

# Symbolic Violence In Educational Institutions in Indonesia; Case Study of Private High School in Padang City, West Sumatera

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## ABSTRACT

This research is motivated by many occurrences of symbolic violence in educational institutions, especially in Private Schools of Padang. Symbolic violence that is often found in schools in the form of speech or words that can cause mental damage to students sometimes also it can make fight between students. The purpose of the study was to describe : the form and efforts of schools in overcoming symbolic violence that occurred in City Private High Schools. The approach used in this research is a qualitative approach with descriptive research type, the technique used for data collection is by interview, observation and document study. In addition, the selection of informants in this study were private high school students in Padang City. The number of informants was 40 students consisting of SMA Baituramah and SMA PGRI 1 Padang. Data analysis used interactive data from Miles Huberman. The results of the research on symbolic violence in schools are in the form of a) symbolic violence in verbal form, namely symbolic violence that is displayed in the form of words, for example, often ridiculing or harsh words, b) Through non-verbal or actions, namely in the form of actions such as throwing paper and ink so as to make clothes. dirty students. Meanwhile, the effort to overcome this is the provision of sanctions by schools, namely teachers and school principals. The conclusion that symbolic violence allowed or justified which can damage the character or mentality of students.

Keywords: *Symbolic Violence; Educational Institution; Private High School*

## 1. Introduction

Everyone who commits violence, whether violence against children, women, or in the form of symbolic violence, is considered to have violated the values and norms of both society and the state (Munfarida, 1970; Purwanti, 2020; Rosmawati, Samsaifil, & Wally, 2021). The condition of the majority in the community or people considers acts of violence as an action that can cause loss, destruction, injury and even take victims (Anjari, 2014; Nanang, 2012; Suardi, Agustang, & Jumadi, 2021).

Moreover, if we look at it in terminology, it means that violence is an act or action carried out by a person or group of people that can cause harm, injury, even to the point of killing or killing a person or group of people. According to Robert Audi, violence is an act or action in the form of destruction, attack, violence, cruelty, and can even cause the death of someone. Thus, the word violence when viewed from its broad meaning is an act or deed either intentionally or unintentionally, physically or psychologically aimed at a person or group of

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people that can cause harm, destruction, or victims either intentionally or with the thoughts and habits of the people who consider it. Like this, it will make it difficult for the community and the government to see and distinguish a violence that occurs against children both within the family and outside (Praditama, Nurhadi, & Budiarti, 2015; Roekhan, 2010; Suyanto, 2010).

This can illustrate that violence is something that cannot be taken lightly, but requires special and continued attention for both the local government and the community. Not only in the political, social, cultural fields that can often trigger violence, but the current cases of violence that often occur and we see are violence in the world of education (Kasih, 2018; Nanang, 2012).

In schools, acts of violence or bullying are often considered as an excuse 'to enforce discipline' both among students and students (Hatta, 2018); (Sulisrudatin, 2014). Therefore, acts of violence are considered to have become something that is usually done as if they feel innocent or become a mechanism that is "legalized" because of the lack of attention of educators in seeing violence in the world of education. However, some parties say that the act of violence is not only a form of anger or anger from one person to another, for example: saying a friend is stupid and soft like a worm (Munfarida, 1970; Putri, 2018).

There are several cases, among others, such as the case of nine students at a public elementary school in Binjai City, the students were beaten and pinched their noses and their hands and feet were beaten with a wooden ruler by the teacher for not being able to memorize 33 provinces in Indonesia on September 17, 2011. As a result With his actions, many parents of students whose children are victims of violence in schools have prosecuted teachers, as well as other students who have committed such violence. Because parents, teachers, and the government do not agree or accept violence by an educator or teacher against their students. The review of the problem above is a problem regarding the phenomenon of physical violence that occurs between teachers and students, and students and students. Violence above if seen or traced is a form of violence that can be easily seen. However, many parties are not aware that there are other forms of violence that almost always occur in schools every day. This form of violence is symbolic violence (Fachruddin, 2018; Nanang, 2012).

Bourdieu uses this concept in explaining the ways in which elite groups or upper class groups control or force the social structure of society, both in their habits, culture, lifestyle to the lower groups to control them (Isnania, Martono, & Widyastuti, 2020; Karim, 2020; Sine, 2022). In this way, as a result, the lower class are forced to accept, undergo, and admit that the habits or habits of the upper classes are appropriate habits, while the habits of the lower classes are habits that they should accept and do not deserve to be put into the middle. If you look at the impact of violence, actually symbolic violence is more dangerous or stronger than the impact of physical violence, because symbolic violence is integrated with every form of action taken, the structure of knowledge, individual awareness, and forcing power on the social structure (Launa & Mudjiyanto, 2022; Nanang, 2012; Ulya, 2017). The results of observations made several student misbehavior that occur during the learning process, for example;

**Table 1.** Data on Students Who Do Symbolic Violence Through Verbal and Action

No	Name	Class	FORM	
			VERB	ACTION
1	MA	IPS	Telling a friend that he is wearing a yellow white shirt on the thing his friend is wearing is a white shirt,	Sneer, throw a friend with a paper
2	BJ	IPA	How come the brain is left, so your brain is taken and put in the head?	Eyes popping
3	WW	IPS	-	Clenching a fist or raising a friend's eyes when asking for an answer during a test.
4	AM	IPS	-	Make a picture of an animal in a friend's book

Source: Primary Data, 2018

Symbolic violence as in the table above occurs because there is an element of intentional or unintentional, such as judging a friend or teacher either with words or sentences, or with

gestures or symbols. Based on the phenomenon, this paper is aim to describe the symbolic violence in educational institutions in Private High Schools of Padang City.

## 2. Theoretical Framework

Bourdieu mentions that symbolic violence is an important idea in Bourdieu's theory (Bourdieu & Wacquant, 1992). The purpose of the idea or meaning of this concept is in the actions of social actors in applying a social meaning and a situation of reality that is indoctrinated to others as something ordinary or natural, then the meaning that is indoctrinated by the actor is considered true or natural by the actor. which is indoctrinated or has been mastered. The mechanism or workings of symbolic violence is carried out by "concealing violence" or subtly, so that actors who receive symbolic violence are not aware and think that it should be. This method according to Bourdieu can be formed through a process that occurs or takes place continuously (Fachruddin, 2018; Nanang, 2012; Rosmawati et al., 2021)

According to Bourdieu, education is only a way of maintaining the existence or existence of the ruling class. Basically, schools are places for the process of carrying out cultural reproduction, a way for schools to establish relationships with other institutions, in order to change economic inequalities between generations. There are several important concepts in explaining the meaning of symbolic violence which is then associated with the concept of education or school: 1) Capital, according to Bourdieu here can be in the form of social capital which can resemble friendship capital, having similarities in hobbies, food, and actions or activities. his behavior. 2) Class, In understanding the class, Bourdieu forms a class into a dominant or ruling class which is characterized by the characteristics of people who have power or have large enough capital, both the bourgeois class or the lower class controlled by the dominant class. 3) Habitus, Habitus reflects the objective division in the class structure such as according to age, gender, group, and social class. Habitus is obtained as a result of the length of time a person's position in social life is occupied. Actors are provided with a set of internalized schemas or patterns that they use to perceive, understand, realize, and assess the social world (Ritzer & Goodman, 2010).

## 3. Metode

The design of this study is qualitative research, namely research based on their views which are examined in detail, formed with words, holistic and complex images. The basic principle of a qualitative approach is research that begins with problems such as why, how, what, where, and when about a phenomenon or symptoms that occur in the field and researchers can give a meaning to an event (Moleong, 2013: 6) . In addition, the selection of informants in this study were private high school students in Padang City. The number of informants was 40 students consisting of SMA Baturamah and SMA PGRI 1 Padang. In an effort to select relevant data, the informant selection technique was carried out by *purposive sampling*, meaning that the informants were determined intentionally by the researchers themselves. In this research, there are two types of data, namely primary data and secondary data. Primary data, namely: homeroom teachers, BK teachers, and the school in handling cases of symbolic violence that have occurred so far.

Secondary data is data to obtain information related to official documents that are relevant and related to the research carried out, usually in the form of reports or documents used from various media sources and case book notes from teachers at schools. Data Collection Methods: Observation, direct participant interviews with students and in-depth (Afrizal, 2014:97-98) . Document studies by collecting written materials such as news media, meeting minutes, correspondence and reports to find the information needed (Afrizal, 2014: 24) . Documentation in this research too from ppictures, and teacher case notes book. This document aims to strengthen the data obtained from the field and as data for the equipment of the primary data obtained through interviews and observations.

According to (Bungin, 2011:126) unit of analysis is something related to what or who is being studied or researched. In the sense to whom, about what, the data collection process is directed. Broadly speaking, the unit of analysis is divided into two, namely individuals and groups. In this study, the unit of analysis is the individual. Data Analysis, According to data analysis is the process of processing, presenting, interpreting, and analyzing data obtained from the field with the aim that the data presented is meaningful, so that readers can find out the results of our research. The data analysis techniques used are: 1) Data Collection is looking for data in the field by making field notes according to the problems to be studied. Data was collected by means of observation and interviews and document studies. In

collecting data, researchers conducted observations and interviews for 2 weeks to see and find problems that researchers would look for in the field. 2) Data Reduction is defined as a transition process, focusing attention on simplification, abstraction, transformation of "rough" data that emerges from written notes in the field, 3) Data Presentation is a set of structured information that gives possibility of drawing conclusions and taking action. The most frequently used presentation in the past was in the form of narrative text. At this stage, data categorization or data grouping is carried out into classifications that determine important or unimportant data in the first stage (Miles & Huberman, 1992). (4) Conclusion Drawing, Conclusion drawing is a complete configuration activity. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously unclear after this becomes clearer, it can be a causal or interactive relationship, hypothesis or theory. This stage is an advanced stage where at this stage the results of interviews or field findings are concluded by analyzing the findings in the field which are associated with the theory used in chapter two in descriptive form as a research report.

#### 4. Result and Discussion

##### 4.1. Forms of Symbolic Violence Committed

Symbolic violence that occurred at the Padang City Private High School was carried out with various symbols or modes, such as the results of researcher observations on April 18-20 2021, researchers saw various kinds of student behavior, namely by finding fault with friends or cornering friends who were sometimes friends. it is not wrong to say wrong, so that the perpetrator can be bullied. In addition, secretly write or tell other friends that their friends like to go out at night. However, the forms of symbolic violence that often occur in Padang City Private High Schools are sentences (verbal) and actions (non-verbal).

##### 4.1.1. Verbal Symbolic Violence

One form of violence that is often done by students to their friends is in the form of sentences/words. This form of verbal or verbal symbolic violence can be seen with the meaning or symbol of the sentence uttered by the perpetrator against the victim. For example, it's like calling a friend the word "*kumuah ang ma*" (you're dirty). The meaning or symbol of the word describes a person or interprets someone as dirty by looking at his clothes, such as if someone's clothes are dirty, then the meaning given by the sentence is that the person is dirty. Things like that more often happen in empty hours or the teacher is not in class. The position or position of the perpetrators of this symbolic violence is that there are smart students, but he has a power like in that class he is the most powerful or good at fighting, so the victims are more inclined to students who are considered weak. The perpetrators of symbolic violence tend to be children who are said to be quite naughty and the most feared, many of the perpetrators of symbolic violence come from areas that are considered to be fighting people and are well known in other areas.

Therefore, victims of symbolic violence are reluctant to respond to their treatment, because they come from areas that are good at fighting. As the results of observations and observations of researchers on April 18-20 2019, researchers walked to classes and school environments to see how the actions and behavior of students took shape. The researcher saw students who joked and often bullied their friends with verbal forms or sentences both in class, and outside the classroom, for example what the researcher saw when observing, "*lai baganti baju ang ko, busuak bana baunnyo mah*" (have your clothes been changed, why it smells really bad?). As stated by AD (17 years) class XI IPS 1 as perpetrators of verbal symbolic violence:

*"The clothes that you are wearing have never been washed and rubbed by your parents, they are like burlap sacks that people throw in the gutter"*

The same thing was also stated by AM (17 years old) class XI IPS 2 as a perpetrator of verbal symbolic violence by saying that his skin was like the sun at dusk or very gray and unattractive to look at or like snake skin. From the results of interviews with the two informants above, it can be seen that the students who most often commit symbolic violence

in the form of sentences occur during empty lesson hours and when the teacher is not in class, for example by saying their friends smell bad, and calling their friends' skin like guide. So the perpetrators of symbolic violence think it's only part of the joke. But without realizing it, they have committed a form of symbolic violence. From the above problems, the response of the victims of verbal violence or this sentence, shows a response such as if they are not too offended by his words, then the victim will assume it is normal and keep quiet, but if the victim of symbolic violence has felt offended and angry, then the response shown by the victim can reply to their words as they say to the victim, for example in the form of insults.

In the case that the researcher encountered above, it is closely related to Pierre Bourdieu's theory of symbolic violence in schools. As Bourdieu said, violence is within the scope of power. That is, the perpetrators of violence have power or power so that they can legitimize their victims. This power can be in the form of status in class, most of the status of the perpetrators of this symbolic violence are students who are known to be good at fighting, and students who are lazy to study. This means that violence is the basis or result of a practice of power. When a class dominates another class, then in the process it will produce violence. To carry out this act of domination through violence, the dominant class always tries so that its action is not easily recognized. This mechanism is carried out slowly but surely, so that the dominant class does not realize that it is the object of symbolic violence.

This is the same as the case that the researchers encountered in the field, where the perpetrators of symbolic violence have the power to dominate the dominant class, such as good at fighting, big and strong bodies, and children who are said to like to fight. So the dominated class cannot repay its actions because it is dominating.

#### **4.1.2. Action Symbolic Violence**

Symbolic violence that occurred at the Padang City Private High School was not only done in the form of sentences or verbally, it was also carried out in the form of attitudes or actions such as pinching or putting their feet when their friends passed in front of them. As during the researcher's observations and observations on April 18-20, 2021, the researcher walked to classes, all schools to see how the attitudes and actions displayed by students, for example by tying a bottle to the ear of a friend's pants and sticking a paper with the words "I'm crazy" and affixed to his friend's shoulder by pretending to greet him.

The perpetrators of symbolic violence in the form of actions have also been carried out by students or women, as we know we often encounter women who like to bully both verbally and non-verbally. As the researchers found, women who like to bully are considered lazy students and want to get more attention from their teacher or homeroom teacher.

As stated by LE (17 years old), he comes from a respected family and is respected by other students who commit symbolic violence in the form of actions (non-verbal) for example: saying friends are stupid or can't be managed. The same thing was also stated by M.RF (17 years old) as a perpetrator of symbolic violence through actions (non-verbal) for example, often surprising friends who are busy writing and sometimes what is written is messy. symbol of a large body.

From the results of interviews with the two informants above, it can be seen that symbolic violence in the form of actions also often occurs in students of class XI MIPA and IPS. This violence occurs when the perpetrator of symbolic violence wants or remembers to prank his friend, then he immediately does it in a subtle way, such as tricking his friend who wants to go home or leave class, for example by putting things or objects that smell mystical, namely dolls colored with red markers. .

The case above is the same as what is meant in Pierre Bourdiue's theory, namely Bourdiue says the efforts of dominant social actors to apply a social meaning and representation of reality that is internalized to other actors as something natural, even the social meaning is then considered true by the other actor. Symbolic violence is carried out with the mechanism of "concealing violence" or violence is carried out in secret.

#### 4.2. Responses of Victims of Symbolic Violence to Perpetrators of Violence

Basically, this symbolic act of violence will not be accepted by anyone. In the results of observations on April 18-20 2021, researchers found and saw how the response of victims of bullying or symbolic violence to perpetrators of symbolic violence, namely when bullied in the form of sentences (verbal) or actions (nonverbal) if the bully can still be detained or is forgiven, then the response from the bully victim will be silent and ignored, sometimes it is also retaliated with bullying. However, if the bullying or symbolic acts of violence have gone too far, the victim's response can be responded directly to what he did to the victim. For example, a student says that his friend's clothes are dirty as well as his body odor. The following are the various responses of victims of symbolic violence to the perpetrators of symbolic violence and the forms of violence they receive: If the violence received by the victim can still be detained or does not irritate the victim too much, then the response shown by the victim is indifferent and silent, because not too offended and can still be detained. From the results of interviews with the two informants who have been victims of symbolic violence above, it can be seen that the person who commits the violence is a person who has power or power and power. And the target is more children who are weak or considered stupid and afraid to fight. The place where this symbolic violence often occurs is still the same as the previous informant's data, namely in the classroom and during empty hours.

If the violence received by the victim has gone too far or has gone too far, such as if someone receives symbolic violence in the form of sentences or actions that make the victim offended and angry, then the form of response is like replying according to what he did, such as through a sentence, also replying with a sentence, in the form of action, it is also repaid in the form of action, and sometimes also ends in a fight. For example in the form of a fight or reply with harsh words.

Cases like the victims of symbolic violence above are closely related to what Bourdieu says, namely that violence is within the scope of power. This means violence at the root or result of a practice of power. When a class dominates another class, then in the process it will result in violence. In the case above, the perpetrators of violence are generally classified as great students or students who are good at fighting and are respected by other students. Therefore the victims of symbolic violence cannot repay their actions, because the perpetrators are respected because they are good at fighting and are feared by other students.

#### 4.3. Homeroom Teacher's Actions Against Cases of Students Victims of Symbolic Violence.

In dealing with cases of symbolic violence as above, many efforts have also been made by the school as well as teachers and homeroom teachers to deal with cases of symbolic violence, such as during the observation on April 20-25, the researcher asked several homeroom teachers how to handle cases of violence. symbolic as the researchers encountered, namely by giving directions or punishments according to what had happened, for example, if it was outrageous and ended in a fight, it would be sanctioned in the form of a brick fine, salute the flagpole during recess, and if it still repeated, it could also be done. by calling his parents to school. The following are some of the sanctions or efforts made by homeroom teachers against perpetrators of symbolic violence:

- a. Calling the two students concerned to be given direction and to instill good ethical values, as the results of the researcher's observations on April 2 2019, the researcher saw that there were some students who were called by their parents to school by their homeroom teacher because in the class they liked to make noise and ridicule his friend, likes to say harsh words to his friend like "*bacaruik*", disturbs his friend who is writing by shaking his desk.

From the results of the interviews above, it can be seen how the efforts of homeroom teachers and other teachers in handling cases like the above are by providing direction and instilling ethical values and manners, so that the students concerned

do not repeat their actions and are aware of what they are doing. did. Not only that, if it ends in a fight between fellow students, they will be given punishments such as respecting the flagpole, if it is still done or repeated, the parents will be called to school.

- b. If it ends in a fight and causes fatal things, guidance will be given by the BK teacher, homeroom teacher, and principal and given a penalty in the form of a brick fine.
- c. Guidance Counseling teachers' efforts in dealing with cases of symbolic violence can be seen in the actions taken by BK teachers in dealing with and preventing symbolic violence, for example providing direction and guidance to students to be summoned to the BK room. According to the theory that the author uses to analyze the results of this study, namely Pierre Bourdieu's theory of Symbolic Violence in Schools. Bourdieu argues that violence is within the realm of power. This means that violence is the basis or result of a practice of power. When a class dominates another class, then in the process it will produce violence. According to Bourdieu, symbolic violence is one of the important concepts in Bourdieu's theoretical ideas. The meaning of this concept lies in the efforts of dominant social actors to apply a social meaning and representation of reality which is internalized to other actors as something natural and valid, even the social meaning is then considered true by the actor. Symbolic violence is carried out with the mechanism of "concealing violence" that is owned into something that is accepted as "the winner should be like that". According to Bourdieu, this process can be achieved through an in calculation process or a continuous planting process (Martono, 2012:9).

Efforts applied by actors of symbolic violence against other actors occur continuously and other actors perceive it as an illegal or natural thing, meaning that other students will get used to this symbolic violence because perpetrators of symbolic violence consider it part of a joke.

## 5. Conclusions

There are two forms of symbolic violence that occurs in class XI MIPA and IPS students, namely symbolic violence in sentences (verbal) and symbolic violence in actions (non-verbal). Violence in the form of sentences (verbal) is like ridiculing a friend with the words "your clothes smell or rot, you rarely clean your body or you are lazy to take a bath, call your friend's white skin color because of scouting". It is done during empty lessons or when the teacher is not in the classroom. The perpetrators of symbolic violence are not only from poor families but also from respected families or respected parents, so that parental control over ethics or students' words is not considered. Furthermore, violence is in the form of (non-verbal) actions such as "sticking a paper to a friend's shoulder with the words I'm crazy, and tying an old drink bottle with a rope to his friend's pants or bag when going out of class and going home. The school's efforts in dealing with cases of symbolic violence are by calling the parents of the child concerned, if it ends in a fight and causes fatal things, they will be given direction by the BK teacher, homeroom teacher and given a fine or a warning letter.

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