

Personnel Development for Teachers of Technical and Vocational Education & Training (TVET) for Preventing Students' Gender Violence

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Abstract—Students' sexual violence has shown an alarming signal. Therefore, teachers play important role in supervising their students to prevent them from being the victims or perpetrators of sexual violence. However, not all teachers are competent in providing their students with adequate knowledge about it. This article studies teachers' perception of the scope of students' sexual violence and students' courage in committing sexual violence. The research result is used to develop personnel development for teachers of Technical and Vocational Education & Training (TVET) in preventing students' gender violence. The research was conducted at the High Vocational Schools in the Ex-Residency of Surakarta. The respondents are comprised of the counselling teachers and the school principals. Questionnaire and deep interview were employed to collect the data. The data were qualitatively analyzed using gender analysis of Moser's model. The result reveals that the teachers have diverse perceptions about the scope of students' sexual violence and their courage in committing sexual violence is also various. However, the teachers come to an agreement that the schools should be able to provide their students with practical and strategic gender-needs to prevent them from committing sexual violence. Thus, personnel development for teachers is required.

Keywords—*personnel development training; gender violence; practical needs; strategic needs*

I. INTRODUCTION

The number of teenagers being both the victims and perpetrators of online sexual violence in Indonesia increased. The data of KPAI (Indonesian Children Protection Commission) stated that there were only 17 victims of sexual violence in 2011, then it decreased to 11 victims in 2012 but then it increased again to 23 victims in 2013. In 2014 the number soared to 53 victims and then it doubled to 133 in 2015, but then it went down to 94 in 2016. In addition, the

number of teenagers being the perpetrators of sexual violence in 2011 was merely 8 people and it slightly decreased to 7 in the following year. However, the number increased very significantly in the next three years (i.e. 16, 42, 52 and 72 perpetrators) in 2013, 2014, 2015 and 2016 respectively [1].

Teenagers studying at engineering or vocational schools have higher risk to get exposed to violence, (one of them is sexual violence) [2]. Students of vocational high schools have attitude to support sexual violence, which is higher than those studying at senior high schools, since the students of vocational high schools have higher percentage to choose friends committing sexual violence than senior high school students. Moreover, the use of alcohol and drugs by students of vocational high schools is higher than that of by senior high school students [3]. The use of alcohol, restricted drugs, and the factor of choosing friends who are sexual violence perpetrators are factors causing teenagers become the perpetrators of sexual violence [4,5].

Besides the factors mentioned sexual violence frequently occurs since teenager 's sexual organs have optimally functioned but naturally they still do not have sufficient sex education. Therefore, teachers play important role in supervising their students to prevent them from being the victims or perpetrators of sexual violence. Unfortunately, not all teachers have competence in providing their students with adequate knowledge about it.

Sexual violence is an unexpected and unwanted sexual act that is intentionally committed on someone, in which the sexual acts are carried out through sexual contact or non-sexual contact, which makes the victim unable to approve or reject this action [6-8]. The elements embedded within sexual elements are: (1) unwanted sexual action or activity; (2)

perpetrator and victim; (3) coercion and menace towards an individual [9-11].

Yang et al. explained that the things belonging to the attempts of sexual violence are rape with or without violence, unwanted touch on sexual parts of one's body, harassment and voyeurism [8].

The forms of teenage sexual violence can easily be found in schools, particularly vocational schools. One of the forms of the sexual violence can be found on students having special relation with their opposite sex. Teenage sexual behavior having risk towards sexual violence among others are the style of dating, which is out of the norms, pre-marital sex leading to unwanted pregnancy or abortion, and violent dating [12].

Sexual violence frequently occurs on female as the victim and male as the perpetrator. If sexual violence happens to men, usually the perpetrator is adult men [13,14]. Sexual violence takes place due to the powerlessness of one of sexes, which is known with gender-based violence. This is supported by Kalra et al. stating that gender-based violence constitutes one of the most pervasive of human rights violations, denying equality, security, dignity, self-worth and their right to enjoy fundamental freedom [15].

Schools, especially teachers (counseling teachers, student-affairs teachers and class teachers) have important role in minimizing sexual violence cases happening to their students. Nevertheless, teachers often do not have sensitivity and competence in handling sexual violence cases hampering to their students and reporting the incidents to the authority. This causes difficulty in determining the fixed data of sexual violence, whereas they are required to create a program for handling sexual violence [16].

Teachers' perception about students' sexual perception and teachers' need in handling students' sexual violence are extremely important. This article examines the teachers' perception about sexual violence committed by students and the teachers' perception regarding the students' courage in committing and rejecting sexual violence. The research result is used to develop personnel development of teachers of Technical and Vocational Education and Training (TVET) for preventing students' gender violence.

II. METHOD

The research was conducted at seven Vocational High Schools in the Ex-Residency of Surakarta (i.e. Surakarta, Boyolali, Sukoharjo, Karanganyar, Wonogiri, Sragen and Klaten). The respondents were purposively selected based on their tasks at school. There are 28 respondents comprising of counselling teachers and principals. Questionnaire and in-depth interview were employed to collect the data. The data were qualitatively analyzed using Miles and Huberman's model and gender analysis of Moser's model.

III. RESULTS

Sexual violence to students really occurred to both students as victims and students as perpetrators at vocational high schools. The advancement of internet-based information

technology has made students easily undergo sexual violence (both as victims and perpetrators). This section presents the research finding regarding teachers' perception about the courage of students in committing or rejecting sexual violence. At the end, the need towards human resource development of teachers in overcoming sexual violence on students is presented. To make the analysis sharper, the needs are classified into practical and strategic gender-needs of gender theory of Moser's model.

A. Teachers' Perception about Students' Sexual Violence

Perception is a process of giving a meaning to a message or stimulation. Perception is a process of using information and understanding about the world, so that sensation becomes a meaningful experience. Perception is influenced by one's knowledge and experience [17].

TABLE I. TEACHERS' PERCEPTION ABOUT TEENAGE SEXUAL VIOLENCE

Perception	Disagree	Neutral	Agree
Seeking someone on the internet to talk about sex is dangerous	2 (07.1%)	2 (07.1%)	24 (85.7%)
Seeking someone on the internet to have sex is dangerous	1 (03.6%)	1 (03.6%)	26 (92.9%)
Sending nude photos/videos to a stranger on the internet is dangerous	2 (07.1%)	0 (00.0%)	26 (92.9%)
Informing cellphone numbers, home address to a stranger on the internet is dangerous	2 (07.1%)	1 (03.6%)	25 (89.3%)
Seeking someone on the internet to talk about sex is advantageous	17 (60.7%)	2 (07.1%)	9 (32.1%)
Seeking someone on the internet to have sex is advantageous	18 (64.3%)	1 (03.6%)	9 (32.1%)
Sending nude photos/videos to a stranger on the internet is advantageous	25 (89.3%)	1 (03.6%)	2 (07.1%)
Informing cellphone numbers and home address to a stranger on the internet is advantageous	19 (67.9%)	3 (10.7%)	6 (21.4%)

^a Source: Primary data

The research result reveals that most of the teachers have perception that the students' behavior of committing online-sexual violence is dangerous. Students' online sexual behavior, which is considered dangerous by the teachers are talking about sex, having sex, sending nude pictures/videos, and informing cellphone numbers and home address to strangers known on the internet.

Although the teachers consider that information and communication-based sexual violence behavior is dangerous, there are still some teachers (32.1%) consider that such sexual violence behavior is advantageous to their students, particularly in the students' behavior of seeking someone on the internet to have sex.

B. Teachers' Perception About Their Students' Courage to Commit Sexual Violence

The students' courage for committing sexual violence is signified by sex drive of the students caused by hormonal changes that is misinterpreted to find self-identity [18]. With the development of information and communication

technology, students will be able to channel their passion by utilizing internet technology.

The research result about teachers' perception regarding students' courage for committing information and communication technology-based sexual violence varies very much. Based on the various answers the relatively high proportion is on the students' courage to seek someone on the internet to talk about sex (i.e. 46.4%), students' courage to seek someone on the internet to have sex (28.6%), students' courage to send nude pictures/videos to someone known on the internet (35.7%), students' courage to talk about sex by online to other persons when they do not want it (39.3%), and students' courage to post messages or pictures appealing someone to

have sex on one's profile on social media (e.g. FB, IG, Twitter, WhatsApp, etc.) (46.4%).

In fact, the students have courage to commit sexual violence not only to someone whom they know on the internet, but also to their girlfriends or friends. The courage is manifested on sending pictures or videos with sexual contents to their girlfriends (42.9%), sending written messages (via WA, messenger, SMS, etc.) with sexual contents to their girlfriends (60.7%), sending written messages (via WA, messenger, SMS etc.) with erotic sexual contents about themselves to their friends (32.1%). Moreover, there are some students who distributed faked sexually-embarrassing pictures/videos through social media (32.1%).

TABLE II. TEACHERS' PERCEPTION ABOUT STUDENTS' COURAGE IN COMMITTING SEXUAL VIOLENCE

Perception	Disagree	Neutral	Agree
Students ever seek someone on the internet to talk about sex	12 (42.9%)	3 (10.7%)	13 (46.4%)
Students ever seek someone on the internet to have sex	17 (60.7%)	3 (10.7%)	8 (28.6%)
Students ever sent nude photos/videos to someone	14 (50.0%)	4 (14.3%)	10 (35.7%)
Students ever talked about sex by online to someone else when she didn't want	9 (32.1%)	8 (28.6%)	11 (39.3%)
Students ever asked someone else by online about intimate sexual information when she didn't want	13 (46.4%)	10 (35.7%)	5 (17.9%)
Students ever asked someone to commit sexual action by online when she didn't want	15 (53.6%)	9 (32.1%)	4 (14.3%)
Students ever posted message or picture asking for having sexual action on one's profile on social media	13 (46.4%)	2 (7.1%)	13 (46.4%)
Students ever sent picture/videos with sexual contents about themselves to their girlfriends	13 (46.4%)	3 (10.7%)	12 (42.9%)
Students ever sent written messages with sexual contents to their girlfriends/boyfriends.	8 (28.6%)	3 (10.7%)	17 (60.7%)
Students ever sent pictures/videos with erotic sexual contents about themselves to their girlfriends/boyfriends	14 (50.0%)	6 (21.4%)	8 (28.6%)
Students ever sent written messages with erotic sexual contents about themselves to their girlfriends/boyfriends	15 (53.6%)	4 (14.3%)	9 (32.1%)
Students ever sent pictures or videos with erotic sexual contents about themselves to someone known on the internet and never seen on the real world	18 (64.3%)	5 (17.9%)	5 (17.9%)
Students ever sent written messages with erotic sexual contents about themselves to someone known on the internet but never seen on the real world	16 (57.1%)	8 (28.6%)	4 (14.3%)
Students ever distributed/uploaded photos/videos of someone to the internet without the concern of the person	16 (57.1%)	5 (17.9%)	7 (25.0%)
Students ever distributed photos/videos of someone that is sexually embarrassing through information-technology device	16 (57.1%)	3 (10.7%)	9 (32.1%)
Students ever uploaded private photos/videos of someone to porn sites or social media	19 (67.8%)	4 (14.3%)	5 (17.9%)

Although the research result found that the teachers believe if their students dare to commit sexual violence, they also have perception that the students do not want to become the victims of sexual violence. It was revealed that the students do not want other people talk about sex by online (8.1%), and they do not want other people commit sexual violence by online to them (75%).

C. Fulfillment of Practical and Strategic Needs

The concept of fulfillment of practical and strategic needs was introduced by Moser in 1993. He asserted that practical need is a need required by someone directly in order to be able to carry out his/her task and function well in accordance with the gender role. Strategic need is a need, of which its

fulfillment is long term, including the change in thought pattern, behavior, and values supporting gender equality and equity. The advantage of understanding the practical and strategic needs is to improve the condition and capability of men and women in carrying out their tasks optimally and increasing their positions and empowering women and men in making decision, especially in public sector without necessarily hindered by sex [19-20].

The research result found that the teachers' capacity is necessarily improved to obtain materials on human resource development through the fulfillment of practical and strategic needs. The depiction can be seen on Table 3.

TABLE III. PRACTICAL AND STRATEGIC NEEDS IN TEACHERS' PERSONNEL DEVELOPMENT

No	Practical needs	Strategic needs
1	Sexual education, seminar, videos on sexual violence, reproduction health (infection, sexual transmittal disease, dating and juvenile delinquency)	Regulation and sanction to perpetrators of sexual violence
2	Parenting class to the students' parents	Regulation controlling the use of cellphones
3	School facilities and infra structure that enable the schools to get rid of sexual violence, such as separating the toilets and health rooms for male and female students, cctv installed in certain places in which sexual violence might happen, fitting room, etc.	Regulation on controlling the way how the students dress up and use cosmetics
4	Guidance on social ethics	Regulation on social ethics
5	Religious guidance	Policy on pornographic contents
6	Positive environment and peer group	
7	Supervision from teachers and parents regarding students playing truant	

IV. DISCUSSION

Schools play an important role in preventing and handling sexual violence on students, both as victims and perpetrators. Several cases of sexual violence occurred at schools, but only a few of them were willing to expose their cases. For examples one of the students sold his friend on the internet by posting her picture with the tariff without being known by her. From this selling, he got some cash and an Android phone. In addition, it was found that a male student challenged his friend to touch a sensitive organ of a female student in their class. The challenge was responded by providing fifty thousand rupiahs (\$3.5). The male student agreed and then chased his female friend while she was crying. As a result, the female student became traumatized and not willing to go to school before the perpetrator was expelled from school.

The research reveals that most of the teachers have perception that their students' behavior to commit ICT-based sexual violence is considered a dangerous behavior. The students' behaviors that are considered dangerous by their teachers are: talking about sex, having sex, sending nude pictures/videos and informing cellphone numbers and home address to someone known on the internet.

Online sexual violence has various impacts depending on the individual who experienced it. Sexual violence may not have short-term impact but it may have long-term impact on one's mentality and welfare [21]. The meeting on online media has risks for the actual sexual violence in the real world (offline). One of the examples is online media used by LGBT people to fulfill their sexuality aspect. After they arranged to meet, teenagers were forced to have sex by the LGBT people [22].

Offline sexual violence has impacts on health, finance, and social. The impact on health covers physical, mental, sexual, and reproductive health. The physical health impacts are genital and extra-genital trauma, fistulae, unwanted pregnancy, sexual dysfunction, sexual transmittal disease, and degrading

life quality. Psychological impacts embrace post-traumatic stress disorder (PTSD) and depression. The financial impacts cover expense for police and advocate services for the victims, medication for mentality and health, and decreasing productivity. The social impacts are comprised of stigma and decreasing social relationship [8,23-25].

Although the teachers consider that ICT-based sexual violence is dangerous, there are still several teachers (32.1%) who consider that the sexual violence actions are advantageous to their students, more particularly in the students' behavior that seeking someone on the internet to talk about sex and to have sex. It is because the internet facilitates sexual violence through providing visibility and accessibility. In certain countries the fragmented characteristic of the internet stimulates deviating activity and crime (one of them is sexual violence) since there is no centralized government body that establishes the norms to have appropriate social ethics. In addition, the internet provides opportunity to some to falsify identities while committing sexual violence, so that someone will feel more secure [26].

V. CONCLUSION

The result reveals that the teachers have various perceptions about the scope of students' sexual violence and the students' courage in committing sexual violence. However, the teachers come to an agreement that the schools should be able to provide their students with practical and strategic gender-needs to prevent them from committing sexual violence. Thus, personnel development training for teachers is required.

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