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Implementation of Prevention and Handling of Violence in the Perspective of Educational Psychology in Schools

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ABSTRACT

This article discusses the implementation of violence prevention and management in the context of educational psychology in educational units. This study explores psychological strategies that can be applied to address violence in schools, as well as their impact on the learning environment. The author analyzes various approaches to violence prevention and effective coping mechanisms, with the aim of improving students' psychological well-being and creating a safe and supportive learning environment. Findings suggest that educational psychology-based interventions can reduce incidents of violence and improve the overall quality of the educational experience .

Keywords: *Violence Prevention, Educational Psychology, School Intervention*

1. Introduction

In the context of character formation and the future of the younger generation, education plays a role as a determining foundation. However, the ideal educational paradigm is often hampered by the reality of violence that occurs in the educational environment. The phenomenon of violence in schools, which includes physical actions, psychological abuse, to bullying, not only disrupts the learning process but also has a negative impact on students' mental and social gaps. This violence creates a frightening and uncondusive learning environment, as revealed in research in the Jurnal Ilmiah Visi (Agustin et al., 2018), which investigates various forms of violence and the complexity of violent behavior and its broad impacts (Analysis of typical violence in children and the factors behind it, (Agustin et al., 2018). Research published in (Mardiyati, 2015) also explores how trauma from violence, especially in the context of the household, can hinder the psychological development of children, providing evidence of the long-term consequences of such violence. This review focuses on identifying and

analyzing effective strategies in preventing and handling violence in educational environments. This study involves the phenomena of bullying, sexual violence, and verbal and physical violence. The aim is to provide recommendations that can be directly applied in educational practice, improving student safety and well-being. This study will also investigate relevant educational policies, as demonstrated in the study of the "Jari Peri" program, which is an initiative to improve teaching skills in the prevention of sexual violence (Program "Jari Peri" to improve teaching skills and efficacy in the prevention of sexual violence in children, (Wahida & Paramastri, 2020). In addition, this study will examine the psychological and social impacts of violence in educational settings, as well as the implications for related public policies. This study makes a significant contribution to the existing literature and produces practical recommendations for stakeholders in the field of education. With this research, it is hoped that effective strategies can be developed and implemented that not only prevent and address violence in educational environments but also create a safe and supportive learning environment for all students. Violence in educational environments refers to behavior that results in or has the potential to result in physical, psychological, or social harm to individuals in that environment. According to the Scientific Journal of Vision (Agustin et al., 2018), violence in educational environments includes various forms, ranging from physical violence to verbal and psychological violence, including bullying and intimidation behavior (Analysis of typical violence against children and the factors behind it , (Agustin et al., 2018). Sexual violence is also one of the forms of violence that is often encountered, as explained in the Journal of Elementary Education and Teacher Training (Nafilatul Ain et al., 2022), which describes the phenomenon of sexual violence in schools and its impacts (Diagnostic analysis of the phenomenon of sexual violence in schools). From a psychological perspective, violence in educational environments can be understood as a manifestation of individual or group psychological problems, as explained in research on the impact of domestic violence trauma on children's psychological development (Impact of domestic violence trauma on children's psychological development, 2015). Sociologists approach this problem by exploring how social structures and dynamics in schools and communities contribute to the occurrence of violence. Meanwhile, the educational approach emphasizes the application of educational strategies and policies to prevent and address violence, as discussed in the Journal of Psychological Perspective regarding the "Jari Peri" program ("Jari Peri" program to improve skills and efficacy of teaching prevention of sexual violence in children, (Wahida & Paramastri, 2020). The impact of violence in educational environments on learning and psychosocial well-being cannot be underestimated. Violence can lead to decreased academic achievement, emotional distress, and even long-term trauma in victims. As described in research on the phenomenon of bullying behavior in adolescents in Yogyakarta, victims of bullying often experience decreased academic performance and psychological problems (Waliyanti et al., 2018). Furthermore, research published in the Quality Journal of Health (Supartini et al., 2022) highlights the importance of early detection of violence in adolescents. as a preventive measure (Development of an early detection model for violence against adolescents as an effort to improve the ability to detect violence against adolescents). In this context, it is essential to have a comprehensive theoretical understanding of the various aspects of violence in

educational environments. This in-depth literature review aims to provide insight and a basis for developing effective strategies in preventing and addressing violence in educational settings. Through a better understanding of the definition, forms of violence, and its impacts, we can develop more effective and responsive approaches to addressing this problem in schools and other educational institutions. A multi-disciplinary approach that integrates psychological, sociological and educational perspectives is expected to provide holistic and sustainable solutions. The research hypothesis test (Panis et al., 2022) showed that psychoeducational activities to prevent violence against children had a positive effect on the understanding of young parent couples in Kupang City. This means that preventive actions that can be taken by parents have a great influence on preventing acts of violence in schools .

2. Methods

The methodology adopted in this review is a comprehensive literature analysis, covering various scientific sources such as journals, articles, laws, government regulations, statistical data, and official books. Through a qualitative approach with thematic analysis, this study will categorize and synthesize data and information from various sources to identify patterns, trends, and key insights relevant to the topic. The selection of literature is based on the criteria of relevance and timeliness, with access to leading journal databases and official websites. The integration of direct and indirect quotations from these sources in the analysis will follow the APA writing format, ensuring academic accuracy and integrity.

3. Results and Discussion

In an effort to overcome violence in educational environments, a series of proactive strategies are needed that involve various parties, including educators, school administration, and the implementation of relevant educational policies and laws. This section will outline these approaches in detail.

1. Proactive Violence Prevention Strategies

To prevent violence in educational settings, a proactive strategy is needed that not only reacts to incidents of violence that occur, but also actively prevents them from happening. The "Fairy Finger" program, as discussed in the Journal of Psychological Perspective, is an example of an educational intervention designed to improve teaching skills and efficacy in preventing child sexual violence (Wahida & Paramastri, 2020). This strategy includes education and training for educators on how to detect signs of violence and how to intervene effectively.

The development of an early detection model for violence in adolescents, as explained in the Quality Journal of Health (Supartini et al., 2022), shows the importance of identifying early symptoms of violent behavior so that early intervention can be carried out (Development of an early detection model for violence in adolescents as an effort to improve the ability to detect violence in adolescents). Character education

programs and social skills training for students can also be effective in instilling anti-violence norms and raising awareness of the negative impacts of violent behavior. The results of the study (Indriani et al., 2022), showed that students' understanding of sexual violence in school -age children through social media at School X was low, parents still did not understand what the signs of sexual violence were. Parents still do not understand how to provide appropriate sexual education to children according to their age development. Parents still do not understand that many perpetrators of sexual violence are people closest to their children.

Islamic religious textbooks is also one way to prevent acts of violence in schools. By reading and understanding the contents of Islamic religious textbooks (morals) it is expected that students have a solid foundation in terms of acting. This is in accordance with the writing of (NURwanto et al., 2015), finding that the textbook of Moral Education—as part of Islamic Religious Education—generally presents various positive values to foster and perpetuate peace. Meanwhile, knowledge to prevent and overcome the potential and actualization of conflict and violence is also written almost evenly at all levels of class/semester. With its writing in the Islamic religious textbook (morals) every student in all semesters or classes is able to have noble morals according to the teachings in the book.

2. The Role of Educators and School Administration

Educators and school administration play an important role in preventing violence in educational settings. They are not only knowledge providers, but also behavioral models, supervisors, and supporters of students. As stated in a study on the phenomenon of bullying behavior in adolescents in Yogyakarta, the active role of educators in identifying and handling bullying cases can be significant in reducing the incidence of violence in schools (Waliyanti et al., 2018). Educators can implement strategies such as increased supervision in school areas, the formation of violence response teams , and conducting discussion sessions with students about the importance of respecting others. In addition, education and training for educators on recognizing and handling violence are very important. Programs such as that described in the *Journal of Psychological Perspective on “Fairy Finger” training* (Wahida & Paramastri, 2020), provide a concrete example of this type of initiative.

Guidance and Counseling Teachers in this case have a great contribution in providing services for understanding and strengthening students, especially in terms of behavior both at school and outside of school. In line with the results of the study (Gultom & Muis, 2021), it was stated that the role of guidance and counseling teachers in preventing bullying behavior is to provide guidance and counseling programs implemented in schools by providing classical guidance services, individual counseling services, group counseling services, and information services.

3. Education Policy and Related Laws

Educational policies and laws regarding violence in educational settings play an important role in creating a safe and conducive learning environment. These policies include implementing clear school rules regarding violent behavior, reporting mechanisms, and sanctions for perpetrators. As stated in the Diagnostic Analysis of the Phenomenon of Sexual Violence in Schools (Nafilatul Ain et al., 2022), these policies must be designed to protect victims and prevent further violence.

In addition to internal school policies, government laws and regulations also play an important role. This includes laws regulating the protection of children and adolescents and penalties for perpetrators of violence in educational environments. The importance of these policies and regulations is reflected in the efforts of governments and educational institutions to create a safe learning environment for all students.

Through the implementation of proactive strategies, the active role of educators and school administration, and the implementation of relevant educational policies and laws, we can reduce incidents of violence in educational environments. These steps are not only important in preventing violence but also in creating an educational environment that supports the overall growth and development of students.

4. Case Study and Analysis

In an effort to understand the implementation of violence prevention strategies in educational settings, case study analysis becomes an important tool. This case study not only provides an overview of the application of theory to real practice, but also offers an evaluation of the effectiveness and obstacles encountered in its implementation.

5. Case Study Analysis: Implementation of Prevention Strategies

For example, the "Fairy Finger" program detailed in the Journal of Psychological Perspective (Wahida & Paramastri, 2020), offers insight into how sexual violence prevention strategies can be implemented in school settings. This program integrates training for educators to improve skills and efficacy in teaching sexual violence prevention (the "Fairy Finger" Program to improve skills and the efficacy of teaching prevention of sexual violence against children, (Wahida & Paramastri, 2020). In this case, the approach used involves providing information, developing awareness, and improving communication skills between educators and students.

Another study published in the Quality Journal of Health (Nafilatul Ain et al., 2022) explored the development of an early detection model for violence in adolescents. This model focuses on identifying early symptoms of violent behavior and early intervention, which shows the importance of a deep understanding of adolescent behavior and their social dynamics (Development of an early detection model for violence in adolescents as an effort to improve the ability to detect violence in adolescents). The results of the study (Anggraeni, 2018) showed that there was an influence of health education on the psychosocial development

of school- age children with verbal and physical violence. It is recommended that parents discipline children in the family environment, parental understanding and knowledge are needed in educating children, without committing verbal and physical violence so that children's psychosocial development is in accordance with developmental tasks.

One strategy that can be done is through the Child-Friendly School Policy which is basically made with the basic awareness that acts of violence occur in schools. With the aim of eliminating all acts of violence in order to fulfill children's rights in accordance with the Convention on the Rights of the Child, SRA becomes a national policy that must be implemented in all schools. But this is not in line with the results of the study (Noer et al., 2021), from this study shows that the SRA policy in schools is still not implemented. Violence, in the name of discipline, still occurs in schools. Students are still physically punished, there is no mechanism for converting punishment to assignments, and there is no mechanism for complaints and prosecution of sexual harassment cases. This is certainly worrying, because SRA is not just a school claim, but must be manifested in school policies and implementation in the field.

6. Evaluation of Effectiveness and Barriers

In evaluating the effectiveness of violence prevention strategies such as the "Jari Peri" program (Wahida & Paramastri, 2020), it is important to consider various factors. Effectiveness can be measured by reducing incidents of violence in educational environments, increasing awareness and knowledge about violence among students and educators, and long-term behavioral changes. Evaluation of the program should also take into account feedback from participants, which can provide insight into aspects of the program that are most effective or need improvement.

However, in implementing these strategies, there are obstacles that are often encountered. For example, in the case of early detection programs, one of the barriers that often arises is the lack of resources, both in terms of trained workers and financial support. In addition, resistance from school and family environments towards sensitive topics such as sexual violence can also be a challenge.

This evaluation shows that although there has been progress in the implementation of violence prevention strategies, there is still room for improvement. It is important to continue to develop and adapt violence prevention approaches to ensure that they are effective and accessible to all schools, regardless of their resources or geographic location. Case studies such as the " Fairy Finger" program (Wahida & Paramastri, 2020), and the early detection model offer valuable lessons on how these strategies can be implemented and adapted across educational settings.

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10. Discussion and Implications

The discussion on preventing and handling violence in educational environments reveals several important findings that connect theory with practice. From case study analysis to program and policy evaluation, each aspect has significant implications for educators, policy makers, and society at large.

11. Integration of Findings: From Theory to Practice

The findings of this study underscore the need to integrate theoretical understanding of violence in educational settings with everyday practices in schools. As demonstrated in the "Jari Peri" program described in the *Journal of Psychological Perspective* (Wahida & Paramastri, 2020), education and training that focuses on violence prevention can improve educators' competence in dealing with and handling violent incidents ("Jari Peri" Program to improve skills and efficacy in teaching prevention of sexual violence in children). This demonstrates the importance of applying theoretical knowledge in the development of practical programs and initiatives.

A study on the early detection model of violence in adolescents, as published in the *Quality Journal of Health* (Supartini et al., 2022), confirms that early intervention can play an important role in preventing the escalation of violence (Development of an early detection model of violence in adolescents as an effort to improve the ability to detect violence in adolescents). Thus, the integration of these findings into everyday practices in schools can make a significant contribution to a safer learning environment.

12. Implications for Educators, Policy, and Society

The findings from this study have broad implications for educators, policy makers, and society. Educators can take an active role in implementing strategies for preventing and dealing with violence, not only as disciplinarians, but also as a supporter and mentor for students. They also need access to adequate resources and training to effectively address violence.

From a policy perspective, these findings emphasize the importance of developing and implementing clear school policies on violence, as well as coordinating them with existing legal policies. This includes providing adequate support and resources for schools to implement violence prevention and response programs.

At the community level, this research suggests a need for greater awareness of the problem of violence in educational settings and support for prevention efforts. Communities can actively participate in creating a supportive environment for violence prevention, including collaboration with schools and government agencies.

13. Recommendations for Future Practice and Policy

1. Based on the findings and analysis conducted, several recommendations can be provided for future practices and policies: Development and Implementation of Educator Training Programs: Educators need to be equipped with the knowledge and skills needed to identify and address violence. Training programs should include aspects of early detection, intervention, and post-incident support. The results of the study (Nafisah et al., 2021) stated that adolescents had experienced several forms of violence and were aware of the importance of their abilities to overcome the impacts caused by the violent incidents they experienced. Therefore, the implementation of this life skills training program is expected to be part of learning activities in class or in extracurricular activities so that it can increase the number of teenagers who have life skills that can protect themselves from violence and also increase motivation in learning.

2. Clear and Consistent School Policies: Schools need to develop and implement clear policies regarding the prevention and response to violence, including reporting procedures and support for victims.

3. Collaboration between Schools, Families, and Authorities: Building collaborative relationships between schools, families, and authorities to create a supportive environment for students and to address issues of violence effectively.

4. Further Research and Program Evaluation: Conduct further research to evaluate the effectiveness of existing programs and strategies, and develop innovative approaches based on research findings.

5. Education and Community Awareness: Increase community awareness of the problem of violence in educational settings and their role in prevention. Through the implementation of these recommendations, it is hoped that there will be continuous improvement in the prevention and handling of violence in educational settings, thereby creating a safe and conducive learning environment for all students. This study has revealed various important aspects related to the prevention and handling of violence in educational environments. Key findings indicate that violence in education is a complex problem that requires a multidisciplinary approach. Programs such as "Jari Peri", described in the *Journal of Psychological Perspective* (Wahida & Paramastri, 2020), highlight the importance of training educators in the prevention of sexual violence ("Jari Peri" program to improve skills and efficacy of teaching prevention of sexual violence in children (Wahida & Paramastri, 2020). Furthermore, early detection models such as those described in the *Quality Journal of Health* (Supartini et al., 2022) provide insight into the importance of early intervention to prevent escalation of violence (Development of an early detection model for violence in adolescents as an effort to improve the ability to detect violence in adolescents, 2022).

4. Conclusion

The conclusion that can be drawn from this study is that a safe and inclusive educational environment is a basic right of every student. Through the implementation of effective prevention strategies, comprehensive educator training, and the creation of supportive policies, schools can become safer places for all students. The importance of collaboration between schools, families, and communities cannot be overlooked in creating this supportive environment. The final message of this study is that change towards a safer and more inclusive educational environment requires commitment and collective effort. Not only schools, but the entire community must be involved in this process. With an approach that focuses on the common good and the protection of students' rights, we can hope to see a significant reduction in violence in educational environments and create a brighter future for future generations.

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