Teacher Strategies in Preventing Verbal and Physical Violence at the Educational Unit Level

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Info Artikel	Abstract
	Violence in educational units is a crucial issue that negatively impacts the psychological and academic development of students. Teachers play a strategic role in preventing and addressing violence within the school environment. This study aims to identify strategies that can be implemented by teachers to prevent violence in educational units. The research employs a qualitative approach with data collected through interviews, observations, and literature reviews. This study highlights the importance of enhancing teachers' capacities through more comprehensive training so that they can become agents of change in creating a safe and inclusive educational environment. The findings indicate that violence prevention strategies can be implemented through three main approaches, namely: Preventive Approach: Involves the implementation of character education, the creation of a positive school culture, and effective communication among teachers, students, and parents. Intervention Approach: Involves the early detection of potential violence, the engagement of school counselors, and the use of technology in monitoring student behavior. Rehabilitative Approach: Involves providing psychosocial support for both victims and perpetrators, as well as recovery programs based on inclusiveness. With active teacher involvement in preventing violence, it is expected that the incidence of violence will decrease, allowing students to develop optimally within a positive learning environment. This study recommends strengthening teachers' capacities in pedagogical, psychological, and social aspects so that they can serve as effective agents of change in creating a safe and comfortable educational environment.
	Abstrak. Kekerasan di satuan pendidikan merupakan isu krusial yang berdampak negatif terhadap perkembangan psikologis dan akademik peserta didik. Guru memiliki peran strategis dalam mencegah dan menangani kekerasan di lingkungan sekolah. Penelitian ini bertujuan untuk mengidentifikasi strategi yang dapat diterapkan oleh guru dalam mencegah kekerasan di satuan pendidikan. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan studi literatur. Penelitian ini menyoroti pentingnya peningkatan kapasitas guru melalui pelatihan yang lebih komprehensif agar mereka dapat menjadi agen perubahan dalam menciptakan lingkungan pendidikan yang aman dan inklusif. Hasil penelitian menunjukkan bahwa strategi pencegahan kekerasan dapat dilakukan melalui tiga pendekatan utama, yaitu (1) pendekatan preventif, yang meliputi penerapan pendidikan karakter, penciptaan budaya sekolah yang positif, serta komunikasi efektif antara guru, siswa, dan orang tua; (2) pendekatan intervensi, yang mencakup deteksi dini potensi kekerasan, pelibatan konselor sekolah (BK) serta penggunaan teknologi dalam pengawasan perilaku siswa; dan (3) pendekatan rehabilitatif, yang melibatkan pendampingan psikososial bagi korban dan pelaku, serta program pemulihan yang berbasis inklusivitas.. Dengan keterlibatan aktif guru dalam pencegahan kekerasan,

diharapkan insiden kekerasan dapat berkurang, sehingga siswa dapat berkembang secara optimal dalam suasana belajar yang positif. Penelitian ini merekomendasikan penguatan kapasitas guru dalam aspek pedagogik, psikologis, dan sosial agar mereka mampu menjadi agen perubahan dalam menciptakan lingkungan pendidikan yang aman dan nyaman.

INTRODUCTION

Violence in educational units has become a serious problem that broadly affects student development. The forms of violence occurring in schools are highly diverse, ranging from physical, verbal, and psychological violence to cyber-based violence (cyberbullying). According to (Olweus, 2013), school violence can hinder students' social and academic development and increase the risk of mental disorders such as anxiety and depression. In Indonesia, numerous cases of school violence frequently emerge, indicating that the educational environment is still not entirely safe and comfortable for students. Data from (UNESCO, 2019), show that approximately 246 million children and adolescents worldwide experience school violence each year, underscoring the need for serious attention from various stakeholders.

One of the main factors exacerbating this issue is the lack of readiness and understanding among educators in handling school violence. (Bauman, S., Rigby, K., & Hoppa, 2008), found that many teachers have limited experience and training in violence prevention, causing them to adopt reactive rather than preventive strategies. Teachers often do not have clear guidelines for handling violent incidents, leading to inconsistencies in case resolution. Another study by (Espelage, D. L., Hong, J. S., Rao, M. A., & Thornberg, 2016), emphasizes that inadequately trained teachers tend to ignore or fail to recognize the signs of violence in their classes, which ultimately worsens the situation.

Furthermore, research by (Smith, P. K., & Sharp, 1994), indicates that schools with written policies on violence prevention tend to be better prepared to handle incidents compared to schools without systematic guidelines. This finding is reinforced by (Bradshaw, C. P., Sawyer, A. L., & O'Brennan, 2007), who discovered that strong school policies, supported by the involvement of the entire school community, can significantly reduce the level of violence. Another issue that arises is the lack of coordination between teachers, parents, and school authorities in creating a safe environment for students. Teachers often face dilemmas in handling violent cases due to limited authority and fear of potential social repercussions, such as conflicts with parents or negative stigma toward victims of violence (Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, 2010). Moreover, a permissive culture toward violence in some school communities further hampers prevention efforts. According to (Cornell, D. G., & Mayer, 2010), many teachers feel hesitant to address violence because of insufficient support from school administrations and the risk of conflicts with students' parents.(Rigby, 2012), also highlights that some teachers perceive violence as part of the natural social dynamics among children, causing them to intervene inadequately.

On the other hand, (Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., & Salmivalli, 2011), found that school-based interventions involving teacher training and student awareness programs can reduce incidents of violence by up to 25%. Another study by (Ttofi, M. M., & Farrington, 2011), confirmed that prevention programs targeting changes in teacher

behavior are more effective than those solely focusing on students. Recent research by (Cross, D., Lester, L., & Barnes, 2016), highlights that the use of technology in monitoring and reporting violence can assist teachers in detecting and handling cases more quickly. This is supported by findings from(Williford, A., Boulton, A. J., Noland, B. L., Little, T. D., & Salmivalli, 2013), which state that electronic monitoring systems can enhance teacher accountability and create transparency in handling violence. In addition to policy and technological factors, psychosocial approaches also play an important role. (Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, 2010), assert that approaches based on positive psychology in character education can reduce the level of violence by fostering better relationships between teachers and students. A study by (Dessel, 2010), showed that diversity in social interactions in schools can reduce intergroup violence by increasing empathy and mutual respect among students. Moreover, research by (Zahara Tusssoleha Rony, Khairil Anwar, Muhammad Nur, Suyitno, 2024), explains that the implementation of Total Quality Management (TQM) in madrasahs/schools encourages a focus on the customers (students and parents), continuous improvement, and the use of scientific approaches in decision-making. TQM can improve teaching quality, motivate teachers to continuously develop themselves, and create a better educational environment.

Based on these issues, this research aims to identify strategies that teachers can use to prevent and address violence in educational units. The main focus of this study includes, The strategies employed by teachers in handling school violence, both preventively and through intervention. The level of teacher readiness in facing and resolving violence cases, including the extent of their training. The support provided by school policies in helping teachers prevent and address violence, as well as the role of written policies in enhancing the effectiveness of case management and The facilitating and hindering factors in the implementation of teacher strategies for preventing violence in schools. Through this research, it is expected that a deeper understanding of the role of teachers in creating a safe educational environment will be obtained, along with policy recommendations that can strengthen teachers' capacities in handling violence within educational units.

METHOD

This study employed a qualitative approach. The informants consisted of 60 teachers, including educators from early childhood education (PAUD), elementary (SD), junior high (SMP), and high school/vocational (SMA/SMK) levels, spread across the cities of Mataram and Surabaya. Data collection was conducted through surveys and in-depth face-to-face interviews to examine the issues central to this research.

The selection of research locations in these two cities aimed to compare and contrast violence prevention and handling strategies within different cultural, social, and educational contexts Mataram (located on Lombok Island, characterized by a strong and relatively homogeneous cultural background) and Surabaya (a metropolitan city with high cultural diversity). This comparison reveals how the socio-cultural environment influences teachers' approaches to handling violence.

The sampling method used in this study was purposive sampling. As Creswell (2014) states, "Purposive sampling enables researchers to deliberately select participants who have experience or knowledge about the phenomenon under study, ensuring the collection of rich and relevant data." The sampling was based on the criterion that the research subjects were teachers who are also currently enrolled as students at the Open University, meaning that not all teachers were included

in the sample. This provides a unique perspective on how distance-educated teachers (with a technology-based and self-directed curriculum) develop strategies to address violence in schools, as well as the contribution of distance education to enhancing teachers' capacities in handling social issues within the educational environment. (Patton, 2011)) stated, "The logic and power of purposive sampling lie in selecting information-rich cases for in-depth study. These cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry."

Table. 1 Data Collection Techniques:

No	Data Collection	Techniques Data Type	Source	Place
	Interview	firstly about violence prevention training, the school's written policy on violence prevention and its implementation, how to evaluate the results of implementing the strategy, how to coordinate with the school to handle violence and coordinate with students' parents, and the challenges faced in handling cases of violence at school.	Mataram informan and Surabaya informan	Mataram and Surabaya
	Dokumentation	Some experiences of teachers who have implemented student violence prevention strategies at school	Mataram informan and Surabaya informan	Mataram and Surabaya
	Observation	Teacher Strategies in Preventing Verbal and Physical Violence at the Educational Unit Level	Teachers in Mataram and Surabaya whose status is still active are students at the Teaching and Education Faculties of Open Universities	Mataram and Surabaya

Result and Discussion
Result
Teacher Strategies in Preventing Verbal and Physical Violence at the Educational Unit Level

Several experiences of teachers who have implemented strategies in dealing with violence in schools.

"...I have never attended violence prevention training, but my school has recently formed a Violence Prevention and Handling Team (TPPK). I became one of its members." "One of the tasks of the Violence Prevention and Handling Team is to provide education on the importance of preventing and handling violence in school. This educational effort targets not only the students

but also fellow teachers." "The school has a written policy, which is the TPPK." (Lalu Al-Farizi, 2024).

The teacher from Surabaya also said the same thing:

"...I have never attended any training on violence prevention." Because I have never attended any violence prevention training at school, I rely solely on browsing and the existing school regulations." The school has a written policy outlined in the principal's decree regarding the formation of a violence prevention team." (Indra Wijaya, 2024).

"...The policy has been implemented in daily practice at the school." That strategy is reflected in the curriculum, namely character education that teaches the values of empathy, cooperation, and mutual respect.". After the TPPK was implemented for about one year, many changes in student behavior have been observed, including increased mutual respect among students, greater respect for teachers, and a tendency to be more polite." (Lalu Al-Farizi, 2024).

Regarding the same thing, Indra Wijaya also stated:

"..."The policy has been implemented in the school, and during every meeting with the teacher council, the principal always reminds everyone about acts of violence. Teachers also consistently educate students in class about violent actions in order to prevent such behavior." "My strategy is to establish a routine in which, before entering the classroom, students line up in rows led by the class monitor and shake hands with their classmates. At recess, or just before it, I spend about three minutes reminding the students to play in moderation, avoiding excessive behaviors such as teasing and pushing each other." "With that strategy, after observation, I noticed a drastic change: the number of students categorized as 'naughty' decreased, and they became afraid to violate those rules." "With that strategy, after observation, I noticed a drastic change: the number of students categorized as 'naughty' decreased, and they became afraid to violate those rules." "The first step I take is to attend to the victim and ensure the safety of the other students, immediately reporting the incident to my superior or the principal." (Indra Wijaya, 2024).

Another thing was said:

"...We coordinate with the parents or guardians of the perpetrator if violent actions are repeated." "Quite effective, because after a bit of shock therapy by coordinating with the parents or guardians, the violent students have shown a change in their attitude." Sometimes, if too many violent incidents occur at once, we find it challenging and cumbersome to handle them." To improve the strategy, it is necessary to provide training for teachers and educational staff so that they are more effective in preventing and handling violence." Common cases that often occur at my school include mocking each other's parents' names, bullying, and fighting." (Lalu Al-Farizi, 2024).

"...I coordinate with other parties at school, namely the team and the principal, to ensure that the incident does not escalate; if necessary, we summon the student's parents." "It can be said to be effective because at our elementary school, violent incidents are rare, so the strategy I have can only be applied within the classroom." The main challenge in handling cases of violence in school is the fear when one of the guardians comes to school to interrogate us about the incident." To improve this strategy, it is necessary to conduct socialization and activities related to violence." "The cases I frequently encounter at school involve verbal violence, such as mocking each other, making fun of parents' names, and pushing one another." (Indra Wijaya, 2024).

From the experiences shared by teachers, several key conclusions can be drawn regarding the strategies implemented in dealing with violence in schools:

Schools have established formal structures such as TPPK to systematically address violence. The presence of a written policy, such as a principal's decree, ensures that violence prevention efforts are structured and institutionalized. TPPK serves as an educational and enforcement body, targeting both students and teachers to create awareness about violence prevention. Many teachers have not attended formal training on violence prevention. Instead, they rely on self-learning through browsing and school regulations. There is a need for systematic training to improve the effectiveness of violence prevention strategies.

Schools embed values like empathy, cooperation, and mutual respect in daily lessons. This approach has led to behavioral improvements, such as increased respect among students and towards teachers. Teachers implement routine activities to instill discipline, such as lining up before class and reinforcing positive behavior before recess. Regular reminders about respectful behavior reduce instances of misconduct.

Engaging parents in addressing repeated violent behavior has proven effective. Shock therapy" through parental involvement leads to positive behavioral changes in students. However, handling multiple cases simultaneously can be overwhelming for teachers. Teachers sometimes face resistance or fear when dealing with guardians who challenge their actions. Some schools struggle with frequent verbal violence, such as name-calling and bullying. The effectiveness of strategies varies based on school context; in schools with fewer violent incidents, preventive measures are easier to implement. Teachers emphasize the importance of regular socialization and awareness programs to prevent violence. Additional training and structured activities would enhance the ability of educators to handle violence more effectively.

While existing strategies have led to observable improvements in student behavior, there is still a need for more structured training and better support mechanisms for teachers. A holistic approach involving policy enforcement, character education, parental involvement, and teacher training will further strengthen efforts to prevent and handle violence in schools.

From a series of data collection in the field through in-depth direct interviews with informants (UT FKIP students who were already teaching or becoming teachers), it was gathered that the majority of informants, around 70%, revealed that they had attended violence prevention training. They stated that this training usually discusses important material such as conflict mediation techniques, emotional management, and effective communication between teachers and students. However, there are still 30% of informants who have never received similar training. They stated that limited access and lack of training schedules from schools were the main obstacles.

For respondents who have participated in the training, the application of the knowledge gained in the classroom varies. Most teachers use an interactive discussion approach, real-life case simulations, and set firm rules in their classrooms. Some also mentioned the importance of maintaining positive relationships with students to create a conducive atmosphere. However, some respondents felt that the application of this knowledge was not always effective, especially when dealing with students with complex behavioral problems.

In terms of school policies, around 80% of informants confirmed that their schools have written policies on violence prevention. These policies usually include reporting procedures, prohibitions on various forms of violence, and sanctions for perpetrators. However, some respondents stated that the implementation of these policies was not always consistent, mainly due to a lack of ongoing supervision or socialization.

Informants also shared personal strategies they use to prevent violence in the classroom. The most common strategies involve open dialogue with students, more intensive supervision,

and rewarding positive behavior. Several respondents also mentioned the importance of involving students in group activities to build cooperation and empathy. Around 70% of them observed positive behavioral changes in students after these strategies were implemented, although the other 30% felt that these changes were often only temporary.

When asked about the steps taken when a violent incident occurred, most informants stated that they first spoke directly with the students involved to understand the root of the problem. If necessary, they would involve the school counselor, principal, or parents to resolve the conflict. Coordination with other parties in the school was seen as key to success in handling cases of violence. When evaluating the effectiveness of the strategies used, most informants considered their strategies to be quite effective in preventing and handling violence. However, they also noted significant challenges, such as lack of time to handle cases in depth, minimal follow-up training, and lack of support from students' parents.

In closing, informants provided suggestions for improving violence prevention efforts in schools. They recommended increasing the frequency of training, better allocation of resources, and strengthening school policies. Several teachers also shared examples of successful cases, such as student conflicts that were successfully resolved through a mediation approach. However, they also mentioned cases that failed, usually due to a lack of effective communication with parents or other school parties.

Overall, the data shows the majority of respondents have limited experience in violence prevention training, but they have adopted a variety of effective strategies to address school violence. Schools that have written policies tend to be better prepared to deal with and resolve cases of violence.

DISCUSSION

This research highlights that violence in educational units is a multifaceted issue with severe social, academic, and psychological consequences for students. The complexity of this issue stems from various interrelated factors, including reactive teaching strategies, inadequate training, weak institutional policies, socio-cultural influences, and limited coordination among stakeholders. To address these challenges, a comprehensive, structured, and proactive approach is essential.

Teacher Prevention and Intervention Strategies

The findings indicate that many teachers rely on reactive rather than preventive approaches when handling violence in schools. This is primarily due to insufficient training and a lack of clear intervention guidelines. (Olweus, 2013), emphasized that school violence hinders students' social and academic growth, necessitating proactive measures. While some educators have adopted preventive strategies such as structured training, real-time case simulations, and technology-assisted monitoring these initiatives remain inconsistent across institutions. Studies by (Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., & Salmivalli, 2011), show that well-designed violence intervention training can reduce violent incidents by up to 25%. This underscores the urgency of equipping teachers with the necessary skills to detect early warning signs, implement effective interventions, and foster a culture of non-violence within schools.

Teacher Readiness and Training

Teacher preparedness plays a pivotal role in the effectiveness of violence prevention efforts. However, many educators lack specialized training, leading to inconsistencies in how they address violent incidents. (Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, 2010), found

that a lack of teacher awareness regarding violence indicators exacerbates the problem, often resulting in unrecognized or unresolved cases. Effective teacher training programs should go beyond awareness-building and incorporate practical intervention skills, including conflict mediation, de-escalation techniques, and student behavioral assessments. (Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., & Salmivalli, 2011), emphasized that structured teacher training in violence intervention not only enhances educators' confidence in managing incidents but also contributes to a more systematic and coordinated school-wide response.

The Role of School Policy

Institutional policies significantly influence how schools address violence. The presence of written policies and clear procedural guidelines determines a school's readiness to respond to violent incidents. (Smith, P. K., & Sharp, 1994), highlighted that well-defined policies form the foundation for effective violence management. Schools with structured policies tend to respond more efficiently and consistently, reducing both the frequency and severity of incidents. Additionally, (Bradshaw, C. P., Sawyer, A. L., & O'Brennan, 2007), emphasized that comprehensive school-wide engagement including the involvement of teachers, administrators, students, and parents plays a crucial role in fostering a culture of zero tolerance toward violence. To maximize policy effectiveness, schools must ensure their guidelines are regularly reviewed, widely disseminated, and effectively enforced.

Inhibiting and Supporting Factors

Several barriers hinder effective violence prevention, including poor coordination between teachers, parents, and school administrators, as well as a permissive school culture that tolerates violent behavior. (Agustin et al., 2018), asserted that collaboration among these stakeholders is essential for successfully addressing school violence. Without clear coordination and shared responsibility, prevention efforts remain fragmented, and intervention strategies become inconsistent. On the other hand, strong policy enforcement, continuous teacher training, and the integration of technology for incident reporting have been identified as significant enablers of effective violence prevention. (Ttofi, M. M., & Farrington, 2011), found that prevention programs focused on modifying teacher behavior yield better outcomes than student-centered initiatives alone. This highlights the need for a holistic approach that prioritizes both structural and behavioral changes in school environments.

Socio-Cultural Influences

Social and cultural norms strongly shape perceptions and responses to school violence. In many educational settings, violence is still regarded as part of natural student interactions, leading to a lack of urgency in intervention efforts. (Cross, D., Lester, L., & Barnes, 2016), pointed out that technological solutions such as digital reporting systems and real-time monitoring can enhance accountability and streamline response mechanisms. However, beyond technology, a cultural shift is required to redefine violence as an unacceptable behavior rather than a normative part of student dynamics (Zahara Tusssoleha Rony, Khairil Anwar, Muhammad Nur, Suyitno, 2024), emphasized that implementing Total Quality Management (TQM) principles in educational institutions fosters continuous improvement, enhances school governance, and creates a safer learning environment.

Social stigma and community pressures further complicate violence prevention. Many teachers hesitate to take firm action due to fear of backlash from parents or school administrators. This reluctance is exacerbated by prevailing attitudes that consider disciplinary measures against violence as excessive or unnecessary. An effective response requires a dual approach: integrating

character education that promotes empathy, respect, and inclusivity while fostering greater community engagement to change collective attitudes toward violence.

This research underscores the need for a multifaceted approach to addressing violence in educational units. Schools must integrate preventive strategies, strengthen teacher capacity, establish systematic policies, and incorporate psychosocial support systems to create a safer learning environment. By leveraging technology, improving coordination among stakeholders, and fostering cultural transformation, educational institutions can move beyond reactive responses toward sustainable violence prevention. A structured and evidence-based approach will not only mitigate the immediate risks of school violence but also contribute to the long-term development of a respectful and inclusive educational culture.

Table 2. Recommendations for handling violence in schools

Aspect	Findings	Recommendation
Prevention & Intervention Strategies	"Teachers still tend to be reactive; preventive strategies have proven to be effective."	"Intensive training and case handling simulations; integration of monitoring technology."
"Teacher Readiness"	"Lack of specialized training and experience in violence prevention."	"Conducting workshops and regular training programs; competency development through mentoring programs."
"School Policy"	"The lack of systematic written policies hinders a swift response to violence."	"Development and implementation of comprehensive written policies; enhancement of coordination among relevant stakeholders."
"Inhibiting/Supporting Factors"	"Lack of coordination and a permissive culture towards violence."	"Building synergy between teachers, parents, and the community; promoting non-violence values through character education."
"Socio-Cultural Influence"	"Social values and norms that view violence as a natural dynamic worsen the situation."	"Integration of character education and psychosocial approaches; collaboration with the community to change perceptions of violence."

CONCLUSION

This study highlights the complexity of violence in educational settings and the urgency of more systematic interventions. Key findings suggest that the main factors exacerbating the problem are lack of teacher training, policy imbalances, and weak coordination between schools, parents, and education authorities. In addition, social and cultural norms that still tolerate violence also complicate prevention efforts. Therefore, the reactive approach that has been applied so far has proven ineffective, so a more proactive and technology-based strategy is needed to create a safer learning environment.

Theoretically, this study contributes by emphasizing the importance of synergy between education policies, technology, and cultural change in addressing violence in schools. Technology-based approaches, such as electronic monitoring systems and digital reporting platforms, not only increase accountability but also accelerate responses to cases of violence. Meanwhile, from a practical perspective, this study offers concrete recommendations for schools, including teacher

training on violence prevention, integration of character education into the curriculum, and strengthening cooperation with related institutions to support students affected by violence.

However, this study has limitations, especially in policy implementation which depends on school readiness and support from various stakeholders. In addition, the adaptation of technology in the education system may face technical obstacles and resource constraints in some schools. Therefore, further research is needed to explore more contextual and sustainable strategies to ensure the effectiveness of interventions in the long term. With collective commitment from all parties, it is hoped that violence in the educational environment can be minimized significantly.

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