

**MODEL FOR MANAGING BRAWLING BEHAVIOR IN HIGH SCHOOLS STUDENTS****Yantri Maputra<sup>1</sup>,**<sup>1</sup>Universitas Andalas, Indonesia [yantrimaputra@med.unand.ac.id](mailto:yantrimaputra@med.unand.ac.id)**Meria Susanti<sup>2</sup>,**<sup>2</sup>Univesitas Andalas, Indonesia [meriasusanti@med.unand.ac.id](mailto:meriasusanti@med.unand.ac.id)**Nila Angreiny<sup>3</sup>,**<sup>3</sup>Univesitas Andalas, Indonesia [nilaangreiny@med.unand.ac.id](mailto:nilaangreiny@med.unand.ac.id)**Izzanil Hidayati<sup>4</sup>,**<sup>4</sup>Universitas Negri Padang, [izzanilhidayati@fpek.unp.ac.id](mailto:izzanilhidayati@fpek.unp.ac.id)**Shasitharan Raman Kutty<sup>5</sup>**<sup>5</sup>IPG Kampus Pendidikan Teknik Bandar Enstek Malaysia, [shasitharan.ramankutty@ipgm.edu.my](mailto:shasitharan.ramankutty@ipgm.edu.my)

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**Abstract**

Group brawls between teenage students have become recurring problem. Violence has been regarded as a solution to any problem by the adolescents. This is clear evidence that adolescents are freely carrying out anarchic acts. Indeed, this poor behavior harms not only the people engaged in the fights or brawls, but also others who are not directly involved. This research aims to describe the pattern of handling teenage brawls using grounded theory approach. The data were collected through interviews obtained from 32 informants who were selected based on the criteria predetermined by the researcher. The analysis of themes was conducted through the N Vivo 12. The results of the study identified several models of prevention, diversion, and rehabilitation to deal with the behavior of teenage brawls.

**Keywords:** Brawl prevention management, Student brawl, Senior High Schools.

**Abstrak**

Tawuran antar kelompok pelajar remaja sudah menjadi permasalahan yang berulang. Kekerasan telah dianggap sebagai solusi terhadap masalah apa pun oleh remaja. Hal ini menjadi bukti nyata bahwa remaja bebas melakukan tindakan anarkis. Perilaku buruk ini tentu saja merugikan tidak hanya pihak yang terlibat tawuran atau tawuran, namun juga pihak lain yang tidak terlibat langsung. Penelitian ini bertujuan untuk mendeskripsikan pola penanganan tawuran remaja dengan menggunakan pendekatan grounded theory. Pengumpulan data dilakukan melalui wawancara yang diperoleh dari 32 informan yang dipilih berdasarkan kriteria yang telah ditentukan oleh peneliti. Analisis tema dilakukan melalui N Vivo 12. Hasil penelitian mengidentifikasi beberapa model pencegahan, diversi, dan rehabilitasi untuk menangani perilaku tawuran remaja.

**Kata Kunci:** Penanggulangan tawuran, tawuran pelajar, SMA.

## Introduction

The objective of education is to prepare students to become individuals with integrity and capable of developing their potential. This is in line with Indonesia's national education principles, which is to educate the nation's life and develop the whole person, that is, a person who believes in and is devoted to the Almighty God and has noble character. In addition, students must also have the necessary skills and knowledge, physical and spiritual health, a stable and independent personality, and a sense of responsibility to society<sup>1</sup>.

Reflecting on the goals of Indonesia's national education, one of its missions is to enhance the readiness and quality of the education process to optimize moral education (Law No. 20 of 2003 on the National Education System). Ideally, education should transform students into well-rounded individuals who are academically excellent, outstanding in character, and capable of instilling moral values in their lives. For example, a student who not only excels academically but is also actively involved in social activities, such as volunteering as a teacher in a literacy community, demonstrates intellectual, social, and moral development.

Schools are expected to provide a learning environment that is designed to develop children's potential and educate them to become individuals with proper character. However, in practice, there are many behavioral issues that can hinder the goal from being achieved. Brawl is one of them.

<sup>2</sup>define brawling behavior as a physical fighting in adolescents which is commonly manifested by interpersonal violence that occurs

among and between groups of adolescents. According to data from the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia; KPAI) in 2022, there were a number of cases of violence involving adolescents consisting of beatings and brawls between students<sup>3</sup>. This data is also corroborated by the increase in the number of student brawls in Padang, West Sumatra, which continues to increase from the previous year<sup>4</sup>. If this is not addressed, it will affect the education process. Students who are actively involved in brawling behavior are at risk of experiencing more serious behavioral problems that have an impact on their future.

The act of brawling is a form of violent behavior. This behavior often occurs in adolescents. Students who are in adolescent stage of development experiencing the transition from childhood to adulthood such as biological, cognitive, social and emotional changes<sup>5</sup>. In addition, adolescence is also characterized by a period of searching for identity; adolescents tend to spend a lot of time with their social environment, especially peers, which results in their behavior being heavily influenced by the role of the peer group, both positive and negative, such as violence acts, fights, and brawls between students or between schools.

Family and school are the key elements in shaping student behavior, including violent behavior. Adolescents with low levels of parental support or growing up in a violent family, will make these adolescents more prone to engage in

<sup>1</sup> A. Khayitov, "Student-The Necessity and Possibilities of Forming a Culture of Using Free Time in The Spiritual Upliftment of Young People," *Theoretical Aspects in the Formation of Pedagogical Sciences*, 2023.

<sup>2</sup> William Pickett et al., "Cross-National Study of Fighting and Weapon Carrying as Determinants of Adolescent Injury," *Pediatrics* 116, no. 6 (2005): e855–63.

<sup>3</sup> Yana, "Catatan KPAI 2022: Pengeroyokan Dan Tawuran Pelajar Marak Terjadi,"

<https://channel9.id/catatan-kpai-2022-pengeroyokan-dan-tawuran->, June 2022.

<sup>4</sup> Rahmat, "Angka Kasus Tawuran Di Padang Sepanjang 2022 Alami Peningkatan," <https://infosumbar.net/berita/berita-sumbar/padang/angka-kasus-tawuran-di-padang-sepanjang-2022- alami-peningkatan/>, diunduh pada Selasa, 21 Februari 2023, January 1, 2023.

<sup>5</sup> John W Santrock, "Adolescence: Perkembangan Remaja," 2003.

risky behaviors, such as teen fights<sup>6</sup>. In addition,<sup>7</sup> also suggested that family relationships play a role in adolescent fighting behavior. Adolescents tend to think that parents and families provide support and advice to be able to emphasize the importance of the ability to defend themselves from attacks and other people's interference.<sup>8</sup> proposed that there is a role of solidarity in teenage brawling behavior. This solidarity starts from the interaction between fellow group members.

There are several studies on negative adolescent behaviors (brawling, fighting) in relation to other negative behaviors.<sup>9</sup> stated that there is a significant relationship between adolescent fighting and early sexual experience.<sup>10</sup> found that there is a negative relationship between self-concept and de-individuation in high school student fights. The results of this study are also supported by other research that found that fighting behavior is also related to the emergence of other risky behaviors<sup>11,12,13</sup> found that brawls between students occurred due to several factors, including hostility, disputes or conflicts between groups of students. Another study by<sup>14</sup> found different results in the description of aggression behavior in students of SMK Y Padang City belonging to the low category.

Brawls between adolescents are also triggered by the fear of social rejection<sup>15</sup>. Social rejection is a feeling of being disliked by peers or friends in a

friendship group. In addition,<sup>16</sup> stated that the views or judgments of peers are the most important aspect in the lives of adolescents who spend the majority of their time with peer groups, making positive perceptions or views from peers important for adolescents.

The brawling behavior among adolescents is not solely caused by their own desires, but there are many factors that influence it. Brawling is a learned behavior. It begins from adolescence and even from childhood. The learning or socialization process appears to be done through transmission from the previous generation, which is called vertical transmission from the family environment, specifically the parents' permissive attitude towards adolescent brawling behavior. Other socialization passes through the horizontal transmission of peer environment. However, the most significant of these is satisfaction - the satisfaction obtained after committing a brawl brings a positive reinforcement. Emotional considerations are more dominant than rational considerations for adolescents who engage in brawls. The factors that cause adolescents to engage in brawls are not limited to the adolescents concerned. There are several other factors, such as peers, family, society, and accessibility.

Brawling is not an ordinary delinquency case that can be ignored by society, as it is not uncommon for brawls to lead to casualties. Brawls

<sup>6</sup> Anna C Baldry, "Bullying in Schools and Exposure to Domestic Violence," *Child Abuse & Neglect* 27, no. 7 (2003): 713–32.

<sup>7</sup> Rashmi Shetgiri et al., "Why Adolescents Fight: A Qualitative Study of Youth Perspectives on Fighting and Its Prevention," *Academic Pediatrics* 15, no. 1 (2015): 103–10.

<sup>8</sup> Elly Malihah, Bunyamin Maftuh, and Rizki Amalia, "Tawuran Pelajar: Solidarity in the Student Group and Its Influence on Brawl Behaviour," *Komunitas* 6, no. 2 (2014): 212–21.

<sup>9</sup> Silvia Fraga et al., "Physical Fighting among School-Going Portuguese Adolescents: Social and Behavioural Correlates," *Preventive Medicine* 52, no. 5 (2011): 401–4.

<sup>10</sup> Elisa Kurniadewi, Aditya Aryo Nur Kusumo, and Adang Hambali, "Self-Concepts and Deindividuation in Brawl," 2020.

<sup>11</sup> Adamson S Muula, Emmanuel Rudatsikira, and Seter Siziya, "Correlates of Weapon Carrying among High

School Students in the United States," *Annals of General Psychiatry* 7 (2008): 1–8.

<sup>12</sup> Pickett et al., "Cross-National Study of Fighting and Weapon Carrying as Determinants of Adolescent Injury."

<sup>13</sup> Malihah, Maftuh, and Amalia, "Tawuran Pelajar: Solidarity in the Student Group and Its Influence on Brawl Behaviour."

<sup>14</sup> Mutia Skunda Ramadani, Nelia Afriyeni, and Diny Amenike, "DESCRIPTION OF AGGRESSION BEHAVIOR ON STUDENT THAT INVOLVED IN MASS BRAWL AT SMK Y PADANG CITY," *Jurnal Pendidikan Dasar Dan Sosial Humaniora* 1, no. 8 (2022): 1557–66.

<sup>15</sup> Singgih Kurniawan and A Mutho M Rois, "Tawuran, Prasangka Terhadap Kelompok Siswa Sekolah Lain, Serta Konformitas Pada Kelompok Teman Sebaya," *E-Journal Psikologi, Unnisula* 4, no. 2 (2009): 85–94.

<sup>16</sup> Santrock, "Adolescence: Perkembangan Remaja."

can have an impact on the perpetrator, the family, as well as the community. The impact may be permanent, like physical damage and loss of social function along with the loss of comfort in society<sup>17</sup>. Various efforts have been made to tackle brawls, yet they have not been effective in reducing the intensity of brawls among students. In some countries, several programs have been carried out to overcome juvenile delinquency such as social skills improvement programs<sup>18</sup>. Adolescent violence is often associated with the adolescent's social skills. Therefore, reducing or eliminating adolescent violence can be done by developing adolescent social skills.

Despite numerous studies on youth violence prevention programs, there are still mixed results on the effectiveness of these programs. For example, a literature review of hundreds of thousands of articles by <sup>19</sup> found 30 articles on youth violence prevention programs. The programs were grouped into three major groups. Problem solving programs are efforts to create a favorable environment; conflict resolution programs are efforts to manage interpersonal conflicts to prevent emotions and misunderstandings from escalating into aggression and violent behavior; and peacemaking programs are efforts to improve self-image and relationships with others.

There are several approaches which can be considered as a reference to develop a program dealing with teenage brawls, such as the psychoeducational approach. Psychoeducation is a form of psychological intervention, either individual or group, which aims not only to help the client's rehabilitation process but also as a form

of prevention to avoid adolescents experiencing the same problems when they have to face the same challenges, or so that individuals can solve the problems they encounter before they become a disorder<sup>20</sup>. Psychoeducation is an empowerment process to develop and strengthen skills that are already possessed to suppress the emergence of a mental disorder. As psychoeducation can be applied as part of a person's preparation for challenges at any stage of life development, it can be applied in almost any setting<sup>21</sup>.

This approach can also be combined with several theories, such as<sup>22</sup>, which posits that human development is influenced by multiple layers of environmental contexts. The reciprocal relationship between the individual and the environment shapes individual behavior through continuous interactions across these contexts.

Based on this theory, this paper focuses on three key subsystems: the family subsystem as part of the microsystem, the peer subsystem, and the cultural subsystem, particularly school culture and children's social environments. Each of these subsystems plays a critical role in shaping adolescents' behavior. The family subsystem provides foundational values and emotional support, peer groups influence social norms and risk-taking tendencies, while school culture and the broader social environment shape adolescents' perceptions of acceptable behavior.

To address student brawls effectively, a comprehensive conflict management approach can be applied, which aligns with the ecological framework. This includes preventive efforts, such as family-based education programs and peer mentoring to reinforce positive social norms;

<sup>17</sup> Dedi Rismanto et al., *Sosiologi Pedesaan* (PT. Penerbit Qriset Indonesia, 2024).

<sup>18</sup> Claudia J Clayton, Bonnie Ballif-Spanvill, and Melanie D Hunsaker, "Preventing Violence and Teaching Peace: A Review of Promising and Effective Antiviolence, Conflict-Resolution, and Peace Programs for Elementary School Children," *Applied and Preventive Psychology* 10, no. 1 (2001): 1–35.

<sup>19</sup> Clayton, Ballif-Spanvill, and Hunsaker.

<sup>20</sup> Impiana Dinda Putri Wibowo and Evi Winingsih, "Psychoeducational Services as an Effort to Prevent Bullying

in Teenagers," in *International Conference on Guidance and Counseling*, vol. 1, 2023, 57–65.

<sup>21</sup> Ellen P Lukens and William R McFarlane, "Psychoeducation as Evidence-Based Practice: Considerations for Practice, Research, and Policy," *Brief Treatment & Crisis Intervention* 4, no. 3 (2004).

<sup>22</sup> Urie Bronfenbrenner and Stephen J Ceci, "Nature-Nuture Reconceptualized in Developmental Perspective: A Bioecological Model," *Psychological Review* 101, no. 4 (1994): 568.

intervention strategies that involve school policies promoting a safe and supportive environment; and rehabilitation programs that focus on restoring healthy relationships and social skills development. By targeting these interconnected systems, it is possible to promote the development of positive behavioral patterns within students' social environments.

The student brawling issue is a social matter that needs to be addressed in an appropriate manner and approach. Failure to do so will lead to an irreversible impact on their adulthood. For this reason, researchers find it necessary to formulate a program that can be applied to reduce student brawls. Therefore, this research will answer the following research questions: What are the problems and what is the appropriate model to handle youth brawls in high schools in Padang.

## Method

The approach used in this study is a qualitative method to build constructive perspectives (i.e., meanings derived from individual experiences, social values and history, with the aim of building certain theories or patterns of knowledge), or based on participatory perspectives. Researchers use the grounded theory approach which aims to deal with a phenomenon, in finding new things (discovery) by formulating concepts. In this case the objective is to see the pattern of handling student brawls.

Snow-balling sampling is a sampling method that starts from a sample with a relatively narrow group of relevant participants who have been identified and then expanded through referrals<sup>23</sup>. This method is applied by looking for people who become key informants in advance and expanding it to subsequent informants to obtain more complete information. The number of informants was determined in the field based on the adequacy of the data explored. The informants in this research are: 1) Perpetrators of student brawls, 2) educational practitioner. This is corroborated by

Yin (2014), who explained that participants can be selected based on their involvement with the issue under study, their experience, and their knowledge of the issue. All selected respondents are considered rich sources of information regarding the issue under study. In this research, an ethical approach was applied by obtaining informed consent from informants and their parents/guardians, ensuring confidentiality of identities, minimizing psychological risks, and creating a safe and comfortable interview environment for participants.

The data has been obtained from 32 respondents through interviews using interview protocols consisting of a number of questions to explore the issue of student brawl management programs. To enhance the transparency and credibility of the data analysis process, we provide a more detailed explanation of the coding and thematic categorization procedures using N-vivo 12. The data analysis was conducted through several systematic steps. First, all interview transcripts and relevant documents were thoroughly reviewed to familiarize the researchers with the data. This was followed by the open coding process, where significant phrases, sentences, and paragraphs were identified and labeled based on emerging concepts without being limited to predefined categories. After the initial coding, similar codes were grouped into broader categories through axial coding, allowing the identification of patterns and relationships within the data. These categories were then refined to develop overarching themes that captured the core messages relevant to the research objectives. To ensure the reliability and validity of the findings, peer debriefing sessions were conducted, and coding consistency was checked by comparing data across different sources. Additionally, triangulation with external sources was employed to validate the results. This comprehensive approach strengthens the credibility of the data

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<sup>23</sup> Allen Rubin and Earl R Babbie, "Research Methods for Social Work," *Belmont: Brooks/Cole*, 2009.

analysis and ensures that the findings accurately reflect the participants' perspectives.

## Result

The data from the individual interviews of 32 respondents were thematically analyzed with the Nvivo 12 tool to describe the frequency of emerging themes. There are several themes that emerged through the analysis. This theme was selected by the researcher based on the frequency of occurrence obtained from the research subject.

**Table 1. The Themes Of Preventing Brawls**

| Node Matrix                                       | Individual |
|---------------------------------------------------|------------|
| Providing psychoeducation                         | 20         |
| Reinforcing the role of the environment           | 17         |
| Promoting positive/social information campaign    | 16         |
| Arresting the perpetrator                         | 10         |
| Enhancing social skills                           | 10         |
| Providing support group                           | 9          |
| Identification of talent and interest development | 9          |
| Providing extracurricular activities              | 7          |
| <b>Total</b>                                      | <b>32</b>  |

Source: In-depth interview

The visualized data from the theme above shows that providing psychoeducation received the highest number of 32 participants, which was total 20 respondents reported the same theme. For more details, the themes that emerged are explained in the following discussion.

## Communication campaign and education

The respondents suggested that to tackle student brawls, communication campaigns should be conducted. Respondents argued that this campaign can be carried out in a massive and structured manner by various organizations and various media as stated by R2:

“...the whole school and the government should conduct counseling on the dangers and impacts of brawls and the school should continue to provide guidance by providing the necessary information.”

Providing information about brawl can be implemented by using various media and facilities to provide students or adolescents with an understanding of the impact of brawling or violence. The application of providing information can be carried out by the Guidance and Counseling teacher. As said by respondent R4.

“...the most important thing is that the guidance and counseling teacher continues to provide an awareness of the important thing about brawls...even though there are also those who are against it...yes, the guidance teacher just needs to be proactive...”

The theory proposed by Gudykunst & Mody (2002) states that communication campaigns are organized communication actions aimed at specific audiences and specific goals. Communication campaigns can have a positive impact on handling brawl-related violence by delivering targeted messages that emphasize the negative consequences of such behavior. These campaigns can utilize various media, such as social media platforms, school seminars, posters, and interactive discussions, to effectively reach adolescents. The content of these campaigns should focus on the dangers of brawling, conflict resolution skills, and the benefits of peaceful interactions. The implementation of these campaigns can be carried out by schools, government agencies, and non-governmental organizations (NGOs) in collaboration with counseling teachers, psychologists, and law enforcement. Research by <sup>24</sup> found that counseling can increase adolescent knowledge and behavior by 83 percent, indicating that communication

<sup>24</sup> Olivia Larissa and Ernawati Ernawati, “Pengaruh Penyuluhan Terhadap Perubahan Pengetahuan Dan Perilaku Remaja Pada Masa Pandemi Covid 19 Di Sma Tarakanita Citra Raya Tangerang Tahun 2022,” *PREPOTIF: JURNAL*

*KESEHATAN MASYARAKAT* 6, no. 2 (December 20, 2023): 1871–77, <https://doi.org/10.31004/prepotif.v6i2.5532>.

campaigns can be an effective strategy to prevent student brawls.

### **Psychological empowerment of adolescents through education**

According to the respondents, the handling of brawls can be accomplished by enhancing the psychological aspects of adolescents through education. The education can be conducted to reduce the impact of deviations and the widespread behavior of brawls. This was stated by R27.

“from experience yes...today's children are individual...for community programs can be done educational programs...”

Furthermore, the respondents pointed out that one of the mental aspects that needs to be strengthened in adolescents through education is self-control, which can be seen in the following interview excerpt from R32.

“...schools and neighborhoods to limit their free time. It is also possible to educate adolescents on self-control...adolescents are always told not to be provoked by other people's remarks...”

The respondents believed that self-control can help adolescents to hold back and think about their desire to engage in brawls. Adolescents who are able to restrain themselves from negative emotions will not be provoked by the provocation of other individuals or groups. As stated by R12.

“...don't listen to people who insult you, don't hang out at night with people who enjoy that...”

The mental education is also known as psychoeducation. Psychoeducation can be done to provide leverage on the psychological aspects of adolescents in protecting against student brawling behavior. Psychoeducation is an empowerment process to develop and improve existing skills to reduce the occurrence of mental disorders<sup>25</sup>. As psychoeducation can be applied to prepare people

for the challenges of each stage of life's development, it can be applied in almost every setting<sup>26</sup>. It can be concluded that the handling of teenage brawls can be carried out by conducting psychological empowerment of adolescents through psychoeducational approaches such as strengthening self-control and emotional regulation to prevent adolescents from being provoked to engage in brawls.

### **Assertiveness of the authorities**

The respondents suggested dealing with teenage brawls by showing assertiveness from the authorities, such as arresting the perpetrators of brawls. Respondents argued that arresting the perpetrators would make other adolescents reconsider their decision to engage in brawls and the arrested perpetrators would feel deterred from re-committing brawls. We can see this in the following interview excerpt of R26.

“...to make them deterred, they should just be arrested by the police, then they will be traumatized so they won't participate in brawls anymore. ...”.

Other respondents stated that the assertiveness will have an impact on reducing the possibility of brawls among adolescents, as they feel supervised and controlled by the authorities, as stated by R25.

“...as for the suggested program that can be carried out by all authorities, the first is by the police to conduct raids in places prone to brawls regularly...second, parental supervision...the brawl occurs because they rarely get affection from their parents...third, the school strictly supervises students, especially those who are misbehaving...and children who have gangs...fourth, the role of the government is as important as socializing the impact of crime on children and adolescents...”

This finding is also supported by other respondents who believed that the government

<sup>25</sup> Joseph Walsh, *Psychoeducation in Mental Health* (Oxford University Press, 2009).

<sup>26</sup> Lukens and McFarlane, “Psychoeducation as Evidence-Based Practice: Considerations for Practice, Research, and Policy.”

needs to enforce the rules firmly by narrowing the space for adolescents who are planning to brawl, as stated by R13.

“...the government should do something...like the government patrols every night in places where brawls often occur...”

In a different light, R15 also shared

“...to help teenagers not to brawl, keep patrolling anyway...at night by the local residents...and continue to provide guidance when they are caught by the authorities...they seem to need to be advised as well...”

The assertiveness of the authorities can be a solid pillar to enforce rules for adolescents. Firm law enforcement, the assertiveness carried out by law enforcement officials is expected to have a deterrent effect on the perpetrators of brawls, especially students, not to engage in brawling anymore. Enforcement of the rules in addition to creating a deterrent aspect for the perpetrator will also make the quality of life more peaceful and comfortable<sup>27</sup>.

### Developing social skills

The respondents stated that the recovery of adolescents involved in brawls can be facilitated through the development of social skills. They argued that these adolescents need to gain a broader social perspective to reflect on themselves and receive support to change their mindset. As mentioned by R11:

“...In addition to the quality of friendship, attention from parents is also needed, as well as attention from the environment to adolescents...With that attention, hopefully they can change their views on socializing with other teenagers....”

The interview excerpt indicates that adolescents who commit brawls stem from their inability to make the right decision. Mistakes in

making decisions negatively lead them to aggressive behavior. In order for adolescents who commit brawls to change, they need to be given social skills to change their social perspective. In some countries, social skills have been used to reduce violent behavior<sup>28</sup>. Research has found that violence can be reduced by improving the social skills of adolescents. Brawls may occur because adolescents are not aware of social skills. Interpersonal skills can help adolescents see the whole social situation from the right perspective<sup>29</sup>. Interpersonal skills will enable adolescents to develop awareness of social impact of their actions. Once adolescents have an understanding of the situation and have awareness of social impact, they are less likely to engage in violent behavior such as brawls.

### Establish community and family services for perpetrators

The respondents suggested that the prevention of brawls can be approached through rehabilitation for the perpetrators by establishing community and family services. They stated that these services can be in the form of groups or support for families to assist their children. As said explained by R19.

“...we can't hate and isolate the perpetrators either....we must also look for them so that they can change...”

This service would allow offenders to learn from their mistakes if they are provided with support services. This service is aimed at adolescents who experience fewer complex problems, to allow the family/community to support the recovery process in a holistic and comprehensive manner. These services can be a source of social support for offenders to increase

<sup>27</sup> Soerjono Soekanto, “Faktor-Faktor Yang Mempengaruhi Penegakan Hukum,” 2011.

<sup>28</sup> Clayton, Ballif-Spanvill, and Hunsaker, “Preventing Violence and Teaching Peace: A Review of Promising and Effective Antiviolence, Conflict-Resolution, and Peace Programs for Elementary School Children.”

<sup>29</sup> Michael J Karcher and Shenita S Lewis, “Pair Counseling: The Effects of a Dyadic Developmental Play Therapy on Interpersonal Understanding and Externalizing Behaviors,” *International Journal of Play Therapy* 11, no. 1 (2002): 19.

their capacity to make changes. According to <sup>30</sup>'s investigation on people with schizophrenia, it was found that social support has an influence on helping their recovery.

In addition to promoting adolescents in positive activities such as sports and art activities, especially music, the construction of a pavilion can also be considered. The construction of a pavilion for adolescents to gather so they have a place to perform music, which has been considered as a nuisance to the neighborhood. Moreover, the pavilion can also function as a place for adolescents to share positive activities to bring up creative ideas, interact with each other and get to know each other thus establishing relationships between other groups. We can find this in the interview quote from the respondent

“...there should be a program or forum to control the emotions of adolescents that can bring them together and get to know each other, so that there are no disputes. The government should come to school to keep the school from harm...”

Other respondents also suggested that the community could be monitored and supervised by the government as a mediator to bring together various inter-school and inter-community youth groups, as stated by R13 and supported by R14.

“...government needs to pay visits to schools ....” R13

“...usually there are fewer brawls among high school students when they are being watched by Satpol PP, right?...” R14

Different respondents stated that the masjid youth group consisting of various groups is a government program that may have an impact on reducing teenage brawls. This is in line with research conducted by <sup>31</sup>, which suggests that there is an influence of mosque youth group activities on adolescent behavior. Furthermore, the respondent added that the community can also be

a place to build relationships with other adolescents. As said by the respondents

“...encourage the development of a community to work together to help others. ...” The same idea was delivered by R10 which was supported by R11

“...to reduce brawls, just make more friends...with many people...so that there are no more riots”

“...I think the quality of friendship needs to be improved...”

### Identification and development of adolescent talents

The respondent suggested that brawls can be handled by conducting a simple screening on adolescents. Respondents believed that adolescents who do not have serious behavioral problems can be provided with facilities or media to develop or distribute their adventurous spirit, such as sports facilities, pencak silat groups, art, traditional and modern music. This theme can be seen in interview quote R13.

“...my personal opinion is that there must be facilities in an area such as martial arts ... maybe even heavy sports facilities such as a boxing ring so that the desire to fight is expressed ...ee”.

The interview excerpt illustrates the condition of adolescents who need a place to release their energy which can also be distributed through the various media provided. In the school environment, other interviewees suggested that the way to prevent brawls can be done by providing extracurricular activities, as said by R4.

“In my own opinion, maybe adding more extracurricular activities...”

Furthermore, the respondents stated that due to a lot of free time, students might come up with ideas to brawl. Therefore, handling teenage brawls can be done by guiding the development of adolescents. The distribution of talents and

<sup>30</sup> Kadek Yah Eni and Yohanes Kartika Herdiyanto, “Dukungan Sosial Keluarga Terhadap Pemulihan Orang Dengan Skizofrenia (ODS) Di Bali,” *Jurnal Psikologi Udayana* 5, no. 2 (2018).

<sup>31</sup> M. D. Lestari, “Pengaruh Kegiatan Remaja Islam Masjid (Risma) Terhadap Perilaku Beragama Dan Sikap Toleran Di Masjid Al-Mukhlisin Kelurahan Panorama Kota Bengkulu” (Bengkulu: UIN FAS Bengkulu, 2021).

interests can be a way to assist adolescents who are identified as having certain skills or talents that can be developed/enhanced in a more intensive/focused manner. The purpose of this activity is to enable adolescents to channel their potential / talents in a directed manner which, when developed, can become achievements in certain fields.

Development is part of the transformation process with full awareness of the services that have been provided in the youth development program through channeling towards the condition of adolescents who have positive social behavior and have independent, honest, creative, and disciplined mental attitudes. The emphasis during this stage is on developing an entrepreneurial spirit through practical life skills, continuing education, training skills and youth activity centers. Services are provided in order to develop their potential, talents and interests. The environment is able to direct individuals to focus on developing their efforts towards achievement to reduce deviant behavior. Media, environment and social support can be a driving force for individuals to direct their actions in a certain direction<sup>32</sup>.

As a result of the research, it can be concluded that there are several themes that emerge from 32 respondents. The theme was formulated in three management programs, which include prevention, rehabilitation of perpetrators and distribution. Further details can be found in the following table:

**Table 2. Brawl Prevention Program**

| No | Prevention                                        | Rehabilitation       | Distribution                              |
|----|---------------------------------------------------|----------------------|-------------------------------------------|
| 1  | Information campaign                              | Centralized services | Identification and development of talents |
| 2  | Psychological empowerment through psychoeducation | Support groups       | Extracurricular activities                |

<sup>32</sup> Mohammad Ali and Mohammad Asrori, "Psikologi Remaja Perkembangan Peserta Didik, Jakarta: PT," *Bumi Aksara*, 2012.

3 Assertiveness of the authorities (Arrest)

Source: In-depth interview

## Conclusion

Brawls can impact various aspects of adolescents' lives. The impact can be physical, psychological as well as social. Discovering the right way to tackle brawls can reduce the impact of brawls on victims and the spread of brawling behavior to other adolescents. The model of handling from the themes of prevention, rehabilitation of perpetrators as well as the distribution of talents and interests needs to be implemented.

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