

Mitigating Violence in Schools: The Role of the Violence Prevention and Handling Team (TPPK) at UPT SMA Model Negeri 5 Enrekang

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Abstract

Violence in school settings presents a critical challenge that undermines both academic achievement and personal development. This study examines various forms of violence—ranging from verbal aggression (bullying, name-calling, and rumor-spreading) to physical confrontations (individual fights and brawls) at UPT SMA Model Negeri 5 Enrekang, a senior high school in Enrekang Regency, Indonesia. Employing a qualitative research design, data were collected through in-depth interviews, observations, and document analysis with a diverse group of participants, including students, teachers, and members of the Violence Prevention and Handling Team (TPPK). The findings reveal that verbal violence often serves as a precursor to physical aggression, with minor acts of teasing escalating into serious conflicts when coupled with interpersonal tension, unresolved personal grievances, and power imbalances among students. The TPPK plays a pivotal role in mitigating these incidents through prompt intervention, counseling, and the implementation of preventive measures. However, the study suggests that school-based efforts alone are insufficient. Comprehensive strategies, including enhanced teacher training, increased parental engagement, and robust community collaboration, are essential for fostering a safe and conducive learning environment. These results have significant implications for educational policy and practice, highlighting the need for holistic, proactive approaches to reduce violence in schools. Future research should focus on the longitudinal effects of these interventions and consider broader contextual factors influencing school violence.

Keywords: *Violence, TPPK, bullying, conflict resolution*

INTRODUCTION

Education plays a crucial role in society and is considered a fundamental human right. Saraswati (2022, p. 117) states that access to quality and higher education is essential for every individual. As a form of state responsibility, the Preamble of the 1945 Constitution of Indonesia (UUD 1945) declares that one of the nation's objectives is to "educate the life of the people." Furthermore, Law No. 20 of 2003 on the National Education System (SISDIKNAS) defines education as a deliberate and systematic effort to create a learning environment that allows students to actively develop their potential. This includes fostering religious spirituality, self-control, morality, intelligence, and noble character, which are cultivated not only by individuals but also by society, the nation, and the state. However, every action taken in the education sector can have both positive and negative consequences. If education is delivered with good intentions and appropriate methods, it will yield beneficial results. Conversely, if improper actions occur, they can lead to harmful consequences, including violence in educational institutions.

The Issue of Violence in Schools

Violence within and between educational institutions can lead to criminal behavior and cause long-term trauma among students (Waliah, 2020, p. 2). Often, students who experience violence in school are subjected to such treatment for behaviors they exhibit at home, highlighting the persistence of violence across different environments. In this context, students may find themselves either as victims or perpetrators. A lack of proper education and religious knowledge is one of the contributing factors to violence and the violation of children's rights.

Violence in schools often originates from peer interactions. However, when examining the relationship between children and adults, teachers sometimes become perpetrators of violence, whether through disciplinary measures or physical punishment. Efforts to prevent and address violence in schools are crucial for ensuring a safe, comfortable, and conducive learning environment. The presence of violence in educational institutions not only disrupts students' psychological well-being but also diminishes the effectiveness of education, rendering it meaningless if students graduate without the necessary resilience to face life challenges.

Statistical Evidence on Violence in Schools

The issue of violence against children in Indonesia is a matter of national urgency, as evidenced by various reports and surveys. For instance, in 2022, the Indonesian Child Protection Commission (KPAI) recorded 2,133 reported cases of violence against children, with the highest categories being sexual violence, physical and/or psychological abuse, and exposure to pornography and cybercrimes (Kami, 2023). Additionally, the National Assessment conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022 revealed alarming findings:

- 34.51% of students were at risk of experiencing sexual violence.
- 26.9% of students were at risk of being subjected to physical punishment.
- 36.31% of students were at risk of being bullied.

Moreover, the 2021 National Survey on Children's and Adolescents' Life Experiences found that 20% of boys and 25.4% of girls aged 13-17 had experienced at least one form of violence in their lives (Remaja, 2021). These statistics highlight the urgent need for a concerted effort to address violence in educational settings, particularly through collaboration between the government and school communities.

The Impact of Violence on Students' Well-being

Violence has significant negative effects on students' physical, psychological, and mental development. Several key factors contribute to the prevalence of violence in schools, including school management systems, educators' and school staff's mindsets, institutional norms, disciplinary approaches, and prevailing cultural practices (Drs & Rahman, n.d.). School management plays a critical role in ensuring child protection within educational institutions. However, systemic shortcomings in planning, administration, and decision-making often lead to instances of violence and discrimination. In many cases, bullying is normalized as an expected part of school life, when in reality, it should never be tolerated in educational settings.

Violence in education encompasses any actions that cause or have the potential to cause physical, psychological, or social harm to individuals in the school environment. From a psychological perspective, violence in schools can be understood as a manifestation of individual or group psychological issues. For example, research has shown that childhood

exposure to domestic violence can lead to long-term psychological trauma (Yati, 2024, p. 1390). The consequences of violence in schools extend beyond the immediate victims, potentially leading to emotional distress, academic disengagement, and long-term trauma.

Forms of Violence in Educational Institutions

School violence often leads to resentment, fear, and loss of trust among students (Rachma, 2022, p. 243). Students may develop animosity toward their teachers, younger students may feel victimized by older students, and conflicts may arise between peers. In some cases, violence fosters gang formation and disrupts students' ability to focus on learning.

Violence in schools manifests in various forms, including:

1. Bullying – Verbal, physical, or social harassment that occurs both in-person and online.
2. Sexual Violence – Any form of physical, verbal, or psychological sexual harassment or abuse.
3. Intolerance – The inability to respect differences in race, culture, customs, or traditions among peers, leading to discrimination and exclusion.

The "three major sins" in education—bullying, sexual violence, and intolerance—significantly impact students' self-confidence and motivation to learn. Addressing these issues requires structured interventions and preventive measures.

Violence in UPT SMA Model Negeri 5 Enrekang

At UPT SMA Model Negeri 5 Enrekang, bullying is a recurring issue. Educators and the Violence Prevention and Handling Team (TPPK) frequently address bullying incidents. For example, a recent case involved a student, SS, who was bullied by peers TG, AA, and JR after choosing to leave a friendship group. Similarly, another student, MI, was bullied by AS, MFI, NW, RK, TB, and AJ due to his hairstyle, which was ridiculed daily, eventually leading to physical altercations.

Recognizing the urgency of preventing violence, educational institutions must establish a Violence Prevention and Handling Team (TPPK) as mandated by Regulation No. 46 of 2023 issued by Kemendikbudristek on the Prevention and Handling of Violence in Educational Institutions. The TPPK at UPT SMA Model Negeri 5 Enrekang was formally established in September 2023 to implement measures aimed at preventing and addressing violence within the school environment.

Preventive Measures and Research Significance

To combat violence in schools, the TPPK at UPT SMA Model Negeri 5 Enrekang conducts:

- Monthly classroom awareness sessions to educate students about violence prevention.
- Regular flag-raising ceremonies, during which school leaders emphasize the importance of a violence-free environment.
- Collaborations with the Office for Child and Women Protection, which was invited in 2023 to provide guidance to students.

This study aims to examine the implementation of the Violence Prevention and Handling Team (TPPK) at UPT SMA Model Negeri 5 Enrekang. Given that this school is an accredited A institution and a leading school in the region, the findings of this study will be

valuable for both educators and policymakers in addressing school violence. By understanding the mechanisms through which the TPPK operates, this research contributes to the broader discussion on creating a safe and conducive learning environment, ensuring that students receive not only academic excellence but also a secure and supportive educational experience. Based on the background outlined above, this study seeks to address the following research questions:

1. What forms of violence occur at UPT SMA Model Negeri 5 Enrekang?
2. How does the Violence Prevention and Handling Team (TPPK) contribute to minimizing violence at UPT SMA Model Negeri 5 Enrekang?
3. What are the impacts of the Violence Prevention and Handling Team (TPPK) in addressing violence within the school?

METHOD

This study employs a qualitative research approach, as it seeks to describe and analyze the role of the Violence Prevention and Handling Team (TPPK) at UPT SMA Model Negeri 5 Enrekang. According to Murdiyanto (2020, p. 19), qualitative research provides an in-depth explanation of phenomena by uncovering the meanings behind facts. The qualitative method is suitable for this research as the data collected is not numerical but derived from interviews, field observations, and document analysis.

The study is conducted at UPT SMA Model Negeri 5 Enrekang, located at Jalan Kemakmuran No.1, Baraka District, Enrekang Regency, South Sulawesi Province, Indonesia. The research takes place from September to October 2024. Informants are selected using purposive sampling, a technique where participants are chosen based on specific criteria. Sugiyono (2013, p. 300) defines purposive sampling as the selection of research subjects based on particular considerations. In this study, the key informants include members of TPPK, the school principal, and students involved in cases of school violence. The data is categorized into primary and secondary sources. Primary data consists of information obtained directly from students who have experienced violence, TPPK members, and the school principal. Interviews are conducted at least twice a week to gather firsthand insights. Secondary data includes official reports, school regulations, and other supporting documents relevant to the study.

To ensure a focused and systematic research process, this study centers on the role of TPPK in preventing and addressing school violence. Denzin and Lincoln (2009) explain that research focus refers to a single cultural domain or multiple related domains within a social setting. In this case, the research examines how TPPK operates within the school environment, how students experience violence, and how the school administration responds to these incidents. The school principal, teachers, and students are the primary sources of information, as they provide a comprehensive view of violence prevention and intervention strategies.

The research follows four main stages. The preparation stage involves identifying the research problem, conducting preliminary observations, and finalizing the research proposal. In the data collection stage, the researcher gathers information from informants through interviews and observations. The data analysis stage includes systematic qualitative data analysis and validation through member checks. Finally, in the evaluation and reporting stage, the researcher consults with academic advisors to refine and validate the findings.

The primary research instrument in this study is the researcher, supported by tools such as interview guides, audio recorders, notebooks, and cameras. Data is collected using three main techniques: observation, interviews, and documentation. Observations are conducted to capture real-life interactions and incidents of violence in the school setting. Burhan (2007, pp. 115-117) categorizes observations into participatory observation, unstructured observation,

and group observation, all of which contribute to a deeper understanding of TPPK's role. Interviews are conducted using a semi-structured format, allowing for in-depth discussions while ensuring key research questions are addressed. The interviews focus on gathering information about the effectiveness of TPPK in reducing violence. Additionally, documentation is used to analyze school records, official policies, and other relevant documents that support the research findings (Idrus, 2009, p. 30).

To ensure data validity, this study employs member checking, a technique where collected data is cross-verified with informants to ensure accuracy. Octaviani and Sutriani (2019, p. 19) state that member checking helps determine whether the data collected aligns with the actual experiences of the informants. The researcher also seeks expert feedback from academic advisors to enhance the credibility of the findings.

The data analysis process follows three steps: data condensation, data presentation, and conclusion drawing. Data condensation involves selecting, summarizing, and categorizing relevant information from interviews and observations. The data is then presented systematically by organizing it into thematic categories to highlight key findings. Finally, conclusions are drawn by identifying patterns, relationships, and emerging themes from the collected data. According to Octaviani and Sutriani (2019, p. 6), verification ensures that the data is objectively analyzed and accurately reflects the research focus.

FINDINGS AND DISCUSSION

Findings

This research was conducted from September to October 2024 at SMA Model Negeri 5 Enrekang, in Baraka District, Enrekang Regency, with 11 informants consisting of both students and teachers. SMA Model Negeri 5 Enrekang was established on May 30, 1991, under Number 0283/0/1991, initially as a transition from SMA Negeri 1 Baraka. Data collection focused on students who had experienced conflicts both within and outside the school environment. The researcher conducted interviews with selected staff members (teachers) and students.

1. General Overview of the Research Location

a. Profile of Enrekang Regency

Enrekang Regency is a Level II administrative region in South Sulawesi, Indonesia, with its capital in the city of Enrekang, located approximately 236 km north of Makassar. Administratively, it consists of 12 districts (with recent expansions counting 17 districts), and 112 villages, totaling 129 subdistricts and villages covering 1,786.01 km². Geographically, it lies between 3°14'36" and 3°50'00" South Latitude and 119°40'53" and 120°06'33" East Longitude. The regency is bordered to the north by Tana Toraja Regency, to the east by Luwu Regency, to the south by Sidrap Regency, and to the west by Pinrang Regency. Covering an area of 1,786.01 km² (about 2.83% of the total area of South Sulawesi Province), Enrekang Regency is divided into 12 districts and further subdivided into 129 villages/kelurahan. As of 2012, Enrekang Regency had a population of 255,089, consisting of 129,975 males and 125,114 females. The majority of the population identifies as Muslim, with agriculture (±65%) being the main source of livelihood. The regency generally features varied topography, including hills, mountains, valleys, and rivers at elevations ranging from 47 to 3,293 meters above sea level. It does not have any coastal areas, as around 84.96% of its terrain is mountainous or hilly, and only 15.04% is relatively flat.

b. Research Site (SMA Model Negeri 5 Enrekang)

UPT SMA Model Negeri 5 Enrekang is one of the best schools in Enrekang Regency and has been accredited "A." Established on May 30, 1990, the school is located at Jl.

Kemakmuran No.1, Baraka District, Enrekang Regency, under the leadership of Drs. Sukiman, S.Pd. Its location is easily accessible and supports the local community’s educational needs. Featuring a spacious campus with 32 buildings (28 classrooms, 1 library, and 3 laboratories), the school is well-equipped with computers, teaching aids, LCDs, lab equipment, and air-conditioned rooms to facilitate the learning process. SMA Model Negeri 5 Enrekang consistently sends many graduates to national universities through the SNMPTN (National Selection for State Universities). Its academic community fosters talented and accomplished graduates, with both academic and non-academic achievements. Past accolades include:

- 1) English Debate Competition (2018)
- 2) English Speech Competition (2018)
- 3) Scrabble Competition (2018)
- 4) OSN (National Science Olympiad) in Earth Sciences (2018)
- 5) O2SN Pencak Silat (2018)
- 6) O2SN Badminton (2018)
- 7) Essay Writing and Debate for First-Time Voters in Simultaneous Local Elections (2018)
- 8) Duta Genre Putra (2020)
- 9) Duta Genre Putri (2020)
- 10) Best Practices Video Competition for National Teachers Day (2020)
- 11) Pentaquen/Double Mix Praprov (2021)
- 12) Inter-Regency Poetry Competition (2021)
- 13) Religious Speech Competition (2021)
- 14) Short Video Contest on Anti-Money Politics (2021)
- 15) Documentary Film Competition (2021) OSN Mathematics (2022)
- 16) OSN Astronomy (2022)
- 17) Solo Vocal Contest (2022)
- 18) MTQ Competition for High Schools (2022)
- 19) English Essay Competition (2023)
- 20) English Speech Competition (2023)

c. Teachers

At UPT SMA Model Negeri 5 Enrekang, teachers serve as instructors, class leaders, mentors, environment coordinators, lesson planners, supervisors, motivators, and evaluators. They also act as mediators for students facing school-related issues. A well-organized structure is essential to achieve educational goals, clarifying tasks and responsibilities and avoiding operational confusion. Teacher data are summarized below:

Tabel 4.1 Number of Teachers at UPT SMA Model Negeri 5 Enrekang (Academic Year 2022–2023)

Teachers	Total
Civil Servant Teachers (PNS)	30
PPPK Teachers	17
Honorary Teachers	20
Total	67

(Source: Administration Office of UPT SMA Model Negeri 5 Enrekang, 2023)



d. Students

Students at UPT SMA Model Negeri 5 Enrekang are grouped into three grade levels: Grade X, Grade XI, and Grade XII.

Tabel 4.2 Number of Students at UPT SMA Model Negeri 5 Enrekang (Academic Year 2022–2023)

Grade	Male	Female	Total
X	133	148	281
XI	125	129	254
XII	125	154	283
Total	383	431	818

(Source: Administration Office of UPT SMA Model Negeri 5 Enrekang, 2023)

In the 2023/2024 academic year, Grade X had 281 students, Grade XI had 254, and Grade XII had 283, totaling 818. Given this sizable student body, conflicts or violence can arise if not properly managed.

e. TPPK Conditions: Duties and Functions

SMA Model Negeri 5 Enrekang established the **Violence Prevention and Handling Team (TPPK)** with the following duties:

1. Propose or recommend violence-prevention programs to the principal.
2. Offer suggestions regarding safe and comfortable facilities within the school.
3. Conduct outreach on policies and programs related to violence prevention and response.
4. Receive and act upon reports of alleged violence.
5. Handle instances of alleged violence in the school environment.
6. Notify the parents/guardians of students involved in violent incidents.
7. Investigate allegations of violence.
8. Recommend sanctions to the principal based on investigative findings.
9. Accompany victims and/or reporters of violence.
10. Facilitate expert assistance or other services needed by victims, reporters, or witnesses.
11. Provide referrals for victims who need specialized care.
12. Recommend educational adjustments for students involved in legal matters.
13. Submit reports at least once a year to the local Department of Education via the principal.

The TPPK is also authorized to:

- Summon and question victims, witnesses, reported parties, parents/guardians, companions, or experts.
- Coordinate with other schools if a case of violence involves individuals from multiple institutions.
- Collaborate with professionals such as psychologists, medical personnel, or social workers for recovery and damage assessments.

Overall, to address violence-related issues, the school has formed a Tim Pencegahan dan Penanganan Kekerasan (TPPK) charged with both prevention and management. Its duties include recommending violence-prevention programs to the principal, receiving and investigating reports of violence, providing expert referrals, and coordinating with relevant authorities when necessary. The TPPK also has the authority to summon and question individuals involved in violence cases and to coordinate with other schools or external agencies for the recovery of victims or legal processes. The TPPK structure includes a chair, vice chair, secretary, treasurer, and several members. Each person has a clearly defined role in monitoring, preventing, and handling potential violence among students.

2. Forms of Violence at SMA Model Negeri 5 Enrekang.

Although schools aim to foster students' academic and personal growth, violence can still occur, particularly among teenagers finding their identity. Verbal, psychological, and physical violence have been documented at SMA Model Negeri 5 Enrekang.

a. Verbal Violence

Verbal violence is a form of psychological abuse that can affect a person's emotional and mental well-being. It involves the use of harsh words, such as threats, belittlement, or exaggerated accusations, without physical contact. Verbal violence manifests as aggression through words or communication, including insults, threats, and ridicule. This form of violence induces fear, loss of self-confidence, inability to take action, and a sense of helplessness. Verbal or psychological violence refers to behaviors that cause mental or emotional distress in an individual—actions carried out without physical contact but intended to humiliate, intimidate, or make someone feel uncomfortable.

1) Bullying

Bullying is an act of harassment, intimidation, or harm directed at another person. It is often carried out deliberately by an individual or a group with greater power, intending to hurt the victim. Bullying can lead to suffering, depression, and even suicidal thoughts. It can take various forms, including verbal, physical, or social bullying, and often leaves victims feeling uncomfortable, emotionally hurt, and distressed. This behavior can become habitual and is typically characterized by a power imbalance, whether social or physical, between the perpetrator and the victim.

According to participant A, a Civics Education teacher and the Chair of the Violence Prevention and Handling Team (TPPK) at UPT SMA Model Negeri 5 Enrekang:

"At UPT SMA Model Negeri 5 Enrekang, which has hundreds of students with diverse personalities, cases of violence, particularly bullying, are quite common. Many students have experienced such incidents, including one of my students who was recently bullied by classmates over personal issues that were escalated by the perpetrators. Bullying is strictly prohibited in this school because it can damage students' mental health and, in some cases, even result in physical injury." (Interview, October 15, 2024).

Similarly, participant B, a Guidance and Counseling (BK) teacher and a member of TPPK, explained:

"Bullying usually arises from misunderstandings between students. Sometimes, even minor incidents can be perceived as bullying—what starts as a joke can be taken seriously by someone who is sensitive to teasing. In many cases, the conflict is fueled by personal dislike, causing

students to react aggressively, even over trivial issues. I have also encountered cases where students initially exchanged harmless taunts but later escalated to personal attacks, bringing up private matters. Even if meant as a joke, the victim might not appreciate it, leading to emotional distress and, in some cases, physical retaliation. Many students today have strong egos; they refuse to back down and insist on retaliating. This demonstrates how bullying can escalate into fights if not addressed." (Interview, October 8, 2024).

A similar experience was shared by participant C, a Grade X student at UPT SMA Model Negeri 5 Enrekang:

"Recently, I had a serious issue at school that even led me to report it to my parents because I was constantly bullied in class. It all started with an issue about class funds. I was absent from school due to illness on the day the money was needed, and my classmates didn't believe me. They made a video accusing me of running away with the class funds, which made me feel extremely embarrassed to return to school. Because of this, I reported the issue to the BK teacher, and it was handled by the TPPK along with the BK team. However, the experience made me feel like I was being bullied by my classmates, so I requested a transfer to another class." (Interview, October 9, 2024).

Confirming this, participant C, another Grade X student, explained:

"Yes, the incident involving Wuni and the class funds really happened. But I was not involved in making the video. I didn't want to take part in such conflicts because I know how it feels to be bullied by friends. However, I personally believe Wuni was telling the truth, as she always provided receipts for any class-related expenses." (Interview, October 9, 2024).

Participant D, a Guidance and Counseling (BK) teacher and a member of TPPK, highlighted the persistence of bullying in schools:

"Bullying cases are difficult to eliminate entirely because every student has a different personality and background. Some students tend to see themselves as superior to their peers. They believe that if they get into trouble, someone will protect them from facing serious consequences. However, teachers in this school do not discriminate between students. Every student is treated equally, and rules remain rules. If a student is found guilty of wrongdoing, they will receive appropriate sanctions regardless of their status." (Interview, October 8, 2024).

Another testimony came from **participant E**, a Grade X student, who experienced bullying in an academic setting:

"I faced a similar issue recently during a classroom debate. After disagreeing with a classmate's argument, I was ostracized for three days. During the debate, I repeatedly countered their points because I believed they were wrong. The other students laughed at them, which seemed to embarrass them. After school, my classmate confronted me aggressively, using harsh words and a raised voice as if trying to start a fight. I chose not to retaliate because I didn't want trouble. However, I felt deeply affected by their behavior and decided to report the incident to the BK teacher and TPPK on the second day because I felt I was being bullied." (Interview, October 10, 2024).

Based on these interviews, it is evident that bullying is a recurring issue in educational institutions. Schools are not just places for academic and personal growth; they can also become environments where students experience bullying, violence, and harassment, which negatively impact their development. Bullying can cause loss of self-confidence, social withdrawal, and a lack of comfort in the school environment. Students who experience bullying may struggle to adapt to their peers, leading to difficulties in their educational and social lives. Therefore, addressing bullying is essential to creating a safe and supportive learning atmosphere.

2) *Name-calling*

Name-calling refers to the act of addressing or labeling someone with derogatory, insulting, or mocking names. It is often used to undermine a person's self-esteem or make them feel uncomfortable. This practice can cause emotional distress and lead to a loss of self-confidence.

According to participant B, a Guidance and Counseling (BK) teacher and a member of the Violence Prevention and Handling Team (TPPK) at UPT SMA Model Negeri 5 Enrekang:

"Name-calling is one of the most common issues encountered by teachers both inside and outside the classroom. Students frequently mock their peers by giving them labels that highlight perceived peculiarities or personal traits. For instance, some students are called 'fat' or 'bald,' while others have reported being labeled with their parents' names in a demeaning manner. This behavior should not be taken lightly by educators, as it can severely impact students' confidence and self-esteem." (Interview, October 8, 2024).

A similar experience was shared by participant F, a Grade X student, who has been a victim of name-calling:

"My classmates often call me 'bilang' because my eyes are large and slightly crossed. Being labeled with that name makes me feel insecure and ashamed. I often wonder why they keep calling me that—don't they realize how hurtful it is? My mother advised me not to be overly sensitive to their words, but it still pains me when they repeatedly use that nickname as if they are making fun of me." (Interview, October 10, 2024).

Confirming this, participant E, another Grade X student, shared her observations of how name-calling is used to mock physical attributes:

"Yes, I have often seen students call each other offensive names based on their physical appearance or even their parents' names. In my class, one of my classmates was regularly mocked because of body odor, and others labeled him with offensive nicknames related to it. Such name-calling is meant to humiliate and is extremely damaging to a person's self-esteem." (Interview, October 9, 2024).

Participant G, the Principal of UPT SMA Model Negeri 5 Enrekang, acknowledged that name-calling is a persistent issue among students:

"It is true that name-calling is frequently encountered in schools, especially among students who are often the center of attention. Whether it stems from physical appearance, personal dislike, or even just a joke, this behavior cannot be tolerated by educators. Such actions can

significantly reduce students' confidence and make them feel alienated. That is why we established a team dedicated to handling and preventing even minor actions that could discourage students from learning." (Interview, October 15, 2024).

A similar case was experienced by participant C, a Grade X student, who was also a victim of name-calling:

"Yes, name-calling is something that many students here have experienced. I was often called 'bolong' because of my dark skin. Before I reported the issue to the BK teacher and TPPK, my classmates frequently teased me with that name. At times, I tried to retaliate, but since the person calling me names was a boy, I often felt intimidated. Eventually, my friends advised me to report it to the teacher. The way some students label others based on their physical traits can make them feel insecure and uncomfortable in their own skin." (Interview, October 9, 2024).

Based on these interviews, it is evident that violence in schools is not limited to bullying but also includes name-calling, which is a form of verbal abuse. Name-calling is one of the most common types of verbal violence among students at UPT SMA Model Negeri 5 Enrekang. Although it may seem trivial or personal, this behavior significantly affects students' self-confidence and motivation to learn. Therefore, it is crucial to avoid judging others based on their physical appearance, as doing so can lead to social withdrawal and decreased participation in school activities. Whether a problem is big or small, it must be addressed immediately to prevent negative consequences for individuals and the overall school environment.

3) Belittling or Undermining Others

Belittling or undermining refers to attitudes or behaviors that convey a sense of superiority over others. When individuals engage in belittling behavior, they act as if they are more knowledgeable, powerful, or valuable than those around them. This dynamic is evident among some students at UPT SMA Model Negeri 5 Enrekang, where certain individuals exhibit dominance over their peers, often looking down on those they dislike. According to Participant D, a Grade X student at UPT SMA Model Negeri 5 Enrekang:

"I often feel looked down upon by some of my classmates, especially those from wealthier backgrounds. They tend to belittle me because I have a close relationship with teachers, and perhaps they dislike that about me. They frequently make demeaning remarks, either directly or through online platforms. One of them once confronted me, saying, 'Stop acting smart, you have nothing compared to me.' That comment really hurt me because I never intended to seek attention or cause problems, yet I was treated this way." (Interview, October 9, 2024).

Similarly, Participant K, a Grade XI student, shared her experience of being belittled by her classmates:

"Yes, belittling or undermining others often happens in class, usually by those who feel superior or dominant. I recently experienced this when I was belittled by a classmate because I am known to be emotionally sensitive and tend to cry easily. One day, I was working on an assignment when the teacher stepped out, and my classmate insisted on seeing my work. When I refused to share it, he shouted at me and threatened me, knowing that I am a quiet person who avoids conflicts. Because of my timid nature, he felt confident in treating me this way." (Interview, October 10, 2024).

Participant A, a Civics Education teacher and the Chair of the TPPK, confirmed that belittling is a form of violence that often appears in disciplinary cases handled by the Violence Prevention and Handling Team (TPPK):

"Cases of students belittling or looking down on their peers have been addressed by the TPPK. These issues are challenging to handle because some students perceive themselves as superior and instill fear in others, making them feel powerful in the classroom. In such cases, we focus not only on the victims but also on the perpetrators, offering guidance and trying to understand if there are underlying issues influencing their behavior. Every student is given attention, counseling, and proper guidance, whether they are the perpetrator or the victim." (Interview, October 15, 2024).

Participant F, a Grade X student, shared an example of how belittling occurred during a class election:

"During the class president election, one of my classmates was nominated because he was very active and well-liked. However, another student objected to his nomination simply because he did not own a motorbike and had to walk to school. The student even told him, 'Don't act like you deserve to be class president. Without a motorbike, how will you handle responsibilities if you're late to school every day?' That remark deeply hurt my friend and made him feel unworthy of the position." (Interview, October 10, 2024).

Ms. Ratna, S.Pd, a Guidance and Counseling (BK) teacher and TPPK member, affirmed that belittling is a common issue brought to the counseling office:

"Cases of belittling or undermining peers often make their way to the BK office. This issue stems from high levels of ego and superiority among students who feel they have more authority or are more respected than others. Some students believe they are superior and, as a result, put others down to maintain their status. Others may feel threatened by competition, leading them to degrade their peers' self-esteem. As educators, particularly as members of TPPK, we take such issues seriously. Even minor cases of belittling must be addressed promptly, as unresolved matters can escalate into larger conflicts if one party feels deeply offended by their treatment." (Interview, October 8, 2024).

4) Insulting (Penghinaan)

Insulting is an act or statement that degrades, mocks, or humiliates an individual, leading to feelings of shame, distress, or loss of dignity. It can take the form of harsh words, ridicule, or derogatory comments, often causing emotional and psychological harm to the victim. The impact of insults on mental and emotional well-being can be significant, sometimes leading to stress, anxiety, or even depression. According to Participant B, a Guidance and Counseling (BK) teacher and member of the Violence Prevention and Handling Team (TPPK):

"Insulting behavior is frequently reported in the BK office. Many students make jokes about their peers' physical appearance, unaware that not everyone can take such jokes lightly. What starts as harmless teasing often escalates into conflicts because some students find such remarks offensive. There have even been cases where teasing led to physical altercations. This issue should not be ignored by educators, as any joke that targets a person's physical attributes

is highly sensitive and can make students feel embarrassed or hesitant to attend school." (Interview, October 8, 2024).

Similarly, Participant F, a Grade X student, shared her experience of being subjected to repeated insults:

"I might be one of those who experience constant insults at school. Aside from being teased for having large, slightly crossed eyes, I am also mocked for my physique. Because I am thin, my classmates often call me 'capung' (dragonfly), saying that my big eyes and small, skinny body resemble one. They make fun of me as if they are perfect themselves. They either do not realize or choose to ignore the fact that their words hurt me deeply. I grew tired of their constant insults, so I decided to report the issue to the teacher so that they would stop speaking so carelessly." (Interview, October 10, 2024).

Another testimony came from Participant H, a Grade X student, who shared his struggles with being insulted because of his physical appearance:

"I am often mocked by my classmates. I am the oldest student in my class, but because of my physical appearance, I frequently become the target of jokes. Some of my classmates have commented on my protruding teeth and short stature, and whenever I laugh, they mock me even more. This has affected my confidence significantly. As a male student, I feel pressured not to show weakness, but deep down, I struggle. There are times when I want to express my feelings and cry, but I fear that doing so will only make me a bigger target for further humiliation." (Interview, October 11, 2024).

Participant D, another Grade X student, confirmed that Participant H had frequently been subjected to insults from his classmates:

"What Participant H said is true. I have often witnessed him being ridiculed because of his physical appearance. The truth is, Participant H is a very kind, patient, and helpful person. However, some of our classmates continue to mock him. I felt bad for him, so I decided to report the issue to Ms. Titian, our BK teacher and a TPPK member. After the case was processed, the students who repeatedly insulted Participant H were transferred to a different class." (Interview, October 9, 2024).

The testimonies above illustrate how verbal violence in the form of insults is a prevalent issue at UPT SMA Model Negeri 5 Enrekang. Insults, often masked as jokes, can deeply impact students' self-esteem, emotional stability, and willingness to participate in school activities. While bullying and name-calling are widely recognized forms of verbal violence, insulting behavior is equally harmful. Many students feel embarrassed, insecure, and even withdraw from social interactions as a result of continuous mockery.

5) Spreading Rumors

Spreading rumors refers to the act of disseminating unverified information, including false or misleading stories, with the intent to damage someone's reputation or instill fear. Rumors can spread through spoken words, written communication, or social media, often leading to conflict, anxiety, and strained relationships. According to Participant D, a Grade X student at UPT SMA Model Negeri 5 Enrekang:

"I was once the subject of false rumors. Back in middle school, I briefly dated someone named Rafi for two days. At that time, I was very close to my friend April, whom I considered like a sister because she often helped me. When we entered high school, April started dating Rafi. One day, I heard from my classmates that someone had told April's friends that she was upset because her boyfriend was my ex and that I still had feelings for him. In reality, I had never said anything like that. This false story ruined my friendship with April, and our relationship deteriorated due to the spread of baseless rumors." (Interview, October 9, 2024).

A similar experience was shared by Participant K, a Grade XI student, who suffered emotional distress due to a damaging rumor:

"I once faced a deeply hurtful rumor. One of my classmates, who happens to be a distant relative, spread a false story that I was not my parents' biological child. I have no idea what his motivation was or why he would fabricate such a story. Because of this rumor, I felt deeply embarrassed and hesitant to go to school. It was devastating to hear false accusations about my family, something so personal and sensitive. I wanted to tell my parents, but I was afraid it would make them angry or upset. What hurt me the most was that I had never done anything to provoke this classmate, yet he still chose to spread such damaging lies." (Interview, October 10, 2024).

Another case was shared by Participant I, a Grade XII student, who recounted how a rumor led to physical confrontation:

"I had a serious issue with a student from another class because of a girl. This girl had previously dated my classmate, and after they broke up, I got close to her. A rumor started spreading that they had broken up because she had feelings for me. The truth was that I only started talking to her after they had already ended their relationship. However, the false story angered my classmate, and he became hostile toward me. He eventually challenged me to a fight behind the school after classes ended. Since I knew I hadn't done anything wrong, I refused to back down and agreed to the fight. This led to both of us being called into the BK (Guidance and Counseling) office, where the case was handled by TPPK and our BK teachers." (Interview, October 11, 2024).

Participant B, a Guidance and Counseling (BK) teacher and TPPK member, emphasized the frequency and dangers of rumors in schools:

"Our team has handled several cases of rumor-spreading. Most of these cases stem from misunderstandings. However, some students deliberately spread false stories or hoaxes, often as a way to gossip. At this age, students tend to enjoy sharing sensational stories, even when they are unverified. While it may seem like harmless talk, rumor-spreading should not be taken lightly because what appears insignificant at first can escalate into serious conflict. It is important for students to understand the damage that false stories can cause." (Interview, October 8, 2024).

Another testimony came from Participant J, a Grade XII student, who faced an attempt to sabotage her academic reputation through false rumors:

"I once became the target of a false rumor that nearly ruined my standing at school. A classmate, who was very competitive about academic rankings, spread a story to the teacher,

accusing me of cheating during the mid-term exam. One day, my teacher confronted me and asked whether I had been dishonest during the test. I was shocked and immediately defended myself, insisting that the accusation was false. Later, a friend told me that the rumor had been spread by a classmate who did not want to lose to me academically. I did everything I could to convince my teacher that the accusation was completely untrue." (Interview, October 14, 2024).

The cases above demonstrate that spreading rumors is a serious issue at UPT SMA Model Negeri 5 Enrekang, causing emotional distress, damaged friendships, and even physical confrontations. False stories, whether spread out of jealousy, personal grievances, or sheer thoughtlessness, can have lasting consequences. Victims of rumors often experience anxiety, embarrassment, and a loss of trust in their peers. In some cases, rumors have led to deteriorating relationships, social isolation, and even violence.

b. Non-Verbal Violence: Physical Aggression and Its Impact

Non-verbal violence refers to aggressive actions that do not involve words but rather gestures, attitudes, or physical behavior. Also known as physical violence, it includes any form of direct contact, such as assault, hitting, or other physical harm that causes intimidation, injury, or physical suffering. Physical violence can have long-term consequences, both physically and psychologically, and often leaves victims with fear and trauma.

1) Fighting

Fighting is a physical confrontation between two or more individuals, often involving punching, kicking, or other physical attacks. Such conflicts usually arise from tension, personal disputes, or unresolved conflicts. Fighting can result in physical injuries, emotional distress, and disciplinary consequences that extend from school sanctions to legal repercussions. According to Participant J, a Grade XII student at UPT SMA Model Negeri 5 Enrekang:

"I was exhausted from being bullied by my classmates just because of my weight, so I finally stood up for myself and yelled back at them. One of them, Sintia, got angry and pulled my hijab, even though I had not touched her. Since she pulled mine, I instinctively pulled hers back. Then, her friends joined in and started pulling my hijab too. I don't even know what I did to deserve such treatment from them. I have been bullied since my first year of high school, and it hasn't stopped. They constantly make rude comments about my body, both in class and outside. I finally had enough and decided to fight back." (Interview, October 14, 2024).

Participant B, a Guidance and Counseling (BK) teacher and TPPK member, confirmed that bullying is a major cause of fights among students:

"Bullying cases can sometimes escalate into physical fights when the victim has reached their breaking point. Although bullying is not widespread in this school, it does occur. It usually starts with students mocking others based on their appearance, behavior, or way of speaking. Initially, it may seem like harmless teasing, but over time, it becomes repetitive and causes real distress for the victim. Once a student becomes known for a particular trait due to constant teasing, others join in, and the bullying intensifies, making the victim feel increasingly uncomfortable and angry." (Interview, October 8, 2024).

Similarly, Participant A, a Civics Education teacher and TPPK Chair, noted that personal conflicts are a major cause of fights:

"Fights in this school often stem from personal conflicts or seemingly harmless jokes. Sometimes, unresolved disputes create deep-seated resentment, which can eventually explode into physical altercations. Many of these fights begin with teasing or minor disruptions that seem insignificant but gradually escalate into deep emotional conflicts, leading to personal grudges and, eventually, physical violence." (Interview, October 15, 2024).

A Grade X student, Participant C, shared her experience of resorting to physical violence after enduring repeated bullying:

"I got into a fight with my classmate because I was tired of being constantly ridiculed about my appearance. No matter what I did, this person always found a way to embarrass me in front of the whole class. It made me feel awful, especially when other classmates started joining in. I tried to stay patient, but it became unbearable when even students from other classes began mocking me. I eventually told my parents, and they advised me to ignore it. But it was easier said than done—I was deeply hurt. I finally decided to stand up for myself, which led to a physical confrontation." (Interview, October 9, 2024).

Another Grade XII student, Participant I, described how a joke turned into a serious fight:

"I was joking around with my classmate when, suddenly, he got really angry. I lightly pushed him playfully, trying to make him laugh, but he took offense and pushed me back aggressively as if he was inviting me to fight. I got irritated because my intention was just to joke, but he seemed to challenge me. At that point, my frustration got the best of me, and we started yelling at each other. Then, out of nowhere, he hit me on the head. I refused to back down, so I fought back. Eventually, our homeroom teacher stepped in to stop the fight and took us both to the BK office. After discussing the incident, we found out that he had been harboring resentment toward me for a long time over something minor." (Interview, October 11, 2024).

The above testimonies highlight how physical violence often stems from unresolved personal issues, miscommunication, or pent-up emotions. Ego-driven behavior among students plays a significant role in escalating minor conflicts into serious fights. If not properly addressed, individual altercations can grow into larger-scale fights involving multiple students or even different school groups.

2) Brawls

Brawls, or group fights, are social phenomena that have become normalized in some communities. A brawl involves mass confrontations between groups of students, often stemming from personal disputes that escalate into collective conflicts. Participant I, a Grade XII student, explained how a past dispute reignited into a large-scale fight:

"Most of the fights among students stem from long-standing grudges. For example, there was a recent brawl between students from different neighborhoods. The conflict actually started back in middle school when some students exchanged heated messages online. At that time, they never actually fought, but the tension remained. When they met again in high school, a small disagreement like an accidental bump or a minor insult was enough to trigger a massive fight because of old resentments that had never been resolved. That's how a personal dispute turned into a full-scale brawl involving entire groups of students." (Interview, October 11, 2024).

Similarly, Participant H, a Grade X student, recounted how a class transfer led to a planned attack outside school:

"I was transferred to another class because I was constantly bullied. One of the students who had been teasing me took offense to my transfer and waited for me outside the school to start a fight. At first, I ignored him, but he kept provoking me. He probably felt that I had embarrassed him by getting the school involved. Eventually, he insisted on settling the matter through a fight outside school premises." (Interview, October 11, 2024).

Participant G, the Principal of UPT SMA Model Negeri 5 Enrekang, clarified that the school has limited authority over fights that happen outside school grounds:

"If a fight occurs outside of school, it is no longer the school's responsibility. Any conflicts that happen within the school environment are handled internally, but once a fight escalates beyond school grounds, it falls under the jurisdiction of law enforcement. The school ensures that conflicts are resolved before students leave campus, but if a fight continues beyond that, it is no longer within our control." (Interview, October 15, 2024).

Participant A, Chair of the TPPK, stated that brawls are an ongoing issue:

"Brawls happen almost every year, and although they don't always originate within the school, some of our students have been involved in them. A recent case involved a student named Riswandi, who had been transferred to another school due to repeated violations. One day, he was ambushed by students from another school who wanted to pick a fight. Instead of de-escalating, he retaliated by calling his friends for backup, leading to a massive street fight. The police had to intervene, and some students were injured in the altercation." (Interview, October 15, 2024).

The cases presented above demonstrate how physical violence at UPT SMA Model Negeri 5 Enrekang has escalated from individual fights to larger group conflicts. If these incidents are not properly managed, what starts as a minor altercation within the school environment can escalate into organized fights outside school premises. Teenagers often struggle with emotional control, heightened egos, and the inability to back down from conflicts, making them more prone to physical aggression. If preventive measures are not enforced, such violence can spiral out of control, endangering students' well-being. Therefore, the TPPK and school administrators must actively intervene to prevent conflicts from escalating, ensuring that students develop healthy conflict resolution skills instead of resorting to physical violence.

Discussion

This study set out to explore and interpret the various forms of violence occurring at UPT SMA Model Negeri 5 Enrekang, examining how these manifestations of violence both verbal and physical relate to broader educational and developmental contexts. Guided by the research objectives, which aimed to (1) identify the types of violence, (2) investigate contributing factors and triggers, and (3) assess the role of the Violence Prevention and Handling Team (TPPK), the findings shed light on the complexity of violence in schools and offer insights into preventive strategies.

The results revealed a multifaceted landscape of violence, ranging from verbal assaults including bullying, name-calling, and spreading rumors to physical altercations such as individual fights and large-scale brawls. One salient observation was the recurring influence of

interpersonal tensions and emotional triggers; students often cited “pent-up resentment” or “personal grudges” as precursors to violent behavior. This corroborates the importance of peer dynamics within the school setting: minor incidents, initially dismissed as “harmless teasing,” can escalate when left unaddressed.

Of particular significance is the finding that verbal violence (e.g., name-calling, belittling) frequently precedes physical confrontations. Students experiencing repeated verbal harassment reported feeling eroded self-esteem, which, over time, manifested in aggression or withdrawal. The TPPK’s preventive role emerged as a strategic response mechanism, mitigating the severity of conflicts before they become uncontrollable. However, despite the TPPK’s efforts, certain unresolved personal issues continued to resurface outside school grounds, indicating that school-based interventions, although effective in many cases, may not suffice when social pressures and external influences remain potent.

These findings resonate with established theories of adolescent aggression and school-based violence. According to Social Learning Theory (Bandura, 1977), adolescents often imitate behaviors observed in their immediate environment, including peer aggression. The pervasive exposure to hostile interactions whether verbal taunting or physical intimidation can normalize such behaviors, especially when perceived as a means to gain peer approval or assert dominance (Olweus, 1993). The results showing that students with higher social or economic capital tend to belittle others align with studies highlighting power imbalances as a driving force behind bullying.

Moreover, the role of cumulative stressors in fostering fights and brawls parallels previous research indicating that recurring, low-intensity conflicts can accumulate and trigger intense violence among adolescents (Espelage & Holt, 2012). The study’s observation that many conflicts originated from personal grudges dating back to middle school underscores the longitudinal nature of peer aggression and supports the argument that violence is best understood as a developmental phenomenon rather than an isolated event.

From a practical perspective, the findings emphasize the need for ongoing, proactive measures within schools. While the TPPK has demonstrated value in conflict resolution, additional strategies such as consistent outreach programs, peer counseling, and teacher training may further deter the escalation of minor disagreements into more serious confrontations. Schools should consider adopting comprehensive anti-bullying policies, integrating character education, and enhancing collaboration with families and community organizations to extend violence-prevention efforts beyond the school context.

Theoretically, this study contributes to the growing body of literature on adolescent aggression in educational settings by highlighting the interplay between verbal and physical violence as part of a continuum. It supports existing frameworks that advocate multidimensional interventions addressing emotional, social, and environmental factors simultaneously (Bronfenbrenner, 1979). Policy-related implications include the potential for standardized guidelines on forming and training dedicated “prevention and handling” teams, equipped not only for immediate crisis management but also for long-term monitoring of at-risk students.

Building upon these findings, future studies could expand in several directions. Longitudinal designs tracking the same cohort over multiple academic years would yield richer data on how peer relationships and aggression evolve over time, offering deeper insights into the effectiveness and sustainability of interventions like the TPPK. Mixed-methods approaches that include quantitative data such as surveys on the frequency, severity, and psychological impact of violence could complement qualitative insights, providing a more robust evidence base for policy recommendations. Additionally, comparative analyses involving multiple schools, regions, or age groups could illuminate cultural or contextual factors that either

exacerbate or mitigate violence. Finally, examining parental involvement and community-level interventions may prove valuable in designing holistic strategies that address root causes rather than merely the symptoms of school violence.

CONCLUSION

This study set out to examine the various forms of violence at UPT SMA Model Negeri 5 Enrekang encompassing verbal abuse (e.g., bullying, name-calling, rumor-mongering) and physical aggression (e.g., individual fights, brawls) and to investigate how school-based interventions such as the Violence Prevention and Handling Team (TPPK) address these issues. The findings reveal that seemingly minor conflicts or teasing behaviors can escalate into more serious acts of aggression when left unresolved, particularly among adolescents who are still developing their emotional regulation and social skills.

Several conclusions can be drawn from the research. First, violence among students is influenced by a range of factors, including personal grudges, social power imbalances, and environmental conditions that may validate or normalize harmful behaviors. Second, verbal aggression often precedes physical violence, suggesting a continuum of conflict escalation that school authorities need to detect early. Third, while the TPPK has played a significant role in mediating disputes and providing support services, more comprehensive measures such as regular counseling sessions, anti-bullying policies, and school-community partnerships are necessary to prevent issues from recurring or migrating beyond campus.

By shedding light on the dynamics of violence in a senior high school context, the study underscores the importance of sustained efforts to foster a safe learning environment. Teacher training in conflict resolution, increased family engagement, and culturally sensitive approaches that account for local norms can further enhance the effectiveness of violence prevention initiatives. Ultimately, strengthening both formal (TPPK) and informal (peer support) mechanisms holds promise for reducing the frequency and severity of violence, thereby contributing to more positive student development and academic success.

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