

# The Efforts To Prevent Violence That Happened in Student Environments By The Police

Jamaluddin Sungsang<sup>1</sup>, Evita Istretno Israhadi<sup>2</sup>, Megawati Barthos<sup>3</sup>  
jamaluddinsungasang@gmail.com<sup>1</sup>, evita\_isretno@borobudur.ac.id<sup>2</sup>,  
megawati\_barthos@borobudur.ac.id<sup>3</sup>

Universitas Borobudur<sup>1, 2, 3</sup>

**Abstract.** Juvenile brawl delinquency is an act of violating norms, rules, or laws in a society committed by children, heading to maturity between the ages of 11 to 21 years, where the action takes in a form of inter-gang violence in Indonesian society and results in injuries to victims of death. This brawl juvenile delinquency usually occurs not as a result of personal factors, but comes from the influence of friends, the surrounding environment, and prejudice from society. The type of research used in this study is normative legal research with a sociological juridical approach. From the research conducted, it was found that the triggering factors for the occurrence of brawls between students can be categorized into two, namely internal factors that come from within the student and external factors from outside the student as a teenager. Internal factors within these adolescents are in the form of psychological factors as manifestations of psychological aspects or individual internal conditions, take place through a process of self-internalization, which is wrong in responding to the values around it. From this, it is necessary for police to make efforts that make students afraid of deviant behavior and aware of matters related to criminal acts, so the police need to tackle juvenile delinquency, including 1) Penal Efforts (handling of case settlements concerning the applicable laws in Indonesia by applying the applicable article sanctions), 2) Non-Penal Efforts (efforts made by the Police by educating and socializing legal policies and norms to schools so that students are aware of the sanctions they get if behave in violation of legal norms).

**Keywords:** Juvenile Delinquency, Penal, Non-penal

## 1. Introduction

Indonesia as a nation with *Bhineka Tunggal Ika* is known to be rich in culture from various ethnicities stretching from Sabang to Merauke. This cultural diversity is not only owned by ethnic groups, but nowadays, teenagers as the next generation of the nation, it turns out, also have a new "cultural" identity, namely "brawl". Why can this be considered a culture, this has become a habit and trend, it has even become a hereditary tradition among students, which is carried out after school while still wearing a uniform. This condition is also accompanied by erroneous dogmatic views, such as "if you don't fight, you are not manly, you are not cool or not cool, you don't keep up with the times", or many other wrong assumptions that students believe.[1]

Adolescence is a period of human development. This period is a period of change or transition from childhood to adulthood which includes biological changes, psychological changes, and social changes. Adolescence is often defined as a period of transition between

childhood to adulthood, or the teenage years, or someone who exhibits certain behaviors such as being difficult to control, easily aroused by feelings, and so on.[2] During adolescence, it is not uncommon for adolescents to engage in behavior that is considered to violate existing rules. In this case, it can be called juvenile delinquency. It is said to be juvenile delinquency if the acts of some teenagers are contrary to law, religion, and societal norms so that the consequences can harm other people, disturb public peace, and also damage themselves. Like big cities, juvenile delinquency often occurs.

One of the various delinquencies committed by teenagers is brawls. Brawls are a form of inter-gang violence in urban society in Indonesia. Wirumoto, an Indonesian sociologist, believes that this action is a way to relieve stress. W. D. Mansur also believes that the act occurred not as a result of personal factors, but rather came from the influence of the surrounding environment and the prejudices of society. Clashes can cause injuries to death. In 2013 Al Jazeera reported that there was an increase in the use of strong liquids in fights, which eventually led to many fatalities.

Juvenile brawl delinquency is an act of violating norms, rules, or laws in a society committed by children who are heading to maturity between the ages of 11 to 21 years where the action takes the form of inter-gang violence in Indonesian society and results in injuries to victims of death.[3] This brawl juvenile delinquency usually occurs not as a result of personal factors, but comes from the influence of friends, the surrounding environment, and prejudice from society. Juvenile delinquency that is carried out such as brawls certainly harms many parties, especially the teenagers themselves. Brawls carried out by teenagers also disrupt public order and can harm other parties who are not involved. Brawls are often carried out by teenagers, especially in the Padang city area, West Sumatra, brawls often occur and are not only carried out at school but also at night by children and adolescents between regions in the city of Padang. Of course, this deviant behavior will damage the nation's future young generation and will harm the development of the mentality of the youth themselves and damage the nation's morale.

Factors causing the occurrence of juvenile delinquency brawl:

### **1.1 Internal Factor**

Identity crisis: Biological and sociological changes in adolescents allow two forms of integration to occur. First, the formation of a feeling of consistency in his life. Second, the achievement of role identity. Juvenile delinquency occurs because adolescents fail to reach the second integration period.

Weak self-control adolescents who cannot learn and distinguish between acceptable and unacceptable behavior will be drawn to "bad" behavior. Likewise, for those who already know the difference between the two behaviors, but cannot develop self-control to behave according to their knowledge.

### **1.2 External Factor**

Families and parental divorce, lack of communication between family members, or disputes between family members can trigger negative behavior in adolescents. Even wrong education in the family, such as spoiling children too much, not providing religious education, or rejecting the existence of children, can be a cause of juvenile delinquency. Unfavorable peers and Unfavorable community/environment.

Fights that cause injuries to death are included in criminal acts. By doing brawls, over time it will become a bad habit for teenagers who do it. The efforts and role of law enforcers play an important role in eradicating every crime. This is the main task of the Indonesian National Police (POLRI) according to Law Number 2 of 2002 concerning the Indonesian National Police.[4]

The main duties of the Indonesian National Police are regulated in Article 13 of Law Number 2 of 2002 concerning Polri, namely :

- a. Maintain public order and security
- b. Law enforcement
- c. Provide protection, shelter and service to the community.

Thus, the duty of the Police in maintaining security and public order is to try to protect and maintain the condition of the people who are free from feelings of anxiety and fear to provide legal certainty and be free from violations of legal norms. The efforts used are preventive and repressive. [5]

In carrying out the task of maintaining security and public order, this is achieved through preventive and repressive tasks. Tasks in the preventive field are carried out with the concept and pattern of coaching in the form of providing protection, protection, and service to the community so that the community feels safe, orderly, and at peace without being disturbed by all their activities. Preventive steps are efforts to prevent the meeting of intentions and opportunities to do evil so that no crime or crime occurs. [6] Preventive and repressive tasks are also carried out in cases of juvenile delinquency, such as in brawls committed by teenagers.

A phenomenon among Indonesian students at the moment, they seem to have excess free hours or spare time to fill their lives, so they have to add to this the brawl after school "dispersal" hours. It is as if it has become a routine agenda after school, as an "extracurricular" activity, and/or one of the student's "developmental tasks" that must be mastered when they reach adolescence. Even schools that are often involved in this action, which used to be known as STM (Mechanical Engineering School) and are now SMK (Vocational High School), are said to have one of the locally charged curricula "brawl subjects". [7]

Therefore, this concern must be followed up, so that students as a group of youth who are future generations of the nation can function as expected. This means that adolescents as students should learn not to display thuggery behavior that directly or indirectly harms various parties, including themselves. Therefore, it is necessary to find the right form of intervention as an alternative solution so that this phenomenon can at least reduce its prevalence.

## **2. Research Method**

The type of research used in this study is normative legal research with a sociological juridical approach, namely a problem approach through legal research associated with legal aspects or applicable laws and regulations and connected with facts in the field in connection with the problems discussed in the research.[8]

The legal references in this study are:

- 1) Primary legal materials, namely all existing provisions relating to the subject matter in the form of laws or other statutory regulations, such as:
  - a) Criminal Code,
  - b) Law of the Republic of Indonesia Number 2 of 2002 concerning the Indonesian National Police,
- 2) Secondary legal materials, namely materials that provide explanations or statements regarding laws and regulations, in the form of books, literature, research results and legal journals.
- 3) Tertiary legal materials, namely legal materials that provide information about primary legal materials and secondary legal materials in the form of dictionaries and internet facilities used to assist writers in conducting research.

The data source is the subject from which the data is obtained. This research data was collected through a literature search to obtain premier, secondary, and tertiary legal materials. The data source used in this study is a secondary data source, where the data is obtained indirectly.[9]

The data collection technique used in writing the thesis is by literature search, namely collecting data from information with the help of books, scientific papers, and also legislation related to research material and field interviews. According to M.Nazil in his book, it is argued that library research is a data collection technique by conducting a review study of books, literature, records, and reports that have something to do with the problem being solved.[10]

### **3. Findings and Discussion**

#### **3.1 There was a Brawl between Students**

The perpetrators of brawls when viewed from the age group of human development in their life span are classified as teenagers. This group of youth still has the status of students who are carrying out their study assignments or are studying at school, both at the junior high school (junior high school) and high school (high school) levels. Teenagers as perpetrators of fights who are still students, literally the definition come from the English term, namely youth or in Latin *adolescere* (the noun is *adolescentia* meaning teenager) which means "to grow" or "to grow up". The age limit for teenagers that is commonly used by experts is between the ages of 12 to 21 years.[7]

Adolescence has traditionally been considered a period of "storm and pressure", a time when emotional tension is heightened as a result of physical and glandular changes. This is because being under social pressure and facing new conditions during childhood does not prepare one to deal with these conditions. Emotional instability is also caused by the impact of trying to adjust to new behavior patterns and new social expectations. For example, the problem of romance.[11]

Psychologically, adolescence is the age when individuals integrate with adult society, the age when children no longer feel below the level of their elders but are at the same level, at least in terms of rights. In addition, emotional patterns in adolescence are often irritable, easily influenced or provoked, tend to explode, and do not try to control their feelings. The pattern of expressing anger is usually by grumbling, refusing to speak, or loudly criticizing the person who caused the anger, especially if they are treated like a child or receives unfair treatment. To better understand how teenagers are and the problems that surround them. It is necessary to understand some of the distinctive characteristics of adolescence itself. According to Elisabeth B Hurlock, the typical characteristics of adolescence include:[3]

1. Important Times

It is said to be an important period or period because of its direct consequences for attitudes and behavior, as well as long-term consequences, both physically and psychologically for the youth themselves. This is due to rapid and important physical development accompanied by rapid mental development. All of these developments require the need for mental adjustments and the need to form new attitudes, values and interests in adolescents.

2. Transition

Called a transitional period, it is meant to be a behavior from one stage of development to the next, and what happened before will leave a mark on what

happens now and what will come. As Osterrieth said, the psychic structure of adolescents originates in childhood and many of the features generally considered to be characteristic of adolescence are present by the end of childhood. At this time the teenager is no longer a child, but also not an adult. So, don't be treated like children (or seem childish) and don't be treated like adults, because they are not yet the time to assume adult responsibilities.

3. Change Period

During adolescence changes in behavior and attitudes also take place rapidly along with the physical changes that occur. There are five changes that are universal, namely heightened emotions, body changes, interests, and the expected role of social groups, then changes in interests and behavior patterns, so that values also change and what is considered important in childhood is no longer present. Finally, most teenagers are ambivalent (uncertain) about any change, meaning that they want and demand freedom but are afraid to take responsibility because they doubt their abilities.

4. Troubled Age

It is said to be a problematic age, because the problems of adolescence are often difficult problems for both men and women to overcome. This is because throughout childhood, children's problems are often solved by parents or teachers, or other close people (significant others), so most of them are inexperienced in solving problems (or lack references for problem solving). Then because teenagers feel they can be independent, so they want to solve their own problems and refuse the help of these significant others.

5. Identity Search Period

Erik H Erikson stated that the self-identity that adolescents seek is in the form of an attempt to explain who they are, what their role is in society, whether they are a child or an adult, whether they are able to be confident, regardless of their racial, religious or national background. According to Erikson, this search for identity influences behavior. Adolescents, and one of the ways to strengthen their identity, usually use status symbols in the form of motorbikes, cars, clothes, and a selection of other items that are easily visible, in other words to attract attention.[12]

6. Easy times cause fear

This fear is related to the cultural stereotypes of society that think that youth are a group that cannot be trusted, tend to be destructive and behave at will, and are difficult to regulate, so they need extra supervision from adults. This stereotype also affects self-concept and attitude towards himself and his environment.

7. Unrealistic Times

Adolescents tend to see themselves and others as desired (wanting everyone to understand themselves, even though the adolescent himself never expresses what he feels or thinks) and not as he really is, especially in terms of unrealistic ideals. Not only for himself but also his family and friends. This causes emotional elevation and disappointment when others disappoint them and when they do not achieve the goals they set for themselves.

8. Adult time

Teenagers begin to focus on behavior associated with adult status (starting to learn to act and behave like adults). For example, smoking, drinking,

psychotropic, sexual behavior. This is because if only imitating how to dress or style and act like an adult is considered not enough. So, it is necessary to imitate the behavior of adults

As students, adolescents are individuals who live in a transitional situation between the world of children and adults. This is the space where adolescents begin to realize their social needs to be accepted and acknowledged by the surrounding community. The new space they inhabit sometimes demands the presence of a culture of solidarity which in some cases, it is not impossible to deviate into an attitude of fanaticism and vandalism. This is why the emergence of brawl phenomena is always colored by the presence of gang groups with a negative predicate tendency attached to the identity of the group or gang. Usually, this Genk group is conditioned by fanaticism and dogmatism as well as high solidarity from each of its members. This is the psychological side of adolescents which must be understood as the background of why adolescents tend to engage in delinquent behaviors such as brawls between students.

### **3.2 Trigger Factors for Student Brawls**

Usually, brawls between students start from a very trivial problem. It could be from a game or watching a concert that ended in riots, bumping into each other on the bus, ridiculing each other, fighting over women, not infrequently even staring at each other among fellow students, and words that were considered as jokes could start an act of brawl because they responded as a challenge.

The various factors that trigger the occurrence of brawls between students can be categorized into two, namely internal factors that come from within the student and external factors from outside the student as a teenager. Internal factors from within these adolescents are psychological factors as manifestations of psychological aspects or individual internal conditions that take place through a process of self-internalization which is wrong in responding to the values around it. These factors include:

1. Identity Crisis

This identity crisis refers to the inability of students as teenagers in the process of searching for self-identity. The self-identity that adolescents seek is a form of experience of the values that will color their personality. If you are unable to internalize positive values into yourself, and cannot identify with an ideal figure, then it will have bad consequences, namely the emergence of these behavioral deviations.

The self-identity that these adolescents are looking for, needs to get the right direction and guidance, as well as sufficient social support from their social environment. If this is fulfilled, then the search for identity will go well. But on the contrary, if not, then teenagers will look for identity following the standards of the trends that develop among their peers. If this happens with less positive peers, it will result in self-identification that is carried out which will lead to negative things according to what is believed by the peer group.

On the other hand, as teenagers, students in their daily lives are still under the influence of adults (both parents, teachers, and/or other adult social circles) through normative rules that bind their freedom. They are more often required to understand all forms of order that are new to them than are given the freedom to think critically about these orders. They feel an existential threat where their existence is not recognized as human being who is growing up. They feel they are a storehouse of mistakes that are positioned every day as someone who is never right in the eyes of

adults. This condition is said to be an identity crisis because teenagers feel they have no role among adults.

Students as teenagers need recognition of their existence in their social environment. Recognition of this existence is a psychological need for adolescents so that their existence is acknowledged, which then requires them to do something to get attention and be appreciated by their environment. This feeling of wanting to be appreciated arises and spreads to every individual in the group. Then the feeling of wanting to be noticed, in this case wanting to get more attention from their social environment. Such as from close people (significant others), the opposite sex, peers, teachers, and parents. Usually, students try to get it through instant shortcuts without thinking about the risks, so they don't realize that their actions can cause negative responses, which are considered detrimental to others.

2. Weak self-control

Teenagers lack self-control from within, making it difficult to display adaptive attitudes and behaviors according to their knowledge or not well integrated. As a result, they experience emotional instability, irritability, frustration, and are less sensitive to their social environment. So that when faced with a problem, they tend to run away or avoid it, even prefer to blame others, and even if they dare to face it, they usually choose the most instant or shortest way to solve the problem. This is what teenagers often do, so brawls are considered a solution to their problems.

3. Not able to adjust

Students who engage in brawls are usually unable to make adjustments to a complex environment, such as diversity of views, economics, culture and various changes in various other forms of life which are increasingly diverse. Teenagers who experience this will be hastier in solving all their problems without thinking in advance what the consequences will be.

In addition to internal factors or psychological factors as a teenager, other factors that can also cause teenagers to be involved in brawls are external conditions (conditions outside the teenager), namely their social environment. Factors originating from the social environment studied, among others.

4. Family environment

The family is the place of education the first time that adolescents receive as students. Thus, the good or bad family education that students receive, will determine their attitudes and behavior. Incorrect education in the family, such as being too indulgent, too restrictive, or even giving too much freedom without clear control, not providing moral and religious education, or even rejecting the existence of children, as well as a lack of family social support and attention can be the cause of brawls. A family atmosphere that creates a feeling of insecurity and discomfort and poor family relationships can pose a psychological hazard for adolescents. Moreover, the absence of communication or disagreements between family members can be one of the triggers for negative behavior in students.

5. School environment

First of all, schools are not seen as institutions that have to educate students to be something. But school must be judged by its teaching quality. Therefore, a school environment that does not stimulate students to learn (e.g. a monotonous classroom atmosphere, irrelevant regulations, no practicum facilities, etc.) will cause students to prefer doing activities outside of school with their friends. Not to mention the quality

of the teachers, who were often found to lack patience in dealing with students as teenagers, so they often showed anger, which their students could have imitated.

6. Social Environment

Every student has different behavior, and every behavior that is formed in the student is a reflection of his friendship environment. They group because they feel a sense of fate. This feeling of shared destiny creates a solidarity that is fanatical and symbolic in nature. Those who cannot meet the demands of solidarity will not be recruited into existing groups. This is where they have to show the identity of their existence. Alcohol, drugs, and fights are not just experimentation, but also a kind of symbolic method to be accepted by existing groups. Without these groups, they will experience deep feelings of loneliness because they are alienated either by groups of adults or their age.

### 3.3 Police Efforts in Overcoming Juvenile Delinquency

1. Penal Attempt

To overcome juvenile delinquency, Penal efforts are made by the police by applying the articles relating to the Criminal Code and the applicable laws and regulations. The police's task, in this case, begins with reports from the public who feel uneasy about the actions taken by teenagers. After hearing and receiving the report, several members of the police immediately descended to conduct an investigation. Most of the reports received were in the form of oral reports, and under the provisions in Article 103 paragraph (2) of the Criminal Procedure Code, the report was then recorded by the investigator and signed by both the complainant and the investigator. In carrying out the investigation, the police immediately went to the scene of the incident to find out whether the reports from the public stating that there had been actions that disturbed residents by teenagers were true or not. If after checking and reconnaissance for a while at the scene it is true that juvenile delinquency has occurred, then the police will then arrest the teenagers and then collect evidence and witnesses. In this case, the teenagers were caught red-handed.

2. Non-Penal Efforts

The efforts made by the Police in overcoming delinquency namely:

1) Conduct legal counselling

The police must have a way to reduce the amount of delinquency committed by teenagers. Among others are:

- Conduct visits to schools within the jurisdiction of the respective Police

In a step to reduce juvenile delinquency rates, the West Medan Sector Police often visit schools. This aims to provide legal counseling to students where students are also vulnerable to actions that are prohibited by law. In this case, representatives from the police provide counseling and short lectures at the morning assembly before the students carry out the Teaching and Learning Activities (KBM). In this way, it is hoped that through this legal counseling, students will be able to think before taking actions that could harm themselves.

The material presented by the Police is usually about any actions that fall into the category of juvenile delinquency. In



addition, the police also provide an overview of what criminal sanctions will be given if they commit these legal acts. The lecture was given on an open page and witnessed by the Principal and the teacher so that the school would continue to guide students in teaching and learning activities so that the goals of the police themselves could be conveyed. In this way, it is considered a good step by the police to find out the number of crimes committed by teenagers.

- The police work together with the education agency in voicing norms and policies

The police through the Education Office establish various policies that can comprehensively accommodate handlers. As was done by the DKI Jakarta Education Office from 2002 to 2005, the brawls began to decrease because at that time the DKI Jakarta Education Office gave instructions to all schools, especially senior high schools, so that each student's school participates in student activities with a mentoring system. Policies related to a balanced curriculum between character education and academic competence, meaning that it does not prioritize academic achievement only but also balanced morals. Policies that bind subject teachers to assist the role of BK in guiding students. Become a mediator, as well as map schools that have a history of being involved in brawls.

- 2) The police conducted counseling to teachers and parents to always monitor their children's activities

The police and the school, through the counseling teacher, assisted by other school elements in collaboration with parents, can take the following steps:

- Identification of students who are at risk of being involved in brawls. The result of this identification process will provide direction on the form of intervention that will be carried out. Because through this identification the categories or classifications will be clear so that a map of the problems of the students involved drawn.
- Providing moral education, as well as education about the impact of juvenile delinquency including brawls, which are carried out on a scheduled basis. You can also work with subject teachers to always provide moral messages regarding brawls in every teaching.
- Every teacher must be a good and patient figure who can be emulated by students. All teachers must continue to be encouraged to be role models and inspirational, so that their presence is considered to have meaning and good value for youth, as students.
- Providing attention (as a form of social support at school) and more motivation for teenagers who are looking for an identity. This can be done through the guidance counselor, homeroom teacher, and subject teacher. Each has the responsibility to be a caregiver for a number of Every student under his care must be treated like a

teenager, so it is hoped that each student will get an adequate portion for his affection needs.

- Facilitating students to be able to carry out useful activities according to their talents and interests. All potentials that each student has must be identified and developed and their growth accommodated

#### 4. Conclusion

Juvenile brawl delinquency is an act of violating norms, rules, or laws in a society committed by children who are heading to maturity between the ages of 11 to 21 years where the action takes the form of inter-gang violence in Indonesian society and results in injuries to victims of death. This brawl juvenile delinquency usually occurs not as a result of personal factors, but comes from the influence of friends, the surrounding environment, and prejudice from society. Juvenile delinquency that is carried out such as brawls certainly harms many parties, especially the teenagers themselves. Brawls carried out by teenagers also disrupt public order and can harm other parties who are not involved. Brawls are often carried out by teenagers, especially in the Padang city area, West Sumatra, brawls often occur and are not only carried out at school but also at night by children and adolescents between regions in the city of Padang. Of course, this deviant behavior will damage the nation's future young generation and will harm the development of the mentality of the youth themselves, and damage the nation's morale.

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Various factors that trigger the occurrence of brawls between students can be categorized into two, namely internal factors that come from within the student and external factors from outside the student as a teenager. Internal factors from within these adolescents are in the form of psychological factors as manifestations of psychological aspects or individual internal conditions that take place through a process of self-internalization which is wrong in responding to the values around it.

The forms of efforts that can be made by the police in tackling juvenile delinquency include: 1) Penal Efforts (handling case settlements by referring to the applicable laws and regulations in Indonesia by applying applicable article sanctions); 2) Non-Penal Efforts (efforts made Police by educating and socializing legal policies and norms to schools so that students are aware of the sanctions that can be obtained if behavior violates legal norms).

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