GOVERNMENT STRATEGY TO RESTORE IMAGE OF EDUCATION WORLD POST VIOLENT INCIDENTS

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Abstract
Strategy is a plan which has a purpose, or a way/tactic to achieve a goal. Post violent incidents in education field, the government needs to have a Public Relations Strategy to restore/rebuild the damage image. Education and teaching are meant to equip students with noble characters to survive in life. To reach this purpose, proper communication strategy is needed, which involves not only teacher/lecturer and parents, but also the government. The government is expected to keep reminding educators that education cannot be done with violence. To build the character of “discipline” in targeted students, “firmness” not “hardness” should be applied. Some phenomena on violence in education world are: punishing students by letting them be exposed under the sun, hitting when they do not obey, and other kinds of physical violence. There are also mental and verbal abuse in the forms of yelling and cursing. Sexual harassment that has been done by teachers to their students, and the fights between school gangs, are the other examples of violence in the education world. This research is aimed to elaborate what is the government Public Relations Strategy in restoring a good image of education world in Indonesia? Applying qualitative descriptive method and theory of Blaney, J. R., Benoit, W. L., and Brazeal, L. M. (five image restoration strategy: denial, evading responsibility, reducing offensiveness, correction action, mortification), it takes Government Public Relations as object of research. Data are collected through observation, interviews with competent informants, and documentation.

Keyword: violence in education, communication strategy, public relations, image

1. Background Issues
Communication becomes the main human need in social life, communication aims to give mutual understanding and understanding between people. In organizational skills or ability to communicate well is also needed, in order to achieve the desired organizational goals. Understanding that sometimes to achieve goals is not easy, then in communicating the need for a strategy.

The issue of violence in the education world in Indonesia until now is still busy discussed. Not only violence between students, but also between teachers and students even almost hit most of the community. But the most alarming is the violence that occurs in most school, where schools are a place to demand education. Violence that often occurs in the form of physical exploitation. Psychic violence has traumatic effects long enough for the victim.

Education is a process to develop the potential possessed by human beings in order to have intelligence, self-control, good personality, noble character, and religious, which is needed by himself, society, nation and state. In order to achieve these objectives, a conducive learning condition is needed and away from violence. However, today we often hear the increasingly widespread cases of violence that occurred in the world of
education from various source like website from internet, social media such as Facebook, WhatsApp, Instagram, etc. that makes parents worried when their child go to school.

Indonesian world of education is still familiar with with violence problem against students. For example, punishing students by exposed them under the sun, and hitting if they do not obey or mental and verbal abuse in the forms of yelling and cursing that ironically done by some teachers to their students. Brawl and physical contact also occurred in some universities like what happened in Poso that took many victims in the process of the brawl that ended with the formation of the Religious Communication Forum (Forum Komunikasi Umat Beragama FKAUB) in Dati II Poso district (1998 – 2000), cases of violence that conducted toward IPDN students which is took some lives on August 29, 2017, and the beating that has been done by fellow santri in one of pesantren located in Surabaya on September 3, 2017 brought a santri loss his life of as the result. In the world of education; firmnes, disciplines and obedience are not identical with violence. Generally, act of violence can be considered as an act which can harm each other, physically or psychologically.

The state is the largest form of organization run by a government and this government has the duty, authority and responsibility of the people in the country. Likewise, Indonesia has a government with a tiered structure from the center of the state capital to the provincial, district/city, sub-district, kelurahan and neighborhood. Such government sturtures mean that government in carrying out its duties, its principal and functions can reach the society as a whole, mainly to pay attention in the service of education, health, welfare to security and order as the society need in general.

The phenomenon of violence in the world of education that is still happening in Indonesia suggest that the Indonesia Government especially Public Relations Government as the institution whose duty is manage communication to building relationship and forming a mutual understanding between organization and important people does not carry out its role, Even to encounter or clarify anti violence campaign as a form of prevention are not expose. Information about positive actions from various organization / institution like police as security forces and KPAI / Komnas HAM and also public figure who have sanctioned the perpetrators and remedial actions to violence victim tend to be unknown by community. Public Relations Government also less utilize mass media to help informs government policy especially violence in education field. This attitude shows how Public Realitions Government are less caring even impressive omission or “ignorant” in handling violence against students, whereas these events have an impact bad for the image of Indonesia especially in the field of education.

Image is the image that is in someon’s mind. According to Huddleston Image is a series of beliefs associated with an image that is possessed or obtained from the divine (Gassing and Suryanto 2016, 156). If the experience of violence has ever been felt it, it can predict how it affect people who have experienced it.

2. Formulation of The Problem

Based on the above background of problem formulation in this study are as follows: “How public Relations Communication Strategy Government in restoring the image of education?”
3. Research Objectives
Based on the formulation of the above problems the purpose of this study are as follows: “To know the Communication Strategy Public Relations Government in restoring the image of education?”

4. Research Methodology
The methodology in this research is descriptive qualitative method, with the object of research Public Relations Government in the field of Education. The theory used is Benoit’s Image Restoration theory, with five image recovery strategies (Denial, Evading of responsibility, Reducing offensiveness, Correction action, Mortification?).

5. Theory Review
A. Public Relations
Culpit, Center & Broom, in this book Effective Public Relations (2006) defines Public Relations the planned effort to influence opinion through good character and responsible performance, based on mutually satisfactory two-way communications (a planned effort to influence views through good character by action which is responsible, is based on mutually satisfying two-way communication).

While the Public Relations Assembly (1978) in the same book mentions that PR as an art and social science that analyze trends, predicts the impact, accompanies and advises the leadership of the organization and implements program planning to serve the interest of the organization and its public. This means that PR practice is a discipline of maintaining reputation by understanding, supporting and influencing public behavior and opinion.

B. Public Relations Government
Public Relations Government which is one of the institutions located in a bureaucratic realms as in the Decree of the minister of Communication and Information Technology Number: 371/KEP/M.KOMINFO/8/2007 on Code of Ethics Public Relations Article 6, stating that, public relation of government is all actions undertaken by an agency/company in an effort to foster harmonious relationships with internal and external audiences and externally in the implementation of basic tasks and functions. This means that public relations officials have a very strategic and “heavy” role, not only to instigate imaging, but also to bring government institutions in dignified positions against internal and external public. Therefore, explicitly or implicitly, public is very important, because it must really be an ideal and professional funnel, which is fully supported by the head of the region, internal public and external public for maximum function.

In the operation of government PR is an activity in various fields of science (multidisciplinary sciences). Because government PR instills understanding, fosters motivation and public participation with the aim of instilling goodwill, trust, mutual understanding and good image. The image is related to the image that people have about personal, company, organization or product. According to Nguyen and Le Blanc, image is the whole impression that formed in the mind community (Gassing
and Suryanto 2016, 155-157). So the image is one of the important assets of an organization that should be continually built and maintained. Imagery can not be engineered, but formed by society. Communication and openness is an ideal effort to build a positive image, therefore Public Relations Government is worth using internal communication, external communication, formal communication. Verbal Communication and Non-Verbal Communication, which is operationally can be combined when in the process of building a positive image.

C. Definition of Image
Frank Jefkins, defines the image in the context of public relations is defined as “impression, image, or appropriate impression (in accordance with the reality) of the existence of various policies of personnel or services of an organization of company.” Frank Jefkins (Public Relations 2003) mentions there are five types of images, namely:

1) Mirror Image (Image Shadow). This image is attached to an insider or member of the organization – usually its leader – of external assumptions about its organizations. In another sentence, the image of the shadow is an image held by an insider about external views, to its organization. This image is often inaccurate, even illusory, as a result of inadequate information, knowledge or insight held by the organization in the opinion of external parties. In ordinary situations, fantasy often appears that everyone likes us.

2) Current Image (Current Image). The prevailing image is an image or view held by outside parties about organization. This image is entirely determined by the sheer amount of information held by those who believe it.

3) Multiple Image (Compound Image). That is the existence of various image of the public against a particular organization caused by those who represent our organization with behavior that is different or not in tune with the purpose or principle of our organization.

4) Corporate Image (Corporate Image). Corporate image is the image of an organization as a whole, so it is not just an image of its products and services.

5) Wish Image (Image Expected) by management or an organization. Expected imagery is usually formulated and applied to something relatively new, when audiences do not have sufficient information about it.

Figure 1. Model Pembentukan Citra, Sumber Soemirat & Ardianto, 2002: 114

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This process shows how stimuli from outside are organized and influence responses. Stimulus or stimulation given to individuals is acceptable or rejected. If the stimulus is rejected, then the next process will not work. This shows that the stimulus is not effective in affecting the individual because of the lack of attention from the individual. Conversely, if the stimulus is accepted by the individual, it means there is communication and attention from the organism, thus the next process can run. Therefore Public Relations in relation to the public, should always organize the message so that the stimulus in public will be well received in this achieved a good image.

D. Image Recovery Theory

In an image recovery effort undertaken by an organization or in this case Government Public Relations, the researcher tries to use the image restoration theory with the rhetorical approach introduced by William L. Benoit. Analysis of political rhetoric using image recovery theory has four analytical approach systems (Benoit 1995, 30)

The use of this theory with the assumption Analysis of political rhetoric especially for political rhetoric in the field of education facilitate Public Relations Government in implementing the role of public relations when it should work with the Society and Media, because the image recovery theory aims to focus in the identification of sentence selection in a political rhetoric well delivered through the media printed and electronic, or face to face, including statements in a press conference or a speech. Image recovery theory assumes that, first, communication is an activity that effective in achieving a goal.

Second, maintaining a reputation or a positive image is central to that goal. Political communicators of education can have many goals, some of which may not be in accordance with the wishes of communicant or stakeholders. In other words, to get to the goal of communication, some things are less noticed. However, communicators should try to achieve communication goals in the best ways possible. This theory claims that the basic concept of image recovery is improving/maintaining a good image that is the most important of these goals. For that as a communicator, it is necessary to have a strategy to maintain a positive image. Because, sometimes communicators make mistakes that make the image of communicators become unsafe, and become the subject or attack.

When a communicator confronts an event that will damage his image, with whatever cause, the only way is to fix it or restore it (Benoit 1995, 31)

E. Definition of Violence

In general, acts of violence can be interpreted as an act that can harm others, both physically and psychologically. Violence is not only in the form of physical exploitation, but also in the form of psychic exploitation, and it is precisely psychic violence to watch out for because it will have a traumatic effect long enough for the victim.

According to Jack D. Douglas and Frances Chalut Waksler, the term violence is used to describe behaviors with the use of force to others, either overt or covert or
offensive or defensive, From the above definition, some indicators of violence can be drawn:

1. Overt violence i.e. violence that can be seen or observed directly; such as fights, fighting, mass clashes, or physical ones. For example is on 3 September 2017, the case of raiding students of boarding school in Surabaya who was beaten by his own friends for claiming to ever took his friends money.

2. Closed violence (covert) i.e. hidden violence or not done directly; such as threats, intimidation, or other symbols that cause certain parties to feel fear or oppression. Threats are considered as a form of violence, because people only believe in the truth of threats and threatening abilities to realize their threats. For example, the occurrence of violence in the form of threats between schools and groups of students who do not want to follow the rules of discipline as a school policy.

3. Aggressive violence (offensive) i.e. violence committed to get something like seizure, theft, rape or even murder. This violent indicator has entered a criminal behavior, in which the perpetrators may be subject to certain sanctions. For example the case of burglary car Kijang Innova at Jember University by breaking the windshield when parked.

4. Defensive violence i.e. violence carried out as a protection measure, such as the treatment of officers while carrying out the duty arrest student demonstrations, land disputes between citizens and others.

F. The Impact of Violence in Education

The impact of violence in education (both formal and non-formal education) in children can have physical and psychological impact. The negative impacts are as follows:

1. Physically, this violence results in body damage such as: bruises, symmetrical wounds on the face (on both sides), back, buttocks, limbs, blisters, incisions, burns, swelling of tissues soft, bleeding under the skin, dehydration as a result of lack of fluids, fractures, cerebral hemorrhage, rupture of the stomach, intestines, liver pancreas. Sexual abuse can result in reproductive organs damage such as bruising, pain and itching in the public area, vaginal or anus bleeding, recurrent urinary tract infections, vaginal discharge, difficulty walking and sitting and getting infected venereal diseases can even occur a pregnancy.

2. Psychically, children who experience persecution often show: withdrawal, fear or aggressive behavior, unstable emotions, depression, low self-esteem, anxiety, sleep disturbances, phobias, may grow into persecutor, become hard, post-traumatic stress disorder and involved the use of addictive substances, difficulty communicating or connecting with peers.

They will covered the injuries he suffered and remain silent keep the culprit for fear of getting vengeance. Form the results of research said that abuse in childhood causes children potentially have a personality disorder threshold so that later children also potentially suffer from depression in adulthood. Besides, the
emergence of symptoms of disaciliation including amnesia to the memories associated with the persecution (Suyanto & Hariadi, 2002). In addition, violence that occurs in children can affect the growth and development of child’s psyche, so that creativity and productivity of children become stuck, which ultimately result in optimal self-development in children is not achieved. Furthermore, if the violence occurs in the family then the child will not feel at home.

Other effects arising from this bullying effect is to be quiet or aloof, inferior and clumsy in mingling, unwilling to school, stress or tension, so as not to concentrate in learning, and some more severe cases can lead to suicide.

6. Analysis and Discussion

The image recovery effort for acts of violence commit in the world of education is time to do. Because of the parents psychological abuse or psychological education called corporal punishment, violent acts commited by certain people to others on behals of disciplinary children using physical punishment, altought actual physical punishment is unnecessary (W.W. Charters, 197), because discipline against children is not synonymous with violence.

Violence that occurs in the world of educators in several areas in Indonesia almost every time occurs, such as the existence of a phenomenon on the background of problems where the act of violence or bullying that occurred in the form of physical and psychological violence. Physical violence can be identified as beatings (using hands or tools), slaps, and kicks. In addition, physical violence against children may also be sexual (sexual harassment, abuse, rape, etc). While psychic violence, among others, in the form of mocking or insulting, intimidating, showing an attitude or expression of displeasure, and actions or speech that hurt the feelings of others.

Indonesia has a culture of mutual love, care each other, demanding to the government through the field of authority that is Government Public Relations or political communicator of education Indonesia has a positive image.

The concept of government public relations strategy towards restoring the image of violence in education in Indonesia is used to assume that the reputation of an institution may be deliberately or accidentally broken through words or deeds. When this happens the communicator is faced with the negative image problem. Benoit created his theory on the assumption that because of the negative image, the communicator will be motivated to try to restore his image as one of the main goals of communication.

We can see the theory of Image Restoration in practice almost every day, if we turn on the TV and watch the news it would seem a common thing to see an institution or a politician defend an action or withdraws a word or comment. We can see the shape of Image Restoration through advertising when an organization seeks to raise money for charity as a public relations move or even when someone just apologizes to others. From it’s name, it can be concluded that Image Restoration Theory of image recovery where everyone always wants a positive image in him, even when he made a mistake, he tried restore his positive image.

As Benoit pointed out, the theoretical aim of maintaining a positive image or reputation through the book “Accounts, Excuses, and Apologies” published in 1994, the assumption is that if there is a bad image, the communicator will make the best effort or motivated to return the good name or its image to the expected level. Therefore,
to restore the image then there are at least five basic strategies in the image restoration theory used in accordance with the needs, namely:

First, Denial. Strategies like this we often see among our politicians, namely to denial (simple denial). But there are others who, in addition to denying, also turn their blame to others (shifting the blame). Example: SDN Jejeran Student Event, Pleret, Bantul, Yogyakarta who was sentenced to dry, was ordered by the principal of SDN Jejeran to the school security guard who damaged the computer, undert the pretext of teaching students to be disciplined. (Yogyakarta News, March 30, 2015).

Second, Evading of Responsibility. This strategy is to avoid responsibility for the work or its actions, the purpose of which is also to reduce the responsibility for the consequences of his actions (mistakes). Example: to deny the violence that occur in school because there is provocation, and mistakes due to lack os information, even evasive by arguing it accident, unexpected because the initial intention is good intention to enforce discipline.

In this second strategy, there are several steps that can be taken, depending on the case and situation, for example: Provocation (recognition that it is done because of being hooked by one thing), Defeasibility (recognition that it is done due to lack of sufficient information and ability), accident (the acknowledgement that all things happen because of the unexpected), Good Intention (the recognition that everything starts from a good intention, there is absolutely no intention to make a mistake).

Third, Reducing Offensiveness of Event. In this strategy, it is conditioned that the wrongdoer deserves a relief. The trick is to quote the positive actions that have been done in the past and can be accepted publicly well (Bolstering). Example: for the future perpetrators of school-affluence violence need more guidance by calling for better and beneficial (persuasion) Benoit claims that this strategy is more effective, and convinces the public that things are not as bad as they think, this minimizing feelings toward the negative.

Can also make efforts that can reduce negative feelings with the ways of persuasion to the public, as well as convince the public that what happened is not as bad as thought, perceived, or that happened (minimization).

Another way is to make a difference in the treatment of mistakes made by others also do the same (differentation), but also by comparing an event in a different context (trancendece). There is also Attack Accuser, which attacks the accusing credibility, by questioning competence and other matters, and the public’s attention goes to the accuser. Compensation, is to provide compensation as a from of responsibility or to make amends, so that the deeds are forgiven and the reputation behind is good.

Fourth, Corrective Action. This strategy is done by promising that the actions (errors) that occur will be improved even better in the future. With convincing promises, it is hoped that the positive image will come back again. Example; Prevent bullying, Police regular appointment to come to school in Bandung (Sindo, News, Thursday, July 20, 2017), Head of Bandung metropolitan city police and Police Grand Commissioner, Hendro Pandowo, performing the role of Public Relations Government to restore the image of education, especially about violence to never happen again.

Fifth, Mortification. This strategy is very elegant, that is to admit mistakes, and clearly ask forgivenesses action taken. This “torture” strategy by Benoit is called the main themen of other communications experts, Burke. Example: minister of Women

7. Conclusion

From the background of the problem of violence that occurred in the world of education in Indonesia, it was concluded that,

- The phenomenon of violence that occurred in the regions in Indonesia can be minimized through Public Relations Strategy Government/Public Relations Government with involving 3 element namely: Government PR – Media – Educational user community
- The Government in an effort to restore the image of the education sector aflet the violence issue using the Public Relations Strategy of the Government through its roles and functions gradually implemented by government apparatus from Ministerial level, Regional Police to School. While Media are involved as a partner to socialize about image recovery efforts with approach techniques through press confessional activities, gathering press etc. Even the government also involving the society as an education user in inviting (persuasion) to prevent violence, bullying and the like through seminars, public lectures, employee gathering and visits to schools.
- Strategic Public Relations application using Benoit’s image restoration theory, with five image restoration strategies namely “Denial, Evanding of Responsibility, Reducing Offesiveness, Correction Action, Mortification.” The point is that restoring a reputation, or keeping a good name, remains at the expecteed level. Of course everything must be calculated the public impact that will occur if we choose one of Benoit’s strategies. Not all specific cases fit into a particular strategy, but the key principle that negative images must be returned to be positive is shared ideals.

Reference


