

Case Analysis of Principal Violence in Student Discipline at School (case study at SMAN 1 Cimaraga)

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Abstrak

Pendidikan seharusnya menciptakan output pendidikan yang tidak hanya berkualitas secara akademik, namun juga berkepribadian baik dan berkarakter religius. Namun SMAN 1 Cimaraga memiliki permasalahan yang berkaitan dengan teladan kepala sekolah yang melakukan tindak kekerasan terhadap muridnya, yang melanggar peraturan sekolah, dengan merokok di lingkungan sekolah. Penelitian ini adalah penelitian kualitatif menggunakan studi kasus untuk mendalami permasalahan ini, menggunakan teori manajemen kesiswaan, teori kedisiplinan dan diintegrasikan dengan nilai-nilai keislaman. Hasil dari penelitian ini adalah rekomendasi kepada pihak sekolah untuk melakukan evaluasi berkala terhadap program sekolah, penyegaran terhadap seluruh anggota sekolah terhadap pemahaman mengenai visi dan misi sekolah. Mengedepankan pihak sekolah, terutama kepala sekolah dan para guru, sebagai teladan utama, dan menggunakan pendekatan persuasive serta mengayomi terhadap siswa yang melanggar peraturan, lalu membimbing mereka supaya benar-benar memahami tentang peraturan sekolah, membangun kesadaran tentang tanggung jawab dan sikap disiplin

Keywords Kekerasan Kepala Sekolah, Pendisiplinan Siswa, Sekolah

Abstrak

Education should produce educational outcomes that are not only academically qualified, but also possess good character and religious character. However, SMAN 1 Cimaraga faces a problem related to the role model of the principal who committed acts of violence against his students, who violated school regulations, by smoking on school grounds. This research is a qualitative study using a case study to explore this problem, using student management theory, discipline theory and integrated with Islamic values. The results of this study are recommendations to the school to conduct periodic evaluations of school programs, refresh all school members' understanding of the school's vision and mission. Prioritize the school, especially the principal and teachers, as the main role models, and use a persuasive approach and protect students who violate the rules, then guide them to truly understand the school regulations, build awareness of responsibility and discipline.

Keywords Principal Violence, Student Discipline, School

A. Introduction

Education should produce students who are not only academically qualified, but also have personalities that represent themselves as a manifestation of noble character and are also intelligent

in their insight (Suharjo et al., 2022). Meanwhile, schools, as educational providers, from teachers and administrative staff to the principal, are responsible for realizing this ideal concept. Education that only produces academically intelligent students without good morals cannot be considered successful. Currently, there are numerous cases of violence occurring in schools, from elementary school to university level. These cases occur between students and between students and between students and teachers. This is a critical concern for all educational institutions.

An ideal education is one that not only transfers knowledge but also values. Thus, education not only produces students with the attributes of "intelligent robots," but also students with good character. At this stage, teachers and the education system play a significant role. The role of teachers and the education system is a factor that influences the quality of education and the quality of outcomes. The reality of the current decline in school education is also caused by the majority of principals who still do not have adequate qualities and competencies to carry out their roles as principals. Principals also have a low understanding of the vision and mission of the schools they lead. Principals may even not know the school's vision or do not fully understand the meaning of the school's vision and mission, and how to realize that vision (Wijaksono & Mushoffa, 2022).

This incident occurred at a school, SMAN 1 Cimaraga, Banten. The school went viral due to a violent incident involving a principal who assaulted a student after he was caught smoking on school grounds. The principal acted spontaneously as a form of discipline for a student caught breaking school rules. This violent act sparked an angry reaction from parents, who subsequently took the matter to court (Usman, 2025). This case began when the school was holding a clean Friday activity, then the principal went around to ensure the activity was running, after that, he found his students smoking in a stall near the school. When the student was called out sternly, he ran away and refused to admit his actions, this dishonest attitude then led to a spontaneous reaction in the form of a slap. As a result, the parents took this matter to the legal realm, and almost all of the students demonstrated by going on strike, as a form of protest against this action, although it was stated that after the incident, the principal had tried to mediate with the school, the committee and the parents (Dwi, 2025).

Considering this case, the purpose of this research is to uncover how this act of violence occurred, from an academic perspective, through concepts embedded in student management and related Islamic values. Therefore, the focus of this analysis will be on finding out the problems faced

by the school, how the school transmits and communicates its regulations to its students, the steps needed to address students who violate the rules, and the coordination between various parties when the school experiences the challenges described above.

Based on this background, this research will focus on how an ideal school should implement student management, analyzing the emergence of violence issues at SMAN 1 Cimaraga, and providing guidelines for disciplining students in accordance with school regulations. It will also provide guidance on how to transmit Islamic values in the implementation of student management.

B. Literature Review and Hypothesis Development

There are several case studies relevant to the issues discussed here. One example is a case of teacher abuse against a student in the Jogoroto area of Jombang Regency. This incident began when a student, identified as NDS, disobeyed the instructions and warnings of his drama teacher, identified as JK. This disobedience led the teacher to become enraged and resort to violence, beating the student. The parents then reported the case to the school and the police (Putra & Legowo, 2023).

Another case of violence that occurred was violence between students and teachers at SMAN 1 Torjun, where this incident was caused by the actions of a teacher who punished his students by drawing marks on their faces, so that the students felt ashamed and angry, and then carried out this act of violence against the teacher (Oktaviana & Setyowati, 2020).

Cases of teacher violence against students have also occurred in other areas. The incident that occurred at SMP Negeri 1 Karangawen involved a seventh-grade student with the initials GAM (13). The victim suffered bruises on his left cheek and complained of dizziness after allegedly being kicked by a teacher with the initials DM (58), who was on duty as an exam supervisor at the time. The alleged violence occurred during the exam. According to reports, the perpetrator was disturbed by a whistling sound. When questioned, the victim explained that the sound came from outside the classroom and even climbed onto the table to check. However, the perpetrator became angry and kicked the victim twice in the face (Kominfo, 2025).

Problems then arise in the process of actualizing the school's vision and mission of SMAN 1 Cimaraga. In this case, the principal of SMAN 1 Cimaraga committed an act of violence, which, although intended to discipline students, did not reflect the school's mission of upholding the concept of family. Furthermore, from the perspective of the student who smoked, the student

showed that he had injured the school's mission of wanting its students to have a high sense of discipline. The participation of teachers responsible for student affairs can also be seen as a lack of coordination between leaders and their subordinates, so that the principal took action independently, or even could be seen as a violation of the authority of the vice principal for student affairs.

C. Research Method

This research uses qualitative research, with a case study. In general, case studies are characterized by research questions that begin with the words "how" or "why." Research questions using a case study will focus on a number of events being studied and explore their relationships. Case study research is a form of qualitative research based on events or situations, understanding and behavior based on human opinion (Ilhami et al., 2024).

D. Discussion

To analyze this case, we will use theories in student management. Student management encompasses the management of all aspects of student life at a school, from planning, admitting, and supporting them throughout their education, to the end of their education by creating a healthy and conducive atmosphere for effective teaching and learning (Luthfia & Triono Ali Mustofa, 2024). Student management is a crucial area of school management related to students. Student management efforts to improve academic and non-academic achievement encompass several stages: planning, implementation, and evaluation (Khasanah & Prasetyo, 2023).

Another definition states that student management is a process of activities carried out to run a business that is carried out systematically in an organization starting from planning, organizing, directing and supervising to achieve goals effectively and efficiently, so that student management has a positive and significant influence on student learning achievement, and there is no overlap and waste of time in the student management process within the school environment (Asih & Hasanah, 2021). Success in the implementation of education will depend greatly on the development of the physical potential, intellectual intelligence, social, emotional and psychological well-being of students (Mu'Izzuddin et al., 2024).

Student management is also defined as a series of activities aimed at managing, fostering, and developing students in an educational environment so that they can achieve their academic and non-

academic potential optimally. This process encompasses various aspects, from admission planning, coaching, character development, to student performance assessment, so that it can effectively support the achievement of educational goals. The following are some of the main functions in student management: a. Student planning and admission b. Student coaching and development c. Management of learning activities d. Management of student discipline e. Management of extracurricular activities f. Student assessment and evaluation g. Cooperation with stakeholders h. Management of student welfare i. Graduate management j. Management of the learning environment (Syafriadi & Mulia, 2024).

The first aspect is planning. Planning is also understood as a program related to student affairs, including class mapping, class size, skill development, and student abilities in the world of education. Second is organizing. Organizing is the process of determining, grouping, and arranging the activities necessary to achieve goals, assigning people to each activity, providing the necessary tools, and assigning the authority that is relatively delegated to each individual who will carry out the activity. Third is implementation. Implementation is a follow-up program to various programs that have been established regarding student management within the organization. Fourth is supervision or evaluation. Supervision is part of the process of determining what is achieved and what will be produced. Therefore, supervision in the field of student management is also understood as a form of evaluation of the implementation of the intended activities (Fauzi, 2019).

Imron explains the scope of student management as follows: (1) student planning, (2) acceptance of new students, (3) student orientation, (4) management of student attendance and absence, (5) student grouping, (6) student organization. Assessment of student learning outcomes, (7) management of student promotions, (8) management of student transfers and dropouts, and (9) student regulations, trials, punishments and discipline (Nupusiah et al., 2023).

The next important aspect is discipline. Discipline means following the rules set by the school. Discipline is crucial for everyone, especially students in schools, to contribute to achieving established educational goals. Three points can be used to improve student discipline. First, direction. Education is carried out by guiding, organizing, motivating students, and providing good examples to encourage disciplined behavior. Second, coaching. Coaching is a directed activity aimed at developing student abilities in line with the goal of improving discipline. Third, reprimands, which

are usually delivered through words. If these do not have an effect on improving student discipline, then action is taken and punishment is given (Nupusiah et al., 2023).

In terms of planning, SMAN 1 Cimaraga has well expressed it in the form of the school's vision and mission, then the organization is realized in the composition of the organizational structure in the school which has its respective authority, according to the school's needs. Where it is related to this case, the school has planned in such a way, about the ideal concept of students as educational outputs from the school, who have good academic abilities and also good character, such as obedience in worship, discipline, and so on. To ensure maximum implementation, the school also includes in their vision and mission, about the school's participation and collaboration, in accompanying its students, in the form of guidance, care, and the principle of family in dealing with any obstacles that may arise.

Problems then arise in the process of actualizing the school's vision and mission. In this case, the principal of SMAN 1 Cimaraga committed an act of violence, which, although intended to discipline students, did not reflect the school's mission of upholding the concept of family. Furthermore, from the perspective of the student who smoked, the student showed that he had injured the school's mission of wanting its students to have a high sense of discipline. The participation of teachers responsible for student affairs can also be seen as a lack of coordination between leaders and their subordinates, so that the principal took action independently, or even could be seen as a violation of the authority of the vice principal for student affairs.

In terms of supervision and evaluation, the principal has taken appropriate action, namely coordinating with relevant parties, such as parents, the school committee, and teachers, regarding the violent act, as a form of clarification for the inappropriate action. Because the principal is only implementing the principle of supervision, to ensure that the actualization of the school's vision and mission has been properly implemented. Although the steps taken cannot be fully justified. The parents' reaction to immediately take this case to the police, indicates a lack of in-depth interaction between the school and the students' parents, or a misperception that the student's mistake and the violence committed by the principal are different forms. This also requires the school's attention, particularly regarding the aspects of supervision and evaluation, as well as collaboration between the school and the students' parents.

Compared to other similar cases, as mentioned in the previous point, regarding the violence in Jogoroto, Jombang, Karangawen, and so on, the entire problem stems from a teacher's inappropriate use of violence to discipline his students. Or, in the opposite context, students' violent actions against teachers are a response to their rejection of the teacher's disciplinary measures. This is also unjustifiable. This means that schools need to pay special attention to mentoring students who violate school rules, and training or aligning teachers' perceptions on how to deal with students who commit such violations, to prevent violence from occurring.

In the context of Islamic education management, there are several principles that are used as a basis, including faith, sincerity, ihsan, exemplary behavior, unity, deliberation, accountability, efficiency, participation, responsibility, competence, and cooperation (Annisyaroh, 2022). Another opinion mentions a more concise number of principles, including deliberation (shura) as a form of collective decision-making, responsibility (amanah), justice (adl) which demands equality without discrimination in educational services, planning (tadbir), and implementation and evaluation (Hasibuan & Hasibuan, 2024).

Referring to these various principles, SMAN 1 Cimaraga has effectively carried out the planning, implementation, and evaluation of the program. Likewise, in terms of responsibility, the principal has taken these actions as a form of responsibility for the morals and discipline of students. However, this principle of deliberation has been under-implemented, resulting in acts of violence. Ideally, the principal, as a role model, supervisor, and leader responsible for ensuring the program runs smoothly, should be able to take a persuasive approach first, then continue to provide warnings and punishments to students who violate school rules, but not with violence, but with ongoing guidance, so that students are aware of their responsibilities while in the school environment.

The violence that occurred at SMAN 1 Cimaraga was a form of student discipline by a teacher, in this case the principal, which was carried out inappropriately. As a result, the case went viral, and the relevant parties took the matter to the legal realm. From a managerial perspective, the principal failed to apply the values of the school's vision and mission, which focus on the principle of family and efforts to build a friendly and nurturing environment. Therefore, in terms of program actualization, this act of violence occurred, even though the goal was to discipline students. From an Islamic perspective, the principal did not prioritize the principle of deliberation in resolving problems,

in this case student violations. From the student's perspective, this student has violated the discipline and responsibility of a student, who should obey school regulations.

Referring to the three steps in improving student discipline, the principal needs to provide guidance. When encountering a student violating school rules, the first step is to direct the student to prevent the violation from happening again. After that, the principal carries out the second step, namely coaching, by accompanying the student regularly, to ensure that they truly understand the negative impact of violating school rules. If these two steps have not had a significant impact, then the next step is to give a warning or punishment to the student, in the form of educational punishment, which aims to provide an understanding of the importance of obeying school rules, by involving the student's parents. By implementing these steps, acts of violence as a form of discipline against students can be minimized and avoided.

The principal is a leader in an educational organization, ideally capable of carrying out managerial processes and serving as a role model for its members and all students. A leader must not deviate from the vision and mission they, along with other members of the organization, have established as the goals of the educational institution they lead. The realization of this vision and mission is part of the evidence of their leadership. The case at SMAN 1 Cimaraga shows that the principal has failed to implement his vision and mission as expected. This is because no educational institution supports violence as a method of discipline for its students. Therefore, to address issues like this, the principal needs to conduct an evaluation process, involving himself as one of the main discussions, to prevent similar incidents in the future. This also includes the development of concrete steps to address violations committed by students, mechanisms for reprimands and punishments, and mentoring for them.

For the students, this violation demonstrates that the school has not properly implemented supervision, allowing them to feel free to violate school regulations. This also demonstrates a lack of responsibility and discipline, which leads them to consciously commit the violation. In fact, almost all students at SMAN 1 Cimaraga defended their classmates who committed the violation at the time of the incident. This demonstrates their lack of understanding of school regulations and the school's vision and mission. Therefore, to address this issue, the school needs to conduct a series of activities, including socializing the vision and mission to students, forming a special team focused on the success of school programs, increasing the intensity of program supervision, ensuring that all

teachers, administrators, and the principal understand the vision and mission with the same understanding, and serving as role models for their students. Furthermore, regular evaluations of the entire process are needed to prevent similar problems from arising in the future.

The impact of this rise in violence cases is the loss of integrity of education providers as policy makers. If there is no follow-up or strategic steps to address this, then all subsequent policies will be considered as just another wind. This will also affect the educational practice within it, where teachers will be seen as less respected figures, and of course, will also impact the percentage of achievement of the implementation of the education curriculum within it. Also, other teachers may consider that acts of violence in student discipline are something that can be justified. However, if the strategic steps, as previously explained, are implemented well by all parties within the school environment, then this can be a step forward towards an ideal school, in accordance with its vision and mission.

E. Conclusion

Education should produce academically high-quality educational outcomes, as well as positive character. Schools are responsible for the process of creating these ideal outcomes. However, the violence case at SMAN 1 Cimaraga demonstrates that a lack of understanding of the school's vision and mission, a lack of oversight of school programs, leads students to consciously violate school regulations, and on the other hand, portrays the principal, as the image of a leader in the educational institution, as committing acts of violence, despite having the goal of disciplining his students. Therefore, schools need to make managerial improvements, particularly in the aspects of implementation and evaluation, to ensure that similar problems will not recur in the future. This can be achieved by taking strategic steps such as increased supervision, regular evaluations, and educating students and teachers about the school's vision, mission, and regulations.

Violence as a form of discipline is no longer relevant, and even unjustifiable, as a way to discipline students in this era. The lesson to be learned from this case is that principals and teachers in any educational institution should be more careful in making decisions when disciplining students. Prioritize a persuasive and nurturing approach when dealing with students who violate school rules. Because currently, acts of violence in educational environments can be brought to the legal realm, which can impact the implementation of education, if teachers or principals have problems with the police. This also needs to be a concern for parents, to be more concerned and attentive to their

children, recognizing that responsibility for children's behavior is not solely the responsibility of the school, but also the responsibility of parents.

It is hoped that this research can be a recommendation for other similar research, in order to perfect the study of similar problems, with more in-depth and complex observations and interpretations, in order to perfect the results of this research.

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