

POLICE EFFORTS IN ADDRESSING GROUP- BASED STUDENT VIOLENCE: A CASE STUDY AT PANCUR BATU POLICE STATION

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Abstrak

Kekerasan antar pelajar yang terjadi secara berkelompok di luar jangkauan pengawasan sekolah maupun aparat penegak hukum masih menjadi permasalahan sosial yang serius. Fenomena ini menuntut kepolisian untuk menerapkan strategi preventif yang lebih proaktif dalam mencegah terjadinya kekerasan yang bertentangan dengan norma sosial dan moral pelajar. Penelitian ini bertujuan untuk menganalisis faktor penyebab terjadinya tindak pidana kekerasan yang dilakukan oleh pelajar secara berkelompok di wilayah hukum Polsek Pancur Batu, mengkaji dasar hukum yang mengatur tindak pidana kekerasan oleh anak di bawah umur, serta mengevaluasi upaya kepolisian dalam penanggulangannya. Penelitian ini merupakan penelitian hukum empiris dengan pendekatan kualitatif, menggunakan data primer dan sekunder yang diperoleh melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa faktor utama penyebab kekerasan di kalangan pelajar adalah pengaruh lingkungan pergaulan teman sebaya yang kuat, di samping lemahnya pengawasan orang tua dan sekolah. Dasar hukum yang digunakan antara lain Kitab Undang-Undang Hukum Pidana (Pasal 170, 351, dan 406) serta Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak. Upaya Polsek Pancur Batu dalam menanggulangi kekerasan pelajar dilakukan melalui langkah preventif dan represif yang menekankan pembinaan serta penegakan hukum secara proporsional.

Kata Kunci: Kekerasan Pelajar, Hukum Pidana Anak, Kepolisian, Tindakan Preventif, Tindakan Represif

Abstract

Incidents of group violence among students occurring beyond the supervision of schools and law enforcement remain a serious social issue. This phenomenon requires the police to implement more proactive preventive strategies to deter behaviors that contradict student moral and social norms. This study aims to analyze the causal factors behind violent crimes committed by students in groups within the jurisdiction of the Pancur Batu Police, examine the legal framework

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governing juvenile violent offenses, and evaluate police efforts in addressing these incidents. This research employs an empirical legal method with a qualitative approach, drawing on primary and secondary data collected through interviews, observations, and document studies. The findings reveal that peer group influence plays a dominant role in triggering student violence, alongside weak parental and school supervision. The legal framework governing these acts includes the Indonesian Penal Code (Articles 170, 351, and 406) and Law Number 35 of 2014 on Child Protection. The Pancur Batu Police's countermeasures consist of both preventive and repressive efforts, emphasizing guidance and proportional law enforcement to reduce the recurrence of student violence.

Keywords: Student Violence, Juvenile Criminal Law, Police Efforts, Preventive Measures, Repressive Measures

INTRODUCTION

The increasing phenomenon of violence among students, particularly those committed in groups, has become a serious social issue that affects the educational environment and social order. Cases such as student brawls, inter-school fights, and youth gang clashes not only threaten the safety of students but also undermine moral and legal norms within society. This issue is crucial both academically and practically, as it reflects the decline in students' moral awareness and the weakening of social control mechanisms by families, schools, and communities. Furthermore, this phenomenon disrupts public order and erodes the role of education as a means of character building. Therefore, understanding the dynamics of group violence among students and identifying effective preventive and repressive strategies are essential for maintaining social stability and fostering lawful, ethical behavior among young people (Craddock & Telesco, 2022; Hedwin Hanggara & Nurdin, 2023).

Previous studies on student violence have mostly focused on sociological and psychological factors, such as peer influence, family background, and media exposure. Some scholars have emphasized the role of moral education in preventing deviant behavior, while others have explored the need for collaboration between schools and law enforcement. However, few studies have specifically examined the effectiveness of police strategies in handling group-based student violence within a specific jurisdictional context (Araujo et al., 2024; Saputra, 2022). Moreover, prior research often overlooks the legal framework governing juvenile offenders and how it is applied in practice. This gap highlights the need for an integrated analysis that connects sociological causes, legal norms, and



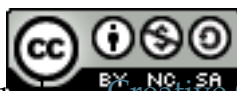
institutional responses, particularly in the context of the Pancur Batu Police jurisdiction where such incidents remain prevalent (Prayitno & Bimas Saputra, 2023; Renyaan, 2023).

This study aims to address the existing research gap by examining both the causal and regulatory dimensions of student group violence. Specifically, this research seeks to (1) identify the factors that contribute to violent crimes committed by students in groups within the jurisdiction of the Pancur Batu Police, (2) analyze the legal provisions that regulate violent crimes involving minors, and (3) evaluate the preventive and repressive measures implemented by the police to handle such incidents (Gilang Ilhami & Karim, 2024; Hamid et al., 2023). By focusing on these three aspects, the study provides a comprehensive understanding of how law enforcement agencies can play a more effective role in preventing and responding to student violence. Furthermore, this research contributes to the development of an evidence-based model of police intervention that aligns with juvenile protection principles (Castro et al., 2022; Markuat, 2022).

The preliminary assumption of this study is that group violence among students arises primarily from peer group influence and weak social control mechanisms, rather than from individual intentions alone (Gilang Ilhami & Karim, 2024; Hedwin Hanggara & Nurdin, 2023; Markuat, 2022; Prayitno & Bimas Saputra, 2023). The implementation of preventive and repressive police measures is hypothesized to have a significant effect on reducing the recurrence of violent incidents among students. However, the effectiveness of these efforts depends on how well the police integrate legal enforcement with educational and community-based approaches. Therefore, this study argues that the synergy between legal intervention and social rehabilitation is essential for ensuring both deterrence and behavioral reform among juvenile offenders. The findings are expected to contribute to policy formulation and the refinement of policing strategies in addressing juvenile group violence.

LITERATURE REVIEW

In recent years, the relationship between police efforts and violent crimes committed by students in groups has been the subject of significant scholarly interest. Multiple studies have addressed the phenomenon by examining both the direct interventions of law enforcement as well as contextual and systemic influences on youth violence in group settings. The existing literature maps several key trends: (1) the increasing presence of police in schools and its impact on reducing or reshaping youth violence;



(2) focused police strategies such as community policing and collaborative interventions; (3) evaluations of systemic and demographic factors, such as collective efficacy and student perceptions of police legitimacy (Kalir, 2023; Lawrence, 2023; Syahrullah, 2022). These trends reflect broad scholarly efforts to understand not only the crime-reducing potential of police initiatives but also the complexities introduced by social trust, resource allocation, and partnerships between various stakeholders in the community and the education sector (Ali et al., 2023; Mikdash & Zaiour, 2022; Renyaan, 2023).

The first major research trend centers on the thematic focus of police presence within educational institutions. Numerous studies have considered the deployment of School Resource Officers (SROs) and the implementation of zero-tolerance policies, emphasizing direct physical presence as a deterrent to group-based student violence. These works typically utilize approaches such as surveys of school safety, crime incident analysis, and qualitative case studies to assess outcomes. Many findings suggest that while a pronounced police presence can curb large-scale violent incidents, it may also result in increased exclusionary discipline practices, impacting student outcomes and disproportionately affecting minority youth (H. C. (Oliver) Chan, 2023; Hausam et al., 2023; Khoza & Masuku, 2024; Wareham et al., 2022). The methods favored here often blend quantitative data with policy analysis in order to critically evaluate the effectiveness and consequences of police-centered safety initiatives (Boudreau et al., 2022; Kirana et al., 2023; Kleygrewe et al., 2024).

A second research pattern highlights proactive, focused police strategies that rely on crime analysis and tailored interventions. These studies explore targeted approaches such as “pulling levers” interventions and collaborative multi-agency panels designed to focus on high-risk groups or locations. The evidence points to higher success rates when law enforcement efforts are proactive, concentrated on specific violent-prone groups, and integrated with social services and community resources (Hausam et al., 2022; Virani et al., 2023; Wareham et al., 2022). Evaluations rely heavily on longitudinal and experimental designs to establish causality and determine best practices for crime reduction, particularly in settings characterized by recurring group violence among students (Chikore et al., 2023; Gyamfi, 2022; Septa Ayudya Zain et al., 2022).

The third predominant trend examines relational and community-oriented strategies, including the role of police-community trust, legitimacy, and partnership-driven models. Scholars in this stream underscore the importance of trust-building, cultural competency, and



transparent communication between police and students—especially among students of color or in environments with historical tensions. Studies often adopt a mixed-methods approach, utilizing surveys, interviews, and community forums to gauge the perceptions of students and educators, as well as the degree of collective efficacy achieved (H. C. Chan, 2023; Myers et al., 2023; Virani et al., 2023). The findings consistently emphasize that community buy-in and trust are crucial for both effective crime reporting and overall campus safety, suggesting that policing outcomes are deeply intertwined with social relationships and legitimacy (Gilang Ilhami & Karim, 2024; Hamid et al., 2023; Markuat, 2022).

Despite these insightful contributions, key limitations persist in the extant literature. Many studies narrowly focus on either policing tactics or institutional policies, with insufficient attention to the nuanced interactions between group dynamics, social environment, and law enforcement responses (Hedwin Hanggara & Nurdin, 2023; Prayitno & Bimas Saputra, 2023). Few works consider the distinct challenges faced by police when addressing collective student violence outside the regular school environment, such as in public venues or after-school gatherings (Conover et al., 2023; Prayitno & Bimas Saputra, 2023; Rahmat et al., 2022). Additionally, the literature often lacks robust comparative data across diverse cultural and social settings, making generalization challenging. These gaps signify missed opportunities to holistically understand and address the roots and ramifications of group-based student violence within broader community contexts (Castro et al., 2022; Craddock & Telesco, 2022; Hedwin Hanggara & Nurdin, 2023).

Accordingly, there is a clear need for research that adopts a more integrated perspective—one that considers the interplay of police interventions, group dynamics, and community characteristics in shaping violent behaviors among student groups. The direction for future research should prioritize the investigation of multi-sector collaboration, culturally responsive policing approaches, and the long-term impacts of police engagement in both formal (school-based) and informal environments. Moreover, the study of the Pancur Batu Police Station's strategies to handle group-perpetrated student violence offers a promising avenue to address these gaps, drawing from local practices to generate broader theoretical and practical insights valuable for similar communities internationally.

RESEARCH METHODS

The focus of this research is directed towards institutional and organizational structures, specifically examining the roles and



interventions of the Pancur Batu Police Station in responding to group-based violent crimes committed by students. The unit of analysis encompasses police management, institutional procedures, and event-based actions within the school-community interface, as well as the institutional relationship between law enforcement and student groups. This study employs a qualitative design rooted in library research, prioritizing textual exploration and interpretative analysis over numerical measurement (Irianto, 2017; Tan, 2021). The qualitative orientation enables a comprehensive understanding of formal and informal legal frameworks, decision-making processes, and policy dynamics. By incorporating document analysis and thematic mapping, this approach allows for the systematic identification of legal constructs and contextual factors that underpin law enforcement responses to violent student behavior. The research is conceptually anchored in legal principles and relies on a deep interpretative inquiry rather than statistical generalization (Benuf & Azhar, 2020; Nurhayati et al., 2021; Sahrurn M, 2022).

The principal data sources for this study are secondary documents, including academic books, peer-reviewed articles, statutory laws, general agreements, government regulations, online news articles, and organizational reports relevant to police efforts against group-based student violence. Data collection is conducted through a multi-step process beginning with a systematic literature search to identify, evaluate, and select credible, contemporary sources. Document analysis is supplemented by reviewing texts such as legal manuscripts, policy literature, and media reports (Diantha, 2017; Tahir, 2023). The process also integrates the assessment of novelty and relevance, ensuring that only trustworthy and research-aligned materials are considered. The analysis is carried out through qualitative content analysis, involving iterative coding and thematic abstraction of key concepts, legal rules, and procedural practices. Analytical stages include source evaluation, extraction of core themes, categorization based on research relevance, and synthesis of findings into structured arguments. This methodological approach guarantees depth, reliability, and scholarly rigor in interpreting the police strategies studied (Irianto, 2017; Tan, 2021).

RESULTS AND DISCUSSION

One of the most serious problems of social disorganization is criminal activity or crime, because criminals engage in activities that endanger the foundations of government, law, and social welfare. From a societal perspective, crime is a deviant behavior; from a legal perspective, crime is



any act or failure to perform an act that is prohibited or required by law. The Criminal Code (KUHP) divides criminal acts into two categories: crimes and violations. Violence is included in the category of crime because its actions harm others. Violence is a destructive human trait. Violence can be broadly defined as a physical attack on a person or animal, or a very violent, cruel, and vicious attack, destruction, damage, or destruction of someone's property. In a broader sense, violence includes all forms of action that can prevent someone from achieving the two most important human rights of self-realization and personal growth.

The development of violence among students today has always emerged and continues to increase in the community in everyday life, this is a clear picture that is always seen and witnessed by school students, then it is applied by them in their lives to become criminal acts with violence committed by children or students who in recent times tend to worry various parties, for example violence carried out together, one of these actions is brawls.

Student brawls are a form of juvenile delinquency. Students who should be studying and getting education that is useful for their future, but instead turn around and attack each other. Every year there are often incidents of student brawls that cause fear and unrest in the community. In their actions, students often use sharp objects to injure, damage, injure, and even cause someone to die. The incident of student brawls in the Pancurbatu Police jurisdiction must be handled seriously, because in addition to being detrimental to the perpetrators, it also has several negative impacts on various parties, the negative impacts of student brawls are:

- a) Psychological impacts such as stress, frustration and even trauma to victims, perpetrators and the community.
- b) Damaging the self-image of students involved in brawls.
- c) Damaging the good name of the school as an educational institution.
- d) Disruption of the teaching and learning process at school.
- e) Damage to public facilities.
- f) The emergence of anxiety and unrest in the community where the brawl occurred.
- g) here are victims of injury or loss of life.

These negative impacts cause various parties from parents, schools, the community and the government to work together to resolve it. Efforts to eradicate student brawls can be carried out through prevention and action, this certainly involves the participation of various parties such as the community, government, law enforcement officers, schools and others. In

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the Law on the National Police of the Republic of Indonesia (Law Number 2 of 2002). Article 13 states that the main duties of the Indonesian National Police are:

- a) Maintaining public order and security
- b) Enforcing the law and,
- c) Providing protection, service and protection to the community.

Based on this article, the police have the task of maintaining public order and security, one of which is in dealing with criminal acts of student brawls, based on an interview with the resource person Aiptu R. M. Simanjuntak as Assistant Investigator of the Pancur Batu Police that the Pancur Batu Police in dealing with brawls implement preventive efforts (prevention) and repressive efforts (law enforcement) as follows:

Preventive Efforts

Sadjijiono stated that police law enforcers must understand legal principles, including preventive principles, when carrying out their duties. The preventive principle of the police is all efforts and activities carried out to maintain public security and order, including maintaining the safety of people, objects, and goods, as well as providing protection and assistance, especially to prevent violations of the law. To prevent student brawls in the jurisdiction of the Pancur Batu Police, the police have taken the following preventive measures:

a. Socialization

Based on interviews with informants, the first effort made to prevent student brawls in the jurisdiction of the Pancur Batu Police is to conduct socialization to schools, especially schools that are prone to brawls, socialization can be carried out through activities of ceremony instructors in schools. In its socialization, the Pancur Batu Police mainly conveyed several things, including the dangers of brawls, the negative impacts of brawls, the legal consequences of brawls and legal threats for brawlers. This was conveyed with the hope that after the socialization, it could minimize the occurrence of student brawls. In conducting socialization to schools in order to prevent student brawls, the Pancur Batu Police are assisted by: (1) Satreskrim (Criminal Investigation Unit); (2) PPA Unit (Women and Children Services); (3) Bhabinkamtibmas (Public Security and Order Development Unit); (4) Sat Binmas (Community Development Unit)

b. Patrol



Based on interviews with informants, the next effort made to prevent student brawls in the jurisdiction of the Pancur Batu Police is to conduct patrols, these patrols are carried out if there are signs of a brawl, when there is a report and also carried out at certain times. Patrols are carried out to prevent and disperse masses who are going to brawl.

c. Building an information network

The results of the interview conducted with Aiptu R. M. Simanjuntak as the Assistant Investigator of the Pancur Batu Police stated that in preventing student brawls, one of the ways is to build an information network that aims to obtain information about signs of a brawl or reports about the brawl itself. In this case, Pancur Batu Police collaborates with schools, the community and parents/guardians of students.

Repressive Efforts

Efforts made after action, prosecution, or legal efforts are known as repressive efforts. The police usually take repressive action, such as arresting the perpetrators of brawls carried out by students or children. However, "if" the impact of the brawl does not result in a criminal act (for example, there are injured victims or people who report it). An interview with Mr. Aiptu R. M. Simanjuntak as Assistant Investigator of the Pancur Batu Police stated that the perpetrators of the brawl can be prosecuted if there are elements of a criminal act, for example a brawl that results in injuries or fatalities. However, if there are no elements of a criminal act, then it cannot be prosecuted, usually a warning will be given and returned to the perpetrator's parents/guardians. Discretionary action itself is when a state agency or institution, including the police, decides to act or not based on its own decision. The police have the authority to determine whether an action should be continued in the criminal justice process for several reasons (Conover et al., 2023; Craddock & Telesco, 2022).

Police officers are given special authority to take certain actions within the limits of their authority. This action is known as discretion based on needs or requirements, and is the authority of the police to make decisions or take certain actions to resolve the problem of violations of the law or criminal cases handled by considering the needs. Article 18 paragraph (1) of Law Number 2 of 2002 concerning the Indonesian National Police states that officers of the Indonesian National Police can make their own decisions for the public interest. Thus, as the spearhead of the criminal justice system, the Indonesian National Police has the duty and authority to conduct investigations, investigations, and eradication of criminal acts systematically and in an organized manner throughout Indonesia, in



accordance with the jurisdiction of the police organization (Hedwin Hanggara & Nurdin, 2023; Renyaan, 2023).

The existence of police discretionary authority results in investigators being authorized to make decisions or determine various actions in resolving the problem of violations of the law or criminal cases handled, which are adjusted using the context of people's culture using local wisdom in the form of customary law by pursuing peace to resolve problems that occur in their daily lives (Gilang Ilhami & Karim, 2024; Hamid et al., 2023). an investigator can take a way to overcome problems in the investigation or discretion process. In handling this student brawl case, the police, especially those handling children's issues, namely the Criminal Investigation Unit assisted by the PPA (Women and Children's Unit) of the Pancur Batu Police based on the Law on Child Protection, but also does not ignore the Criminal Code and Criminal Procedure Code as a reference in determining whether or not a perpetrator of a crime can be punished, in this case a student, where the student is a child (Castro et al., 2022; Prayitno & Bimas Saputra, 2023).

Based on an interview with Aiptu R. M. Simanjuntak as Assistant Investigator of the Pancur Batu Police, he stated that most of the resolution of student brawl cases handled by the Pancur Batu Police used diversion efforts, this took into account several considerations, one of which was that the perpetrators of the student brawl were children, in accordance with Article 5 paragraph (3) of the SPPA Law that handling cases of children in conflict with the law must prioritize diversion efforts. Based on the Child Criminal Justice System Law, Article 5 paragraph (1) which reads "The Child Criminal Justice System must prioritize the Restorative Justice approach." in this case it is explained that cases involving children must be resolved prioritizing a restorative justice approach, both in the investigation process, child trials, training and supervision of children in conflict with the law are required through diversion efforts. According to article 1 paragraph (6) of the SPPA Law, restorative justice is a process of resolving criminal cases involving perpetrators, victims, their families, and other related parties to work together to achieve a fair resolution with a focus on initial recovery rather than retaliation (Markuat, 2022; Rahmat et al., 2022).

According to article 1 paragraph (7) of the SPPA Law, diversion means diverting a child's case from the criminal justice process to a process outside the criminal justice system. According to article 6 of the SPPA Law, diversion aims to:

- a) Achieving peace between victims and children;
- b) Resolving children's cases outside the judicial process;
- c) Preventing children from being deprived of liberty;



- d) Encouraging the community to participate; and
- e) Instilling a sense of responsibility in children.

Diversion is carried out through a justice approach, deliberation-based justice, or restorative justice. The essence of this approach is to resolve criminal cases by involving perpetrators, victims, their families, and other relevant parties to achieve a fair resolution with a focus on restoring the original state (*restitutio in integrum*) rather than retaliation. Diversion is not used for all violations of children. Article 7(2) of the SPPA Law clearly states that diversion is carried out in cases of crimes committed:

- 1) At the level of investigation, prosecution, and examination of children's cases in the district court, diversion must be attempted.
- 2) Diversion as referred to in paragraph (1) is carried out in cases of crimes committed: (a) Threatened with imprisonment of less than 7 (seven) years; and (b) Not a repetition of the crime.

Article 8 of the SPPA Law states that the diversion process is carried out through deliberation involving the victim, parents/guardians, community counselors, and professional social workers based on a restorative justice approach (Conover et al., 2023; Hedwin Hanggara & Nurdin, 2023; Prayitno & Bimas Saputra, 2023). If necessary, social welfare workers and/or the community can also be involved. In the diversion process, the following must be considered: (a) The interests of the victim; (b) The welfare and responsibility of the child; (c) Avoidance of negative stigma; (d) Avoidance of retaliation; (e) Community harmony; and (f) Propriety, morality, and public order (Castro et al., 2022; Gilang Ilhami & Karim, 2024; Rahmat et al., 2022).

Diversion can be carried out with the consent of the victim and the criminal threat is less than 7 (seven years), but if the victim does not want diversion, the legal process will continue. It is explained in Article 11 of the SPPA Law that the results of the Diversion agreement can be in the form of:

- a. Peace with or without compensation;
- b. Return to parents/guardians;
- c. Participation in education or training at educational institutions or LPKS for a maximum of 3 (three) months; or
- d. Community service.

The settlement process carried out by the Pancur Batu Police in cases of criminal acts committed by children, especially in cases of student brawls, is divided into 2, namely:

- a. Non-penal



In this settlement process, the Pancur Batu Police receive complaints from the victim, then after receiving the complaint, the Pancur Batu Police immediately follow up by investigating the report. Furthermore, the Pancur Batu Police immediately conduct an investigation into the perpetrator who is suspected of having committed a crime. In this process, the Pancur Batu Police will primarily offer diversion or peace efforts so that the case does not go to court.

b. Penal

The settlement process carried out by the Pancur Batu Police regarding cases reported to the police will then be followed up on by summoning the perpetrator to conduct an investigation and inquiry so that strong evidence is found to continue the prosecution. Based on the provisions of Article 20 of the SPPA Law, the settlement of cases involving children or in this case students is carried out if the perpetrator of the crime is 12 years old but has not reached the age of 18 (eighteen) years, then it is submitted to the juvenile court.

CONCLUSION

Students engage in brawls due to many factors, not just their own desires. Among them, the influence of friends has a significant impact on a person's behavior and social life. Brawls are usually caused by invitations from friends and seniors. Internal factors such as the mental state of the brawlers do not appear significant because students are usually devout in their worship, but they can commit violence and commit criminal acts of brawls. Students who participate in brawls mostly come from families with low to moderate incomes, which is another factor. Another factor is the attention of parents to their children. Children who participate in brawls are usually children who are facing problems in their households, do not live with their parents, or even get less attention from their parents. The Criminal Code, such as Articles 170, 351, and 406, as well as Law Number 35 of 2014 concerning Child Protection, regulates violent crimes committed by students.

The Pancur Batu Police have made preventive and repressive efforts to prevent violent crimes by students committed in groups. Preventive efforts include patrols to the community as part of the Police and raids on sharp objects and completeness of vehicle documents targeted by students who are in the jurisdiction of the Pancur Batu Police. Meanwhile, repressive efforts include conducting raids on vehicles targeted by students.



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