

Evaluating Classroom Management Strategies to Prevent Violence in Elementary Schools: A Case Study in Palu City, Indonesia

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ABSTRACT

Violence in elementary schools, particularly verbal and bullying behavior, remains a persistent issue in Palu City, Indonesia. Weak supervision, inadequate classroom management, and the normalization of violence contribute to an unsafe learning environment. This study evaluates the effectiveness of classroom management strategies in preventing student violence. A convergent mixed-methods approach was employed involving 30 participants (teachers and students) from three elementary schools in Palu. Quantitative data were gathered through structured questionnaires, while qualitative data were obtained via interviews and observations. Instrument reliability was verified using Cronbach's alpha (>0.60), and thematic analysis was used for qualitative insights. Findings show that 86.7% of students had witnessed or experienced violence, with verbal abuse (46.7–63.6%) and bullying (20.7–27.3%) being the most common. Violence predominantly occurred in the schoolyard (90.9%), indicating weak supervision. Common teacher practices included establishing rules (90.9%) and reprimanding violators (93.5%), though only 45.2% incorporated conflict management strategies. Despite this, 82% of teachers rated their classroom management as effective or very effective. Although teachers are proactive in rule enforcement, gaps remain in conflict resolution and empathetic communication. The study highlights the need to shift from reactive to proactive management by integrating character education, positive reinforcement, and restorative practices. A whole-school approach involving consistent supervision, teacher training, and inclusive policies is essential to foster a safe and supportive school culture.

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1. INTRODUCTION

Violence in elementary schools is a social phenomenon that continues to be a global concern because it directly impacts children's psychological, social, and academic development. The World Health Organisation (WHO) reports that violence in school environments can create fear, stress, and significant learning disruptions for students (WHO, 2020). Globally and nationally, violence in schools is a serious issue that threatens children's rights to learn and grow in a safe environment: UNESCO estimates that approximately 246 million children and adolescents experience physical, psychological, or sexual violence or bullying each year (UNESCO, 2024). In Indonesia, a 2023 Ministry of Education survey recorded 28 cases of sexual violence and 18 cases of bullying in elementary schools (Kabar Palu, 2025).

Focusing on Palu City, data from the Women's and Children's Empowerment Agency and the City Police recorded approximately 71 cases of violence against children throughout 2024, an increase from 67 cases in 2023. Furthermore, although the government encouraged the formation of Violence Handling and Prevention Teams (TPPK), as of October 2023, only 4 of 564 educational units in Palu had formed TPPKs, indicating an imbalance between policy and implementation. However, there remains an empirical gap in local research regarding the effectiveness of classroom management, such as rule-setting, reward-penalty systems, and student role allocation, as key interventions in preventing violence. The lack of quantitative studies in Palu elementary schools on this approach demonstrates the need for further research focused on testing 'classroom management' as an integrated system for effective violence prevention.

Classroom management is key to creating a safe, orderly, and conducive learning environment. A study by Marzano & Marzano (2019) showed that effective classroom management strategies can significantly reduce levels of aggressive behaviour and increase healthy social interactions among students. However, not all teachers have the competence or sufficient support to implement an adaptive classroom management approach to student behaviour dynamics, particularly those related to verbal and physical violence.

Previous research has explored various approaches to classroom management, from authoritarian to collaborative, student-centred approaches (Emmer & Evertson, 2016). However, in a local context like Palu City, research on concrete evaluations of classroom management implementation to address violence remains very limited. This opens up space for evaluative studies highlighting the effectiveness of teacher strategies and school policies in creating a violence-free classroom climate.

Research on classroom management and violence prevention still faces significant gaps in empirical evidence. One key issue is the lack of consistent definitions and measurements for both concepts, which makes comparisons between studies difficult. Furthermore, most research focuses on short-term impacts, while the long-term effects of classroom management strategies remain understudied. There are also limitations in cultural context, with many findings originating from Western countries and not fully relevant to Indonesia's social and cultural dynamics. Finally, research often relies too heavily on quantitative data, lacking the depth to delve into qualitative data to understand the reasons behind a strategy's success or failure in practice.

Several hypotheses and approaches have been developed regarding the prevention of violence in schools, ranging from curriculum-based interventions and parental involvement to the formation of school task forces (UNESCO, 2021). However, the effectiveness of these approaches is highly dependent on each school's cultural, social, and managerial context. This is where data-driven evaluation of classroom management strategies within a local framework becomes crucial. This study aims to identify effective forms of classroom management in addressing violence in elementary schools.

2. METHODS

2.1 Design

This research uses a convergent mixed methods design, a research approach that combines qualitative and quantitative methods simultaneously. Both data types are collected independently simultaneously, then analysed and compared to determine whether the results are mutually reinforcing (convergent). The goal is to obtain a more complete and comprehensive picture of the phenomenon being studied. Quantitative data provides a general overview, while qualitative data provides in-depth insights.

2.2 Participants and Sampling

This study used a purposive sampling technique involving key participants from three elementary schools in Palu City. The demographic characteristics of the participants included diversity in gender, age, and teaching experience. Teachers and principals were selected from various experience levels, while students and parents came from diverse socioeconomic backgrounds. School selection was based on specific criteria relevant to the research topic, such as their track record in handling violence cases. The purposively selected participants included principals, classroom teachers, and students with experience or in-depth knowledge of violence in schools.

Furthermore, parents were included to provide a more comprehensive perspective. This sampling was justified because the primary goal was to gain a rich and in-depth understanding of specific cases, rather than generalisations. In other words, this approach ensured that researchers could focus on the best sources of information to uncover the dynamics of classroom management and violence prevention.

2.3 Instrument

Developing a questionnaire is a crucial first step. This process begins with identifying key indicators of effective classroom management, such as teacher strategies for handling conflict, communicating with students, and enforcing rules. These indicators are then translated into a series of clear and structured questions designed to measure teacher and student perceptions of classroom management and incidents of violence. These questions must be relevant to the research context and use language that respondents easily understand.

Once the questionnaire has been developed, the next step is to test its validity. Validity measures the extent to which the questionnaire measures what it is supposed to. For example, if a question is intended to measure teachers' strategies for handling conflict, the question should truly reflect and measure that strategy, not something else. To ensure validity, the questionnaire can be tested through content validity by having experts in the field of education review and assess the relevance of each question. Furthermore, construct validity can be tested by testing whether the questionnaire results align with existing theory.

The final, equally important step is to test the questionnaire's reliability. Reliability refers to the consistency and stability of measurement results. This means the results should be consistent if the questionnaire is re-administered to the same respondents under similar conditions. Various methods, such as the Cronbach's alpha test, can be used to measure reliability. A high Cronbach's alpha value (for example, above 0.60) indicates that the instrument has good internal consistency, meaning all the questions in the questionnaire collectively measure the same construct. With a valid and reliable questionnaire, researchers can be confident that the data collected is accurate and reliable for evaluating classroom management in addressing school violence.

A Cronbach's alpha coefficient is considered reliable if it is greater than 0.60, with a significance level of 0.05 (5%).

2.4 Data Collection

Data collection for this study was conducted over two months, from April to July 2025, after obtaining ethical clearance from the principal and approval from class teachers. Data were collected through questionnaires distributed to teachers and students, semi-structured interviews, and direct classroom observations to evaluate classroom management and identify violence issues. The entire process was conducted per ethical research principles, such as maintaining the confidentiality of respondents' identities, ensuring voluntary participation, and using the data solely for academic purposes.

2.5 Data Analysis

Quantitative data obtained through the questionnaire were analysed using Microsoft Excel descriptive statistics and then converted to SPSS software. SPSS was also used to conduct validity and reliability tests. Meanwhile, qualitative data from interviews were analysed using thematic analysis, which involves grouping, coding, and interpreting data based on key emerging themes, such as teacher strategies for classroom management, common forms of violence, and preventive measures. The results of the quantitative and qualitative analyses were combined to provide a comprehensive picture of the effectiveness of classroom management in addressing violence in elementary schools in Palu City.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Distribution of Violence in Schools (Teacher and Student Perceptions)

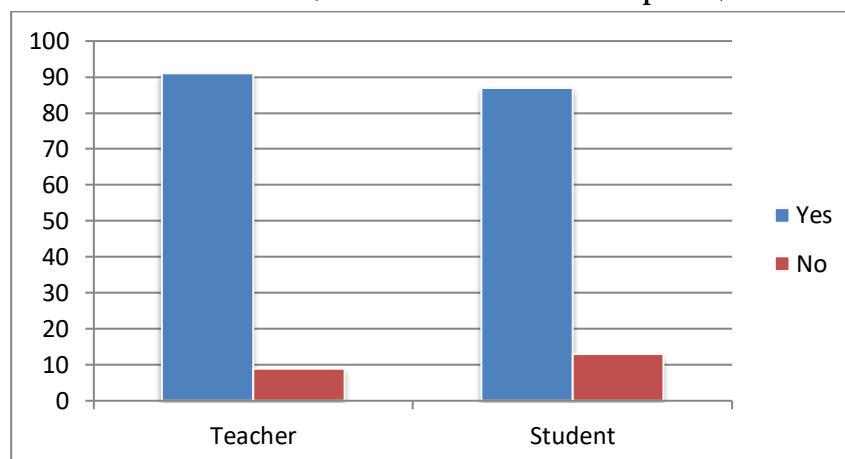


Figure 1. Distribution of Violence in Schools (Teacher and Student Perceptions)

Based on the survey results, the majority of respondents (90.9%) stated they had witnessed or heard about violence between students at school. This finding indicates that violence is not a rare phenomenon, but rather a fairly common occurrence experienced by students in their daily lives in elementary school. This aligns with research by Wibowo (2021) which found that more than 80% of students had been victims or perpetrators of bullying in elementary school, either physical or verbal.

School violence occurs not only due to spontaneous interactions between students. However, it is also influenced by weak supervision, a lack of character education, and the perception that violence is commonplace in students' social environments (3,6). Reswita and Buulolo (2023) also noted that nine out of ten students had experienced or witnessed some form of violence in the school environment, including teasing, intimidation, and physical fights.

This situation is exacerbated by the perception of hostility between student groups, as explained by Rohmah et al. (2024) who stated that student brawls arise from stereotypes and constructs of hostility between schools passed down from generation to generation. Furthermore, data from Sidiq et al. (2025) shows that anti-violence outreach programs can reduce these incidents if supported by all school elements, including teachers and parents.

Another study by Utaminingsih et al. (2023) showed that high levels of bullying in schools can be reduced through educational approaches and creating a peaceful environment, rather than simply punishment. Violence prevention has also been implemented through character-building approaches, such as that conducted by Indriyany et al., (2025) at Seruni 2 Elementary School using storytelling and interactive student activities. Empowering schools as agents of violence prevention was also a key strategy highlighted in Risnah's (2024) study in West Sulawesi.

A total of 30 students participated in a survey regarding their experiences of witnessing or experiencing violence at school. The results showed that 26 students (86.7%) stated they had experienced or witnessed violence at school, while only 4 students (13.3%) had not. These findings indicate that violence in schools is not a rare occurrence, but rather a serious and common problem.

Research in Indonesia reinforces these findings. Rahayu et al. (2025) found that approximately 70% of students had experienced physical violence at school, and 90% had experienced psychological violence. Other data from the UNICEF Survey (2025) shows that 50% of students aged 13–15 have been victims of bullying at school, and there were 1,567 cases of bullying reported in 2020. Globally, according to a UNESCO report, approximately 246 million children experience violence in school environments each year.

The implications of the data above are profound. These striking figures are not merely statistics, but a clear reflection that violence in schools has become a widespread and systemic phenomenon, no longer isolated cases. This suggests that many students may feel unsafe in what should be a learning space. Therefore, this data is an urgent call for all parties, including schools, parents, and the government, to act immediately. Solutions are needed that go beyond reactive responses, but rather a comprehensive approach that includes preventative education, training for teachers and staff, and the creation of a school culture that supports the fearless reporting of violence. Without serious intervention, this problem will continue undermining the educational environment and student well-being.

3.1.3 Types of Violence that Occur in Schools (Teacher and Student Perceptions)

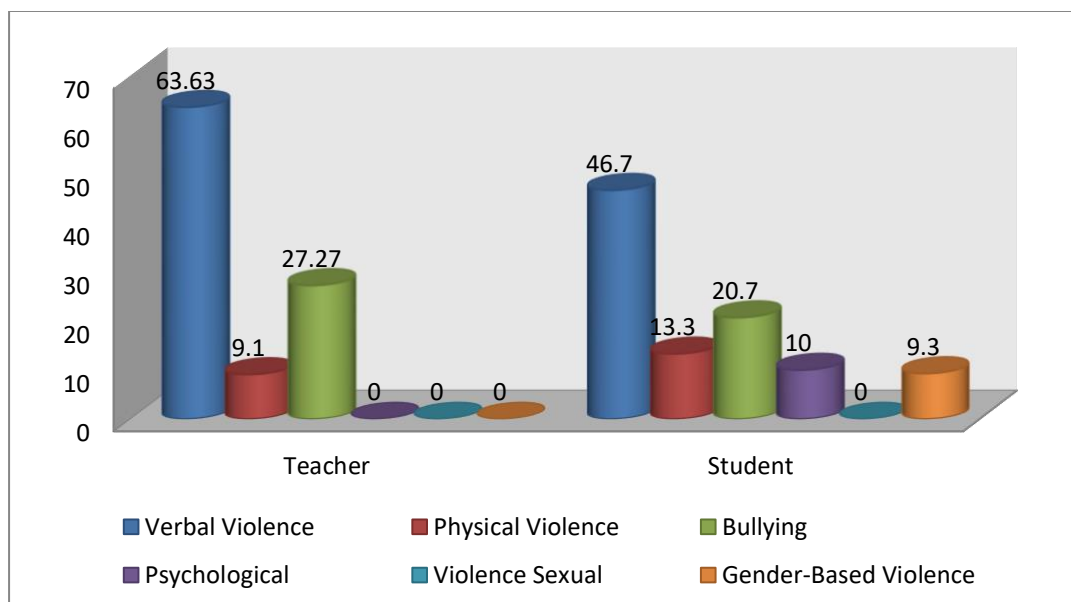


Figure 2. Types of Violence that Occur in Schools (Teacher and Student Perceptions)

Based on the results of a survey of 30 respondents regarding the types of violence that have occurred in schools, it was found that the most common form of violence was verbal violence (such as insults and teasing), which was mentioned by 21 respondents (63.63%). The next type of violence was

bullying, which was reported by 5 respondents (27.27%), followed by physical violence (e.g., hitting, kicking) by 4 respondents (18.8%). Meanwhile, no respondents mentioned experiencing or witnessing psychological violence, sexual violence, or gender-based violence.

This data shows that verbal violence is the most common form of violence occurring in elementary school environments, often in the form of mockery or insults. Verbal violence tends to be considered "mild" by some parties, whereas its impact on children's mental health can be very serious. This is reinforced by Wibowo's (2021) findings, which state that verbal violence is the most dominant form of bullying behavior in elementary schools and can significantly lower students' self-esteem.

In addition, this data also confirms that bullying remains a fairly high phenomenon in elementary schools, as reported by Indriyany et al., (2025) where they found that more than 40% of students in partner schools have experienced bullying directly. Most cases are not reported to teachers or parents. This bullying often occurs repeatedly and has long-term impacts if not addressed systematically.

Physical violence is also still found, although not as prevalent as verbal violence, with 36.4% of respondents mentioning forms such as hitting or kicking. This aligns with the study by Akmaluddin and Rahmattullah (2023), which highlights the weak monitoring system and lack of strict sanctions as factors contributing to the continued occurrence of physical violence in elementary schools in big Aceh.

The lack of detection of psychological, sexual, and gender-based violence in this survey could be due to several factors, including students' lack of understanding of these forms of violence and their sensitivity in disclosing them openly.

Furthermore, the most common type of violence was verbal violence, experienced or witnessed by 17 students (46.7%), followed by bullying by 14 students (20.7%), physical violence by 10 students (9.1%), and psychological violence/intimidation by 6 students (10%). Sexual violence, however, was not reported at all, and only 4 students (9.3%) reported experiences of gender-based discrimination.

Empirical research in Aceh found that verbal bullying is very common and often correlated with other forms of violence (physical & social), also has a significant impact on the mental well-being of students, research in Indonesia states that verbal violence and psychological bullying are the most dominant types of violence in elementary to secondary schools. UNESCO categorizes school violence (SRGBV) including physical violence, psychological violence, and gender discrimination, which have a negative impact on students' mental health, such as anxiety, depression, and low academic achievement. Based on survey data and findings by Ivaniushina et al., (2022) it is clear that most students experience various forms of violence at school, especially verbal and psychological, as well as bullying. The impact is serious on students' mental condition, motivation, and learning achievement.

Based on both teacher and student perceptions, data showing verbal abuse and bullying as the most frequent types of violence can be obtained. It can be concluded that psychological wounds are far more common and often overlooked in schools. The implication is that we must change the view that violence is limited only to physical violence. The impact of hurtful words can be very damaging to students' mental health, causing anxiety, depression, and loss of self-confidence. This data serves as a reminder that a safe school culture is not only free from physical violence, but also from demeaning verbal behaviour. Therefore, all parties need to realise that anti-bullying education and programs must be emphasised to create an environment that is truly supportive and respectful of every individual.

3.1.3 Distribution of Locations of Violence Incidents in Schools

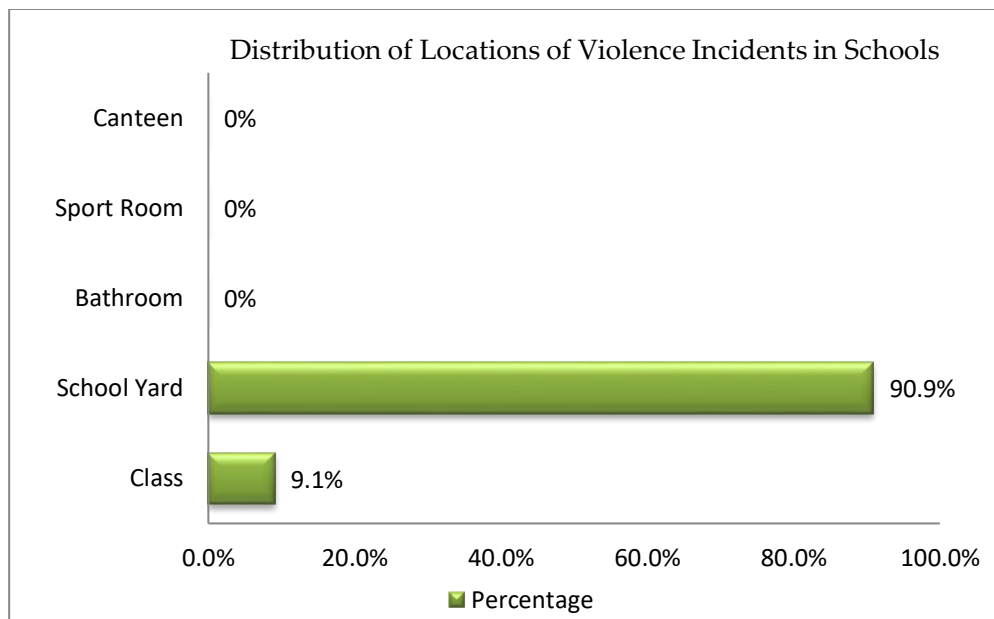


Figure 3. Distribution of Locations of Violence Incidents in Schools

Based on the results of a survey of 30 respondents regarding the locations of incidents of violence in schools, data showed that the schoolyard was the most dominant location where violence occurred, as acknowledged by 25 respondents (90.9%). Meanwhile, classrooms were also a location for violence, as stated by 5 respondents (45.5%). Other locations, such as bathrooms, gyms, and the cafeteria, were not mentioned as places where violence occurred by respondents (0%).

These findings indicate that open spaces, such as schoolyards, are the most vulnerable areas for violence between students. This is likely due to the low level of teacher supervision in these areas, particularly during breaks or class changes. Research by Akmaluddin and Rahmattullah (2023) supports these findings, stating that student violence often occurs in locations with minimal direct teacher supervision, such as fields and schoolyards.

Furthermore, research by Hayadin (2019), which conducted a qualitative study on student brawls in Bogor City, showed that many conflicts between students stem from uncontrolled interactions in open school areas, particularly during breaks or when teachers are absent. These findings suggest the need for intensive supervision by teachers and school staff in the classroom and outside the formal learning environment.

The fact that violence also occurred in the classroom (45.5%) indicates that even when teachers are present, violence can still occur, both verbally and physically. This is consistent with research by McMahon (2024), who found that verbal violence often occurs in the classroom in the form of teasing, insults, or harassment between students, often without the teacher's awareness.

The implication that violence predominantly occurs in schoolyards and classrooms suggests that a lack of direct teacher supervision is a key gap. This suggests that violence occurs not only during free periods but also in areas that should be supervised. This demonstrates that current supervision strategies are ineffective in preventing violence, necessitating increased teacher presence in these areas to ensure student safety.

3.1.4 Teacher Management Practices

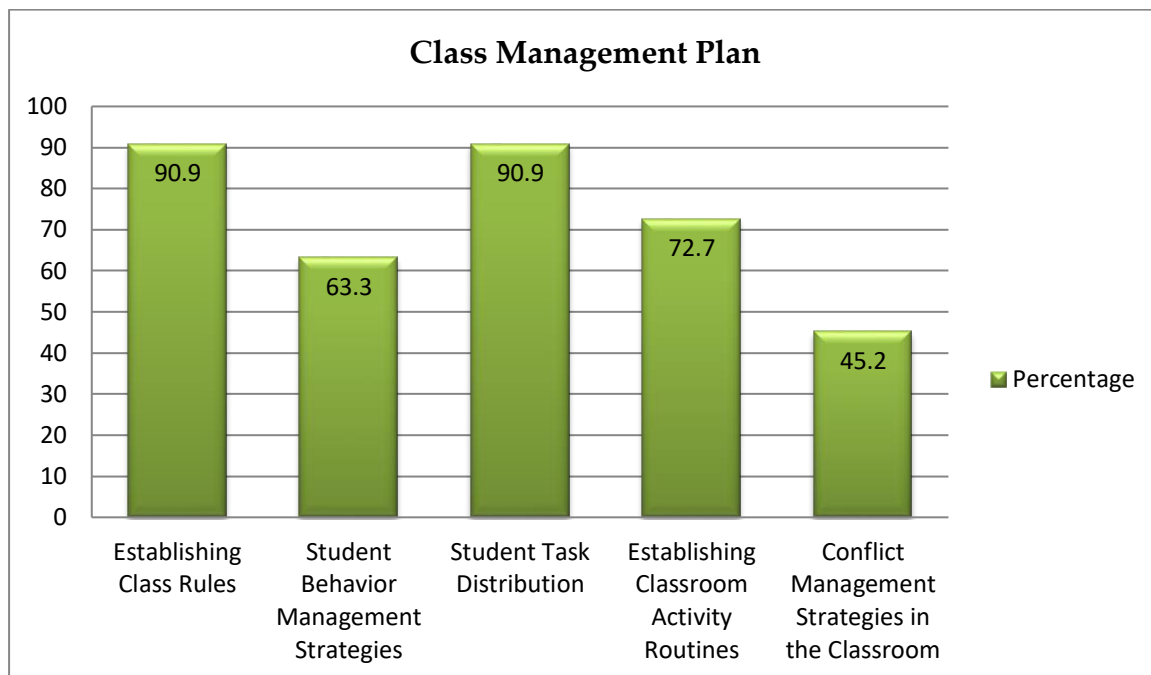


Figure 4. Class Management Plan

In a survey of 30 respondents, it was discovered that the two most commonly included elements in their individual classroom management plans—setting classroom rules and giving students assignments were chosen by 20 respondents (90.9%), demonstrating a high degree of understanding of the significance of accountability and structure in the learning environment. Establishing timetables and routines in the classroom also garnered a lot of attention; six respondents (72.7%) chose this option. However, even though a sizable portion of respondents (63.6%) mentioned behavior management techniques, they still need to be improved in order to get balanced management. Lastly, just 4 respondents (45.2%) chose classroom conflict management techniques, making them the least thought-out component.

This observation aligns with the literature on classroom management by Simonsen et al., (2008) emphasize that basic components such as rules, routines, feedback, and opportunities for active interaction are crucial for creating a conducive classroom environment. Similarly, Crawford and Burns (2020) emphasize the importance of clear expectations and stable routines for establishing effective behavior management.

However, the aspect of conflict management is often overlooked, even though, according to Mahvar et al., (2018) conflict management strategies (such as cooperative approaches and problem-solving) are essential for effectively handling disruptive behavior. This research shows that without specific strategies for conflict, the potential for chaos in the classroom will increase, even if rules and routines have been established.

Furthermore, the development of behavioral management strategies (reported by 63.6% of respondents) aligns with the Positive Behavior Interventions and Supports (PBIS) model, which emphasizes the importance of data-driven interventions and positive reinforcement to keep students on track. However, the reality on the ground shows that not all teachers consistently implement these strategies in integrated plans.

The data above indicate that elementary school teachers are highly aware of establishing clear classroom structures and rules, but they lack the skills to handle emerging problems. The primary focus on establishing rules and assigning tasks suggests that teachers place greater emphasis on preventative management, creating systems to prevent problems from occurring.

However, the low focus on conflict management and behaviour management strategies indicates a gap between prevention and management. In other words, teachers may know how to keep a classroom running smoothly but lack adequate strategies when behavioural problems or conflicts arise. The implication is that, despite sound classroom management fundamentals, schools are still vulnerable to unmanaged conflict escalation, potentially leading to more serious violence.

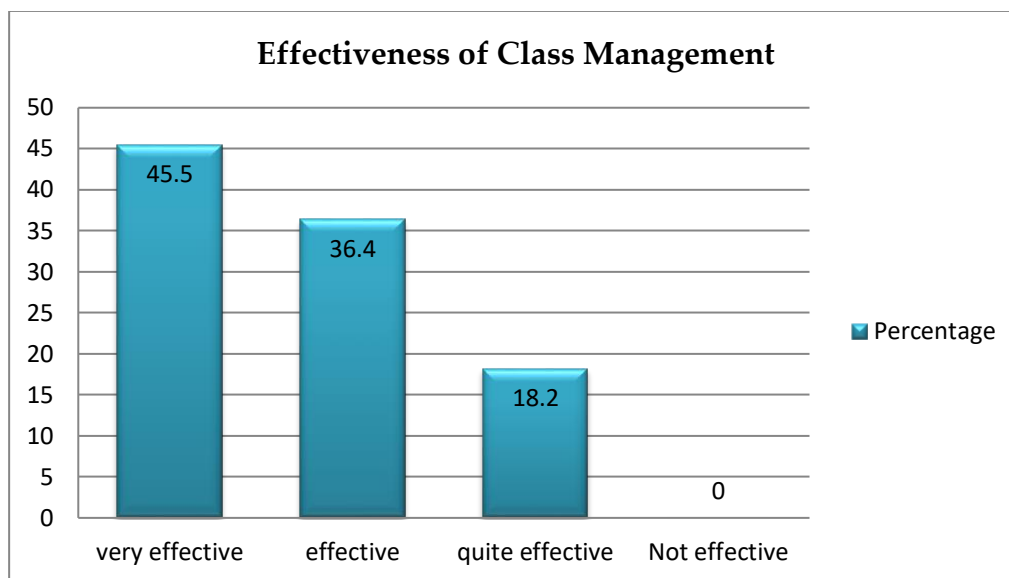


Figure 5. Effectiveness of Class Management

Eleven teachers assessed the effectiveness of their classroom management methods in preventing undesirable behavior (such as classroom disruptions and fights between students). The survey results showed that "Very effective" received 18 votes (45.5%), followed by "Effective" with 10 votes (36.4%), and "Quite effective" with 2 votes (18.2%). No respondents rated the methods as ineffective or ineffective. This indicates that 82% of teachers view their strategies as having good to very good effectiveness in maintaining classroom discipline.

This finding is consistent with research by Mahatmaharti et al., (2022) which showed that the implementation of "free talk" sessions and student self-monitoring mechanisms significantly reduced the incidence of "talking out of turn" and increased student responsibility in classroom management. In addition, according to Parsonson (2012), antecedent strategies such as setting rules, providing transitions and reinforcing positive behavior have consistently proven effective in suppressing disruptive behavior. This is in line with Ustol (2025), who found that a proactive classroom management style, for example through positive reinforcement and setting a conducive classroom environment, greatly contributed to reducing student disruptive behavior.

The implication is that "effectiveness" can differ between teachers and students. Teachers may feel successful because no major fights or extreme classroom disruptions exist. However, more subtle issues of violence, such as verbal bullying, may still be occurring undetected. Therefore, even if teachers perceive success, this research should be supplemented with other data from students' perspectives to obtain a more accurate picture. This data should serve as a starting point for further measuring the program's effectiveness and ensuring that teachers' perceptions align with students' experiences in the school environment.

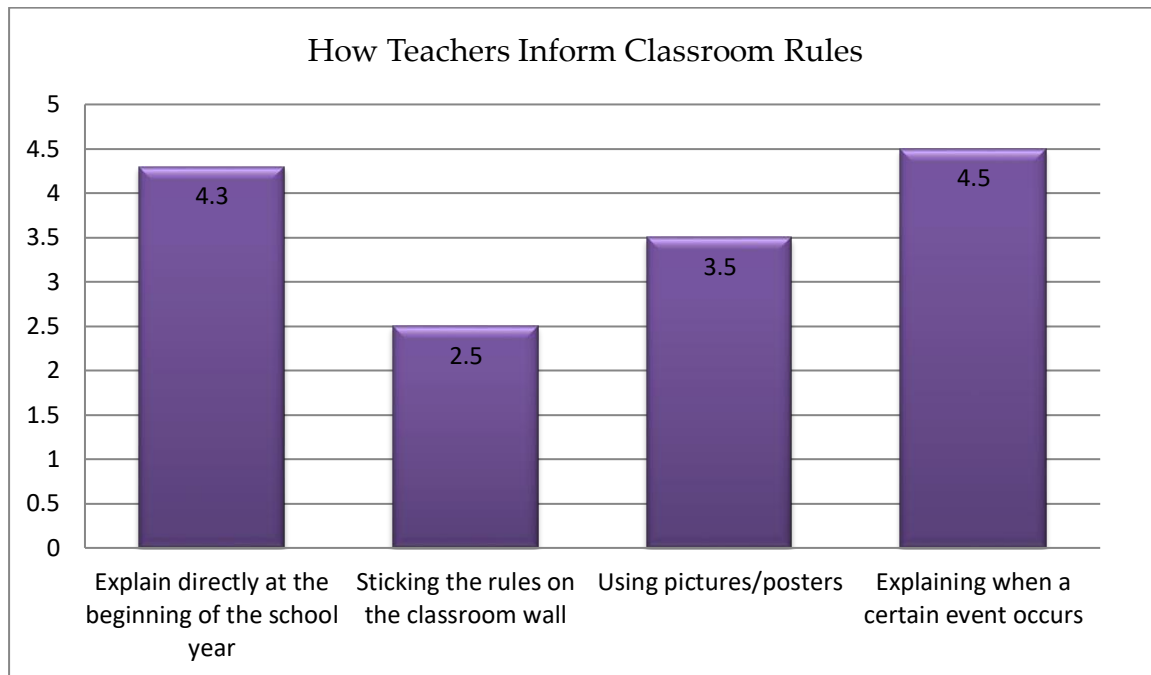


Figure 6. How Teachers Inform Classroom Rules

Based on the results of a survey involving 30 student respondents, it was found that the most common way teachers convey class rules is by explaining them directly at the beginning of the school year, as chosen by 45.2% (14 students). Furthermore, 38.7% (9 students) stated that teachers posted the rules on the classroom wall, 22.6% (5 students) said the rules were explained when certain events occurred, and 19.4% (2 students) stated that teachers used pictures or posters.

Directly explaining rules at the beginning of the school year has proven effective because it provides students with a clear understanding from the start. According to research by Hidayati and Wibowo (2021), verbally explaining rules at the beginning of class can increase student compliance and create a more orderly classroom atmosphere. Meanwhile, visual strategies such as posters and wall stickers also help strengthen students' memory of applicable rules. Sudrajat (2011), explained that a combination of verbal and visual methods is more effective in internalizing the values of discipline in students.

Teachers' verbal delivery of classroom rules at the beginning of the school year has important implications. This approach risks students forgetting them easily, potentially leading to non-compliance over time. Furthermore, the minimal use of visual media such as posters indicates a lack of innovation in delivery methods, which can prevent the rules from being firmly embedded in students' minds. Therefore, to be effective, teachers need to combine methods, explaining them verbally and posting the rules and discussing them regularly to ensure all students truly understand and comply with them.

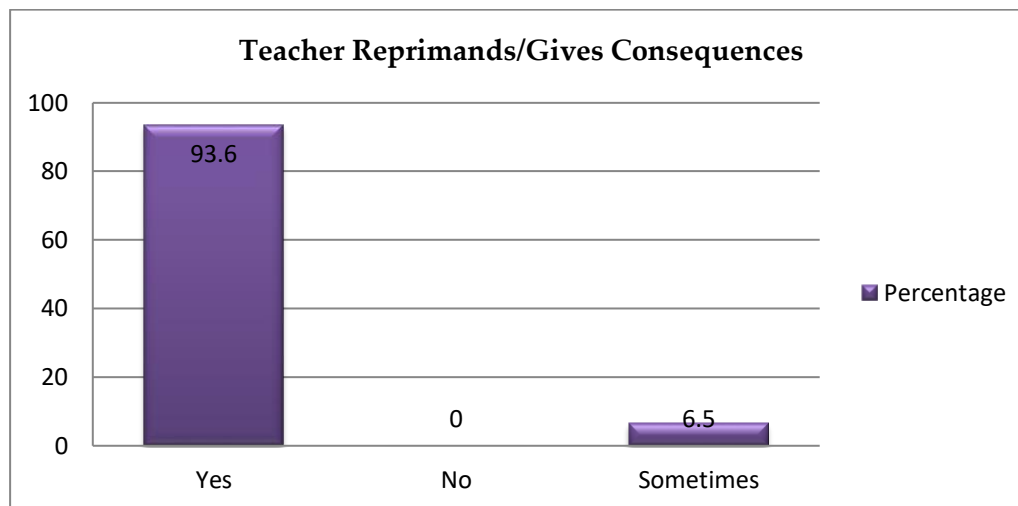


Figure 7. Teacher Reprimands/Gives Consequences

According to the findings of a poll conducted among 30 students, 93.5% of respondents (29 students) agreed that most teachers consistently reprimanded or punished pupils who disobeyed the rules. No responders claimed that teachers never reprimanded or punished pupils, while just 6.5% (1 student) answered that they did so occasionally.

These results reflect the application of firm and consistent classroom management, which is crucial for creating an orderly and productive learning environment. According to research by Gultom and Siahaan (2016) teachers who consistently apply rules and provide appropriate consequences can improve student discipline and foster responsible behavior. This aligns with behaviorist theory, which states that providing consequences for inappropriate behavior can reduce the likelihood of that behavior recurring (Skinner, 1958).

Furthermore, a study by Muhaimin et al. (2021) also emphasised that teachers who consistently reprimand students not only discipline but also provide a sense of security and fairness to other students in the classroom. This approach fosters a positive learning environment and supports an effective educational process. Consequently, this consistency is an effective deterrent, as students tend to think twice before breaking rules. This also demonstrates good classroom management skills among teachers in enforcing rules fairly.

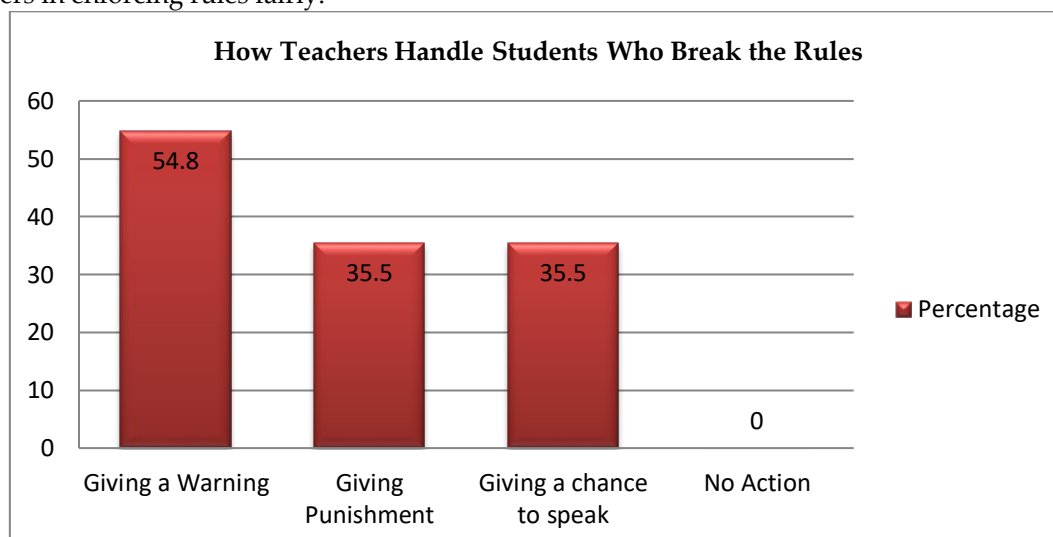


Figure 8. How Teachers Handle Students Who Break the Rules

Based on the results of a survey of 30 student respondents, it was found that teachers' methods of dealing with students who violate the rules were dominated by giving warnings, as acknowledged by 54.8% of respondents (19 students). Meanwhile, 35.5% of respondents (11 students) stated that teachers

gave punishments or consequences, and another 35.5% stated that teachers also gave students the opportunity to speak and explain. Interestingly, no respondents stated that teachers took no action at all

A balanced strategy for handling violations between reprimands, consequences, and opportunities for dialogue demonstrates a moderate and reflective pedagogical approach. This approach aligns with Shapir and Rusu (2023), who stated that a combination of consequences and a dialogical approach can effectively shape students' character and foster self-awareness of their behavior.

Furthermore Rachmanita et al., (2019) stated that providing students with the opportunity to explain their actions is an important part of values-based character education, as it helps students understand the impact of their actions and encourages internal behavioral improvement, not just out of fear of punishment. This approach is crucial in the context of modern education, which prioritizes the development of values and empathy, not simply enforcing discipline.

Although elementary schools in Palu City have established clear classroom rules, conflicts and violent behaviour still arise. This demonstrates that the mere existence of formal rules is insufficient to prevent violence, as they serve as external instructions that students do not always internalise. According to the behaviourist theory, reinforcement systems strongly influence behaviour formation. If rules are not accompanied by consistent consequences or rewards for positive behaviour, students tend to ignore them, and conflicts recur. Therefore, rules must be positioned not simply as prohibitions, but as part of a behaviour management system that emphasises ongoing positive reinforcement.

Additionally, school culture has been shown to play a significant influence. Rules are less effective as a conflict deterrent in a permissive culture, or one that views violent behavior as usual. According to the Positive Behavioral Interventions and Supports (PBIS) framework, schools need a set of values that all members of the school community teachers, staff, and students assimilate in addition to regulations. According to earlier studies, PBIS can improve the social-emotional environment of primary school pupils while lowering suspensions and aggression (Freeman et al., 2024). This emphasizes the value of creating a proactive school culture that fosters positive norms as opposed to merely responding to infractions.

Additionally, the restorative practices (RP) strategy offers a crucial viewpoint for comprehending why conflict continues in spite of established guidelines. In general, punitive consequences are still emphasized in school regulations, and relationship-building strategies are still not completely ingrained in school culture. But according to research, RP can lower suspension rates, decrease violent occurrences, and boost students' attachment to and sense of safety at school (Augustine et al., 2018). In order to help pupils feel discouraged and learn how their actions affect other people, RP sees dispute as a chance to strengthen bonds between them.

This research finding implies that classroom management in addressing violence in elementary schools is not sufficient by simply creating rules. It must be accompanied by the application of behavioural theory through a consistent system of rewards and consequences, strengthening school culture in accordance with the PBIS framework, and integrating restorative practices to build student awareness and empathy. If these three approaches work synergistically, a safe, friendly, and inclusive school climate can be realised, thereby reducing conflict and optimising students' social-emotional development.

The implication is that teachers tend to rely on reprimands as their primary response when students break rules. While this approach suggests immediate action, it also implies that reprimands alone may not be sufficient for repeated violations, as students may dismiss them as trivial. However, the fact that some teachers also allow students to speak suggests a good balance between discipline and communication, which is crucial for helping students understand their mistakes. Overall, teachers are proactive in addressing violations, but various approaches, beyond reprimands, are needed to be more effective.

3.1.5 Stakeholder Perceptions (Principals and Teachers)

A high degree of understanding of the significance of classroom management elements in establishing a favorable learning environment may be inferred from the findings of interviews with school principals. This result is in line with WHO guidelines (2019) which stress that uniform classroom management procedures and policies can lower the risk of violence and foster a supportive learning environment in schools. This is clear from the replies, which show that according to 10 out of 11 respondents (90.9%), creating classroom rules and giving students assignments are the two elements of classroom management plans that are most commonly included.

Regulatory and participatory strategies are recommended by the Institute of Education Sciences (2008) as part of preventive efforts to reduce disruptive behavior in the classroom. Furthermore, aspects such as teacher emotional management also received significant attention, selected by 8 respondents (72.7%). This aligns with the findings of Reyes-Rodríguez et al., (2021) that principal leadership that fosters a positive school climate contributes to collective efficacy in bullying prevention. Meanwhile, daily scheduling and conflict management received slightly lower scores, each selected by 6 respondents (54.5%). Seating arrangements were the least frequently addressed aspect, selected by only 5 respondents (45.5%). These findings indicate that principals tend to prioritize regulatory and participatory aspects of classroom management, but there is still room for improvement in other physical and emotional aspects to support the effectiveness of the learning process in elementary schools. This indicates that, as noted by Cleveland and Fisher (2014) and Mehmood et al., (2023) school leaders still have room to optimize the physical and emotional dimensions of the classroom to support successful learning. By strengthening all these aspects holistically, principals can play a more effective role in building a safe, orderly, and developmentally oriented elementary school environment.

Based on interviews with parents or guardians, it is clear that they show significant concern for aspects of classroom management carried out by the school. Data shows that the majority of parents (90.9%) consider establishing classroom rules and assigning student tasks to be very important and part of the classroom management plan. This is supported by studies by Ain et al. (2025) and Siahaan and Tantu (2022), which emphasize that clear classroom rules foster student discipline and responsibility. Eight of the eleven respondents (72.7%) also stated the importance of teacher emotional management in creating a positive learning environment for their children. This is supported by Samseptiany et al. (2022), who explained that teacher emotional intelligence has a positive impact on the learning environment and student mastery of material. Furthermore, daily schedule planning and conflict management were each selected by six respondents (54.5%) as aspects that require attention. Research by Savira et al. (2023) and Maslikha et al. (2021) shows that good time and conflict management contribute to improved academic achievement and create a conducive learning environment. Meanwhile, only 5 respondents (45.5%) highlighted the importance of seating arrangements. These findings demonstrate that parents have a high level of concern for school involvement in building a structured learning environment and supporting collaboration between teachers and students for a smooth learning process.

3.2 Discussion

A key finding of the data is that school violence is a widespread and systemic problem, not just isolated incidents. Verbal abuse and bullying are the most common types of violence, particularly in less supervised areas like the schoolyard. Although teachers demonstrated high levels of consistency in enforcing rules and most felt their strategies were effective, there is a gap between prevention and addressing deeper issues. Teachers tended to focus on rule-making and verbal reprimands, but lacked adequate strategies for handling serious conflicts. This suggests the need for a more comprehensive approach, not relying solely on rules, but incorporating conflict management strategies, a wider range of communication methods, and fostering a proactive school culture to prevent violence effectively.

Based on findings that violence in elementary schools is widespread and systemic, the literature by Hosozawa et al. (2021) confirms that bullying is a cross-contextual phenomenon, not a collection of isolated incidents, and has a significant impact on the learning climate and student well-being. Cross-

national analysis based on PISA shows a consistent and significant prevalence of victimisation, with variations across countries, and consequences for student academic achievement and well-being. Indonesia itself still reports high levels of bullying exposure in the latest PISA release (2022), reinforcing the claim that this problem is structural and requires a systemic approach, not just a response.

The prevalence of verbal violence and bullying in under-supervised areas such as courtyards and corridors aligns with a scoping review of bullying hotspots in the physical school environment: classrooms, courtyards/playgrounds, and corridors consistently emerged as key locations, with design characteristics, visibility, density, and supervision as key risk determinants. Interventions that reimagine the environment are recommended as part of a primary prevention response (Francis, Strobel, et al., 2022).

The classroom practice study also reflects teachers' limited focus on rules and verbal reprimands: the use of harsh/punitive discipline, less structured teaching, and chaotic classroom environments are actually correlated with increased opportunities for bullying. In other words, sanctions-based 'order' without fostering a positive classroom climate tends to address the symptoms, not the root of the problem (Allen, 2010).

In contrast, a review of the evidence on classroom management emphasises approaches that strengthen school connectivity: positive reinforcement, restorative communication, trust-based relationships, and an explicit emphasis on fairness. These practices reduce disruptive behaviour and the social hierarchies that fuel peer aggression, effectively addressing the gap between surface prevention and deeper conflict management (Wilkins et al., 2023).

The need for more comprehensive conflict management aligns with the growing evidence on restorative practices (RP) (Lodi et al., 2021). Systematised studies show that RP can reduce bullying/cyberbullying victimisation and improve school climate, although the quality of the evidence varies and implementation requires a whole-school approach (Weber & Vereenoghe, 2020). RP does not replace regulations but complements them with relationship restoration, accountability, and reparation processes that address identified gaps (Mas-Expósito et al., 2022).

At the program level, a large meta-analysis of school anti-bullying interventions showed moderate effectiveness, with approximately 18–19% reductions in perpetrators and 15–16% reductions in victims, but emphasised the heterogeneity of results and the importance of multi-level components. This reinforces the recommendation that schools should not simply add prohibitions, but build integrated prevention ecosystems (Gaffney et al., 2021).

The Indonesian context provides relevant evidence: a pilot of the ROOTS (adolescent-led) program demonstrated the feasibility and potential for adapting peer-based interventions; a school-based education study at the high school level also supported the effectiveness of strengthening prevention education and student engagement in bullying (Bowes et al., 2019). This suggests that classroom management strategies in elementary schools can be integrated with peer leadership models and age-appropriate social-emotional skills curricula (Noboru et al., 2021).

A recent review of discipline strategies supports the finding of a "gap" between superficial prevention and handling of severe conflict: Purely punitive approaches are associated with poorer mental well-being and more problematic behaviour, while relational and restorative strategies lead to fairer outcomes. This underscores the need for teacher capacity in conflict mediation and de-escalation techniques, not just consistency in enforcement (Ijaz et al., 2024).

Because many incidents occur in under-supervised areas, integrating classroom management with 'space' management is crucial: scheduling supervisors, designing circulation paths that minimise blind spots, and designing layouts that encourage positive interactions. Evidence on the role of the built environment provides a practical framework for micro-safety audits in elementary school courtyards and corridors, relevant to the Palu context, which requires cost-effective yet impactful solutions (Chicote-Beato et al., 2024).

Finally, the literature consensus suggests a roadmap: (1) use school data to map bullying hotspots and verbal patterns; (2) train teachers in restorative practices, de-escalative communication, and relationship facilitation; (3) strengthen supervision and engineering of the physical environment; (4)

adopt a whole-school approach that incorporates a curriculum of social-emotional competencies, peer leadership, and parent partnerships. This bridges consistent teacher enforcement with strategies that address the roots of conflict and a proactive school culture (Francis, Trapp, et al., 2022).

Research on classroom management in addressing violence in elementary schools in Palu City has several important limitations. The first limitation is sample size and generalizability. If the study only involved a few schools, the results may not represent the conditions of all elementary schools in Palu City, let alone in other areas. Second, there is the limitation of subjective perception. Data collected from teachers and students highly depends on their personal views and experiences, which may differ from reality. Finally, this study is limited in its scope of the violence problem. Violence in schools is very complex and can be caused by many factors outside the classroom, such as family problems or the influence of social media. Therefore, research focusing solely on classroom management will not be able to provide a complete and comprehensive picture.

Future research needs to broaden its scope to deepen our understanding of classroom management in addressing violence in elementary schools in Palu City. The first recommendation is to increase the sample size and include schools in various sub-districts to obtain a more representative picture. This can improve the validity of the findings and their generalizability. The second recommendation is to adopt a multi-method approach combining questionnaires, in-depth interviews, and direct classroom observations. This approach will help reduce bias from subjective perceptions and provide more accurate data on classroom management practices. The third recommendation is to broaden the research focus by looking beyond classroom management to include factors outside of school, such as the role of parents, the home environment, and the influence of social media. This way, the research results can provide a more comprehensive understanding of the root causes of violence in the school environment.

4. CONCLUSION

The core contribution of this research lies in providing an empirical understanding of how classroom management can play a strategic role in addressing the problem of violence in elementary schools, particularly in Palu City. This research highlights the dynamics of teacher-student interactions within the learning context and examines how implemented classroom management strategies can create a safe, conducive, and violence-free learning environment. Therefore, this research is expected to make a tangible contribution to developing more effective school policies and pedagogical practices, while enriching the academic literature on the relationship between classroom management and violence prevention in elementary education settings.

This study recommends more targeted teacher training in classroom management and conflict resolution as a practical recommendation, enabling educators to respond to problematic behaviour constructively and educationally. Furthermore, an integrated conflict resolution program involving teachers, students, parents, and the school is recommended to foster a culture of healthy communication and mutual respect. These efforts can be strengthened by implementing a continuous monitoring and evaluation system, ensuring that violence prevention is not merely incidental but becomes part of the overall school governance.

The study on Evaluation of Classroom Management in Addressing Violence Problems in Elementary Schools in Palu City provides important insights that appropriate classroom management strategies can be a key to creating a safe, conducive learning climate, and free from aggressive behaviour. Strengthening teacher capacity through targeted training in classroom management, developing conflict resolution skills, and implementing empathetic communication between students and teachers can be concrete steps to reduce the number of violence incidents in elementary schools. However, the results of this study also suggest that addressing violence problems is not enough to stop at the classroom-level interventions. Broader efforts are needed in the form of systemic reform through educational policies that support child protection and the creation of sustainable school oversight mechanisms. Thus, this study encourages further, more in-depth investigations into the relationship

between school governance, educational organisational culture, and the role of families and communities in building a truly violence-free school ecosystem.

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