladministration; all administrative actions need to be transparently accounted for. Oversight by Independent Agencies: engage independent third parties to conduct scheduled audits and measure the organization's performance; studies have shown that independent audits can reduce the risk of maladministration. Human Resources Training and Capacity Building Work Ethics Education and Training: training that targets rules and

ethics more precisely can help employees understand the importance of complying with the administration and reduce maladministration. Routine Performance Appraisals and Rewards: the rewards aspect can motivate employees to comply with the rules and use a standardized barometer that is accountability-proof. Development of Information Technology for Efficiency and Transparency Digitization of Services and Processes: implementation of a digital system that allows tracking per transaction or administrative process can facilitate supervision and thicken the opportunity for maladministration. Use of Public Complaint Applications: development of complaint applications that allow users to report violations can increase transparency and accountability. Simplification of Bureaucracy Bureaucratic Reform: a complex functioning bureaucracy leads to reduced- complex maladministration opportunities and slows down the process.

2. Work Process Evaluation: there are studies that suggest that each process point in the work, is regularly examined and checked for ongoing issues. Organizational Culture of Integrity Integrity Culture Development: instilling the value, order and chastisement of integrity in the organization can be an important client to deal with maladministration in Indonesia. A strong organizational culture makes strong employees tend to be loyal. Association with leaders: Leadership should be a prime example of integrity issues. Most studies show that honest and transparent leadership encourages a work culture that prevents maladministrative behavior.
3. In line with public participation: involving the public in management has the same impact as when the public holds supervisory duties. It will illustrate protection from various internal activities and externalities.
4. Public campaigns on rights and services: educating the public on the current state of services is a major cause of maladministrative problems.

E. Discussion of Limitations and Directions for Further Research

This study has several limitations, mainly because it only relies on the literature study method without direct empirical data from the field. This causes the research results to be limited to secondary analysis, thus not capturing the direct dynamics that may occur in the school environment. For further research, it is recommended that field studies be conducted using observation and interview methods in schools. This approach allows researchers to obtain more in-depth and contextualized primary data related to the implementation of policies and violence reporting systems in schools. In addition, future research can examine the effectiveness of training programs or reporting mechanisms that have been implemented, so that the results obtained can be a practical reference in developing

anti-violence policies in schools that are more applicable and based on field data.

Conclusion

This research shows that maladministration in education has a significant impact that can exacerbate bullying cases. Factors such as lack of training of educators, limited resources and ineffective reporting systems are the main causes of maladministration. Continued maladministration means that schools fail to create a safe and supportive environment for students, which can adversely affect the psychological well-being and academic achievement of students who are targeted by bullies as victims. Based on the results of the analysis, improved policy reforms are needed to improve the handling of bullying in schools. The main recommendations of this study include strengthening regulations through the implementation of clear service standards, increasing transparency in the reporting system, as well as providing specialized training for educators to ensure that they have adequate competence in handling bullying cases. In addition, the development of digital-based reporting technology is expected to speed up the reporting process and increase accountability in handling bullying cases. This study also suggests collaboration between schools, parents and communities in creating a safer and more controlled learning environment. With a collaborative approach and effective policy implementation, it is hoped that the number of bullying cases in schools can be reduced, and schools can function well as places conducive to student development.

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