

SOCIAL ISSUES IN THE SCHOOL ENVIRONMENT REGARDING THE DESTRUCTION OF SCHOOL FACILITIES

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Abstract

This study examines social problems involving the destruction of school facilities. This phenomenon is increasing and causing concern in various educational institutions. This study aims to identify the factors that destroy school facilities, the most vulnerable school facilities to destruction and the awareness of all school residents not to be part of the destruction. The research method used is a quantitative approach with questionnaire data collection techniques. The research participants included all school residents at SMAN 1 Cibadak, SMAN 11 Pandeglang and SMAN 24 Tangerang Regency. The results of the study show that the factors that cause the destruction of school facilities by individuals include mere pranks. The next most domineering reason is accidentality; pleasures and dislikes; and as a form of venting anger. The facilities that are most vulnerable to damage are benches or classroom tables; toilets or sinks and school walls. This study recommends several measures to address this problem, such as increased supervision, the implementation of stricter discipline policies and character education programs that involve the active participation of students in maintaining and caring for school facilities. With a comprehensive and collaborative approach, it is hoped that a safer and more conducive school environment can be created for the educational process.

Keywords: Vandalis, education, environment

Abstrak

Penelitian ini mengkaji masalah sosial yang melibatkan perusakan fasilitas sekolah. Fenomena ini semakin meningkat dan menimbulkan kekhawatiran diberbagai institusi pendidikan. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor penyebab tindakan perusakan fasilitas sekolah; fasilitas sekolah yang paling rentan mengalami perusakan dan kesadaran seluruh warga sekolah untuk tidak menjadi bagian dari perusakan tersebut. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan teknik pengumpulan data kuesioner. Teknik pengambilan sampel menggunakan teknik simple random sampling. Populasi penelitian meliputi seluruh warga sekolah di SMAN 1 Cibadak, SMAN 11 Pandeglang dan SMAN 24 Kabupaten Tangerang. Sampel penelitian meliputi 121 orang responden yang berasal dari ketiga sekolah tersebut. Hasil penelitian menunjukkan bahwa faktor-faktor penyebab perusakan fasilitas sekolah oleh oknum antara lain adalah keisengan. Alasan berikutnya yang paling mendominasi adalah ketidaksengajaan; kesenangan dan tidak suka; dan sebagai bentuk meluapkan

amarah. Fasilitas yang paling rentan mengalami kerusakan adalah bangku atau meja kelas; toilet atau wastafel dan tembok sekolah.

Kata kunci: *Vandalis, pendidikan, lingkungan*

INTRODUCTION

Vandalism of school facilities has become a significant and pressing issue in many educational institutions around the world. This phenomenon not only causes huge financial losses to schools but also creates a non-conducive learning environment which in turn can be detrimental to the overall educational process. Cases of vandalizing school facilities often reflect deeper problems in the school environment and the lives of learners. Based on research that has been conducted, some of the main factors that cause learners to damage school facilities include academic frustration, interpersonal problems, and lack of student involvement in school activities (Nuryani, 2024).

Academic Frustration: High academic pressure, excessive assignment demands, and exams can cause students to feel pressured and frustrated. In some cases, students may feel that they do not have healthy outlets to express their feelings, which eventually leads to destructive behaviour in school facilities. **Interpersonal Issues:** Tensions between students and teachers or between students themselves are also significant factors. The inability to resolve conflicts constructively may lead students to choose to vandalize facilities as a form of venting their dissatisfaction and frustration. **Lack of Involvement:** Students who are not actively involved in school activities tend to feel alienated and lack a sense of belonging to the school environment. This makes them more likely to vandalize school facilities as they feel no strong emotional bond with their school.

The impact of vandalizing school facilities is extensive and detrimental. In addition to significant financial losses, damage to facilities also disrupts the teaching and learning process. Damaged and unsafe learning environments can decrease students' motivation and academic performance, and create a negative atmosphere in schools (Winei et al., 2023). Addressing these issues requires a holistic and collaborative approach (Suryani, 2023). Involving students, teachers, parents and the community in prevention efforts is key to creating a safe and supportive school environment. Improving communication, involvement in extracurricular activities, and education on the importance of maintaining school facilities are some of the steps that can be taken to prevent the destruction of school facilities.

A deeper understanding of the motives and impact of this behaviour will help in designing more effective and sustainable prevention strategies (Ginting et al., 2024). Thus, we can create a more positive and productive learning environment for all students. This phenomenon not only reflects students' dissatisfaction with their school environment but also points to deeper issues that need to be uncovered.

In the context of social behaviour, cases such as vandalism of school facilities are influenced by two factors, namely internal factors and external factors, which can be described as follows (Laia et al., 2022). Internal factors include self-control; the ability of students to control their emotions; the need for recognition; the drive to be accepted or acknowledged by their peers or the school environment; involvement in negative

behaviour; previous experience in in-group misbehaviour or destructive behaviour that encourages vandalism; level of empathy; the ability to feel and understand the impact of their actions on others or even the environment; and the need for control or power; the drive to control their environment, perhaps as a form of expression of power or dominance. External factors include school supervision; physical condition of facilities; school culture; peer influence and level of social support.

Various studies have examined social problems in the school environment, particularly about the destruction of school facilities. These studies provide an overview of the factors that influence vandalism behaviour and its impact on the school environment as a whole.

First, research conducted by Finali & Budyawati, (2022) investigated the relationship between student satisfaction with school facilities and vandalism behaviour. They found that students who were dissatisfied with the condition of school facilities tended to engage in acts of vandalism more often. This study underscores the importance of facility maintenance and renewal as a form of vandalism prevention. Furthermore, Efendi et al. (2020) highlighted the influence of group pressure on vandalism behaviour in schools. In their study, students who were in groups with destructive behaviour tendencies were more likely to engage in vandalism of school facilities. This study emphasizes the importance of anti-bullying programs and the reinforcement of positive norms in schools.

Another study by Silvia & Tirtoni, (2023) studied the impact of family environment on vandalism behaviour at school. They found that students who come from an unstable family environment tend to vandalize more often. This study suggested the need for parental involvement and counselling programs for students with troubled family backgrounds. Naziyah et al., (2021) also conducted a similar study, where they highlighted the importance of the presence of authority figures in schools. Students who felt supervised by teachers or school staff showed a significant decrease in facility vandalism behaviour.

Research conducted by Prayitno & Wathoni, (2022) focused on the psychological aspects of students involved in facility vandalism. They identified that students with low levels of self-esteem and emotional control problems were more likely to damage school facilities as a form of emotional release. Fitria, (2022) in their study linked academic stress levels with vandalizing school facilities. Students who feel burdened by academic pressure tend to vent their frustration by damaging school facilities.

Research by Yanto & Putra, (2020) explored the role of social support in reducing vandalism behaviour among students. The results showed that students who had strong social support networks, both from peers and teachers, tended to engage in fewer acts of vandalism. Laure et al. (2020) investigated the structural factors of schools, such as class size and student-teacher ratio, that influence vandalism behaviour. They found that schools with overly large classes or high student-teacher ratios tend to experience more facility vandalism.

Research by Andriani, (2023) focused on the effect of discipline programs and school policies on vandalism behaviour. They found that schools that implemented consistent

and fair discipline policies were successful in reducing the frequency of vandalizing school facilities. Finally, research by Jaelani & Dewi, (2024) highlighted the role of technology in the prevention of vandalism of school facilities. They suggested the use of surveillance cameras and facility management technology as effective ways to reduce the incidence of vandalism.

The study of school facility vandalism requires an in-depth understanding of the causal factors, including the psychological, social, and environmental aspects that influence students' decisions to engage in this behaviour (Ardhiyansyah et al., 2023). The impact of vandalizing school facilities is extensive and detrimental. In addition to significant financial losses, damage to facilities also disrupts the teaching and learning process. For this reason, this study aims to reveal the factors that cause acts of vandalism of school facilities; school facilities that are most vulnerable to vandalism and the awareness of all school members not to be part of the vandalism.

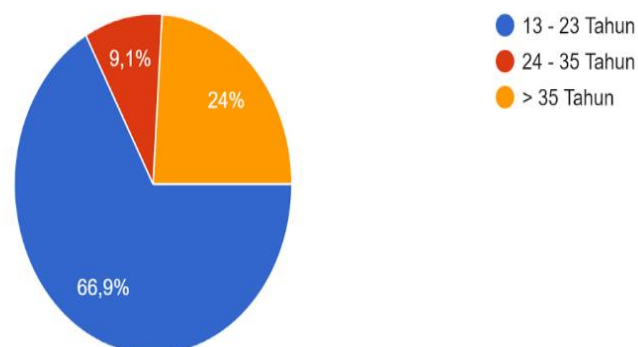
METHOD

The research method used is a quantitative research method with a closed questionnaire or questionnaire data collection technique. Closed questionnaires were distributed through the Google link from Thursday to Friday, June 20 to June 21, 2024. The research population included all school members in SMAN 1 Cibadak, SMAN 11 Pandeglang and SMAN 24 Tangerang Regency. The research sample included 121 respondents from the three schools who filled out the questionnaire. The sampling technique used a simple random sampling technique and was anonymous.

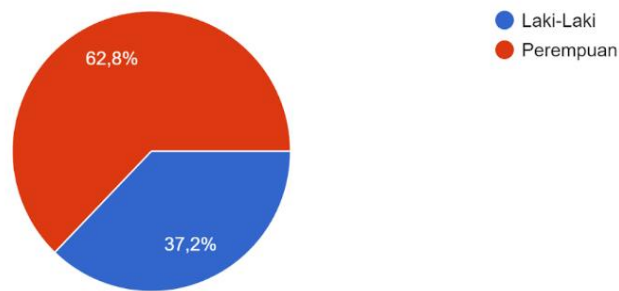
RESULT AND DISCUSSION

The results of this study were obtained by distributing questionnaires to 121 respondents which are shown in the following pie chart:

Usia
121 jawaban

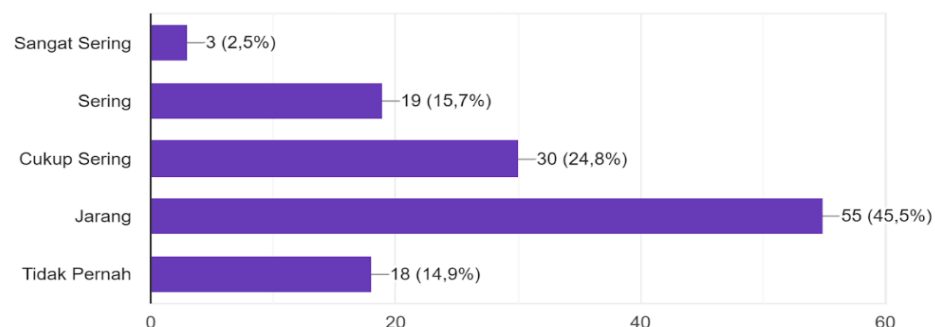


Jenis Kelamin
121 jawaban



The age of respondents is divided into 3 categories, namely 13 years to 23 years; 24 years to 35 years and age above 35 years. Completion of the questionnaire was dominated by respondents aged 13 to 23 years and female. Based on the survey that we have conducted, most of the school community has witnessed or knows about cases of destruction of school facilities with the highest frequency in the rare category of 45.5%; quite often 24.8%; often 15.7%; never 14.9%; and very often 2.5%. The data can be depicted in the following bar chart:

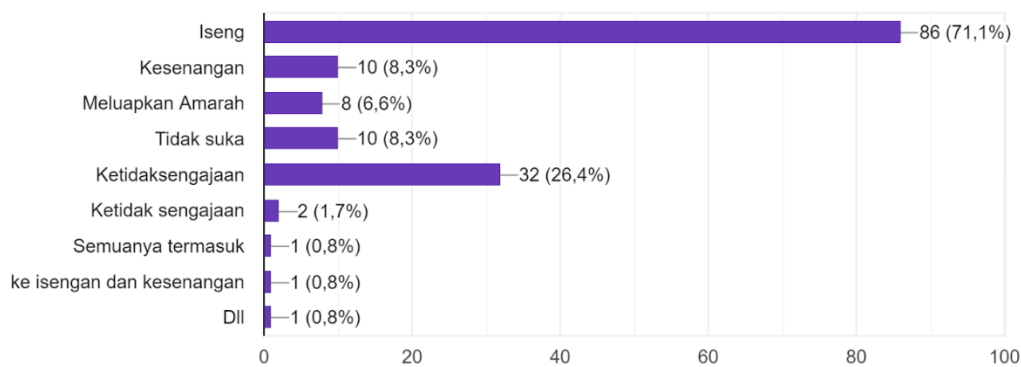
Apakah Anda pernah menyaksikan atau mengetahui tentang kasus perusakan fasilitas sekolah di lingkungan Anda?
121 jawaban



The most underlying reason for the behaviour of destroying school facilities is the recklessness of the perpetrators of destruction at 71.1%. The next most dominating reason was accidental at 26.4%. Other reasons chosen by respondents were fun and dislike at 8.3%, and venting anger at 6.6% as reflected in this diagram:

Apakah alasan yang paling mendasari perilaku perusakan fasilitas sekolah?

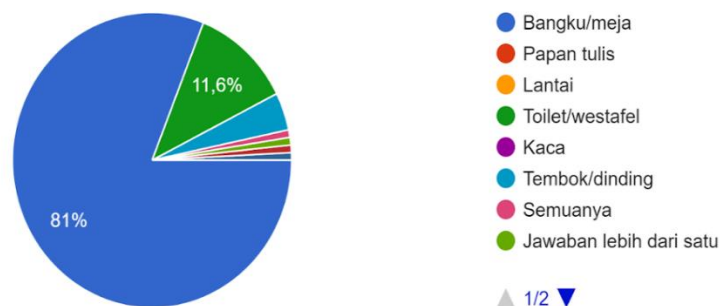
121 jawaban



The school facilities that are most vulnerable to damage are classroom benches or desks at 81%. The second most vulnerable school facility is the toilet or sinks at 11.6%. The next in order is the school walls as shown in the following diagram:

Apakah fasilitas sekolah yang paling rentan mengalami kerusakan?

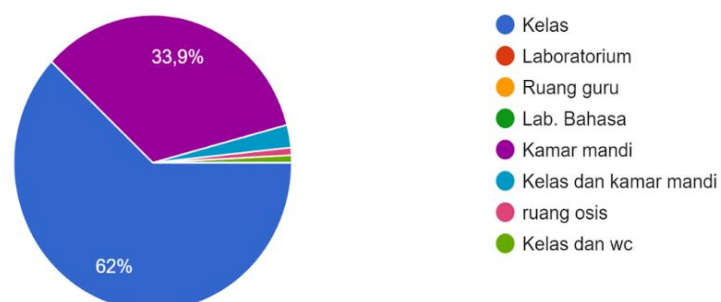
121 jawaban



The next interesting finding based on the survey results is that the classroom is the most vulnerable place to damage at 62%. The second highest ranking is the bathroom at 33.9% based on respondents' answers as reflected in the following diagram:

Ruang sekolah manakah yang paling rentan mengalami kerusakan?

121 jawaban

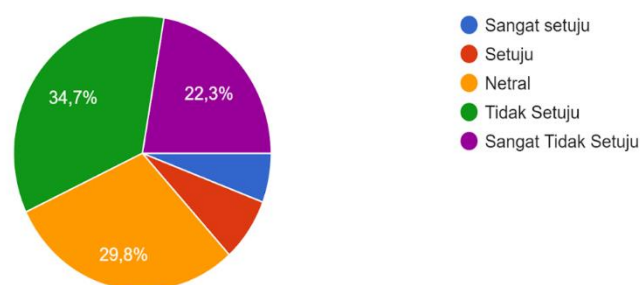


When asked for a statement regarding the form behaviour of scribbling on the tables and chairs provided at school, respondents strongly disagreed with this behaviour. Respondents who strongly disagreed were 52.1%. Respondents who disagreed were 28.9% and neutral at 14.9%.

The next statement is negative in the form of my schoolyard is very dirty and there is a lot of garbage scattered around. From this negative statement, 34.7% of respondents disagreed. Respondents who stated neutral were 29.8%, this creates ambiguity. Respondents who stated strongly disagree were 22.3%. Other respondents asked strongly agree and agree. The data is reflected in the following diagram:

Halaman sekolah saya sangat kotor dan banyak sampah berserakan.

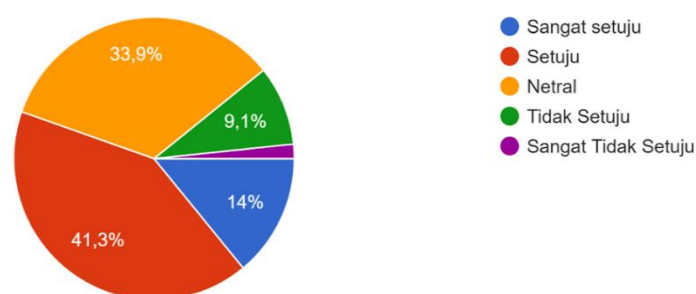
121 jawaban



The last question asked was a positive statement, namely that the learning facilities in the classroom were adequate. 41.3% of respondents agreed, 33.9% were neutral, 14% strongly agreed, 9.1% disagreed, and the rest strongly disagreed. Strongly disagree ranks last.

Fasilitas belajar di kelas sudah memadai.

121 jawaban



Destruction of school facilities is a form of deviant behaviour that frequently emerges in educational settings. This issue not only results in material losses that schools must bear but also reflects deeper social problems among students. Various studies have highlighted the factors influencing this vandalistic behaviour, such as students' emotional states, social relationships within the school, and external environmental influences. In this

context, social and deviant behaviour theories provide a foundation for understanding how such behaviour forms and its implications for the overall educational system.

Social Theory and Social Conformity

Vandalistic behaviour in schools can be analyzed through social conformity theory, as proposed by Solomon Asch. This theory explains that individuals often adjust their behaviour to align with the norms prevailing in their social group. In the school context, students involved in the destruction of facilities often do so in an attempt to gain recognition or solidarity from their peer group. This action may represent a form of conformity, where students follow the destructive behaviour of their peers to avoid social exclusion (Henle, 2023).

Research by Finali & Budyawati (2022) supports this theory, demonstrating that peer pressure plays a significant role in facility destruction behaviour. Students who feel isolated or less accepted within their group tend to be more easily driven to follow negative behaviour as a way to build their identity within the social group. In this case, vandalism serves as a symbol of membership in a larger group, rather than merely being an individual act purely caused by personal frustration.

Anomie Theory and Deviance

Émile Durkheim's anomie theory is also relevant in understanding the destruction of school facilities. Anomie refers to a state where social norms and rules become unclear or are not properly internalized by individuals. This often occurs in situations where there is an imbalance between societal expectations and individuals' ability to meet those expectations. In schools, students who feel pressured by academic expectations or strict norms often respond with deviant behaviour, such as destroying school facilities (Durkheim, 2024).

Efendi et al. (2020) found a connection between academic stress and school vandalism. In their research, students who felt unable to meet academic expectations or who were frustrated with the school workload tended to express their negative feelings by damaging facilities in the school environment. This action can be seen as an attempt to renegotiate control over their environment amidst their inability to control other aspects of their lives.

Strain Theory (Robert K. Merton)

Robert K. Merton developed strain theory, which expands on Durkheim's concept of anomie. Merton argued that deviant behaviour, including vandalism, often arises as a response to the mismatch between desired social goals and the means available to achieve them. In the context of education, students may feel pressured to achieve high academic success, but they do not always have sufficient means or support to reach these goals. As a result, some students may turn to destructive behaviour as a form of protest or expression of frustration (Fox, 2020).

Research by Silvia & Tirtoni (2023) shows that students who receive less emotional or educational support tend to be more involved in the destruction of school facilities. They may feel that the school does not provide adequate resources to help them succeed,

leading them to respond in destructive ways. Vandalism here functions as a coping mechanism to deal with failure or the inability to meet the social expectations present in the school environment.

Social Control Theory

Social control theory, developed by Travis Hirschi, argues that deviant behaviour occurs when an individual's bonds to society or their social environment weaken. In the school context, these bonds can take the form of relationships with teachers, involvement in extracurricular activities, or adherence to school norms. When students feel alienated or disconnected from the school environment, their likelihood of engaging in destructive behaviour increases (Costello & Laub, 2020).

Naziyah et al. (2021) Highlight the role of authority figures in curbing vandalism in schools. They found that students who have positive relationships with teachers and school staff are less likely to engage in destructive behaviour. This shows that effective supervision and positive emotional engagement between students and school authorities can serve as a barrier against deviant behaviour.

Symbolic Interactionism Theory

The symbolic interactionism theory, developed by Blumer (1986), states that human behaviour is shaped through interactions with others, where meanings are constructed and maintained. In the context of school vandalism, such actions can be understood as a form of symbolic communication that conveys dissatisfaction, protest, or even self-identity. Vandalism is not just a physical act but also a means of conveying a message to the school or student community.

Prayitno & Wathoni (2022) in their research emphasize that students involved in vandalism often view the behaviour as a way to express frustration with the school system. From the perspective of symbolic interactionism, the destruction of school facilities can be seen as a symbolic act reflecting students' dissatisfaction with the conditions they experience, whether it be school policies, facility conditions, or relationships with school authorities.

Environmental and Socioeconomic Factors

In addition to psychological and sociological factors, research also shows that environmental and socioeconomic factors play a significant role in the destruction of school facilities. Students from lower socioeconomic backgrounds tend to be more vulnerable to deviant behaviour, including vandalism. An unstable family environment or lack of parental support often triggers students to seek recognition or escape through destructive actions.

Fitria (2022) highlights the importance of more targeted interventions for students from problematic family backgrounds. They found that students experiencing emotional instability at home are more likely to engage in vandalism at school. This research emphasizes the need for comprehensive counselling programs and psychological support for students, particularly those who struggle to adapt to the school environment.

School Policy Implications

Research by White et al. (2017) shows that implementing consistent and fair disciplinary policies in schools can reduce the incidence of facility destruction. Schools with strict rules regarding student behaviour, along with clear sanctions, are more successful in suppressing vandalism. Consistent policies help create a more orderly school climate and reinforce positive social norms.

Additionally, Yanto & Putra (2020) stress the importance of using technology to prevent the destruction of school facilities. The use of surveillance cameras, digital reporting systems, and automated facility monitoring can be effective steps in reducing the risk of vandalism. They also emphasize the importance of transparency in school facility management, where students are involved in maintaining and caring for facilities as part of their social responsibility.

CONCLUSION

The results showed that the factors that caused the destruction of school facilities by unscrupulous people included pranks. The next most dominating reasons are accidents; fun and dislike; also as a form of anger. Facilities that are most vulnerable to damage are classroom benches or desks; toilets or sinks and school walls. Destruction of school facilities is a complex problem that requires serious attention from all relevant parties. A holistic approach, involving the school community including students, teaching and education personnel, as well as efforts to improve communication and education, is key to creating a safe and conducive learning environment. With a better understanding of the motives and impact of this behaviour, we can develop more effective and sustainable prevention strategies.

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