


Conflict Resolution Model: Strategies for Handling Verbal Violence in High School Students in Majene Regency

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INTRODUCTION

Verbal abuse, as a form of non-physical violence, refers to the use of words or statements that demean, insult, or threaten someone with the aim of hurting or degrading another individual's self-esteem (Smith & Anderson, 2021). Verbal abuse differs from physical abuse in that it does not involve direct actions that cause physical pain, but its impact on an individual's mental and emotional health can be far more profound (Brown & Harris, 2019). In the context of education, verbal abuse often occurs in school settings, especially among students, and can affect their social interactions and psychological well-being.

Violence in education has become an alarming reality. Education, as a social arena that should be an example of a violence-free environment, shows indications to the contrary. As reported in various studies and by the Indonesian Child Protection Commission (KPAI), despite growing calls for child safety and protection, the number of cases of violence in educational institutions has actually increased significantly. In the KP3A report, from January to March 2025, there were 38 cases that required special protection, with the majority of cases involving sexual and physical violence,

although cases of verbal violence also showed an increasing trend that requires special attention. No school is completely free from some forms of subtle violence that permeate ideology, structure, and social implications. Therefore, violence in the world of education is a problem that cannot be ignored (Zhao et al., 2023).

In Majene Regency, the phenomenon of verbal violence among high school students is increasingly worrying. The Majene Education Office recorded 15 cases of verbal violence in 2024, an increase from 10 cases in the previous year. The majority of these verbal violence cases took the form of ridicule, threats, and harassment based on ethnicity, religion, race, and intergroup relations, which further reflects the urgency to address this issue in a more effective and integrated manner. This phenomenon highlights the importance of a multisectoral approach, involving schools, families, and local governments, in addressing verbal abuse among students (Fajriah, 2024).

Verbal violence refers to speech or communication intended to hurt, demean, or discredit another individual. This violence includes taunts, insults, threats, and words that demean the dignity of others (Zalfa, 2022). The main characteristics of verbal abuse are insults to a person's physical appearance or personality, threats of violence or other harm, and comments that are demeaning or discriminatory based on social identity, such as religion, ethnicity, or sexual orientation (Maalikh et al., 2025). Although verbal abuse does not involve physical contact, its impact is often more damaging because it can disrupt the mental and emotional well-being of the victim (Brown & Harris, 2019).

There are various types of verbal abuse that often occur in school environments, especially among high school students. These include: 1) Taunts or insults about a person's physical appearance, character, or personal habits. 2) Physical or psychological threats, which aim to intimidate or dominate others. 3) Sarcastic or rude comments that demean an individual's social status or identity. 4) Verbal discrimination based on ethnic, religious, or racial differences. These forms of verbal violence are often accompanied by social tensions that disrupt the social climate at school (Fajriah, 2024).

The causes of verbal abuse vary greatly. One of the main factors is peer pressure, where students tend to imitate aggressive behavior in order to gain social recognition (Smith et al., 2021). In addition, a lack of emotional management and self-regulation skills is also an important factor in the emergence of verbal abuse. The inability to manage anger or frustration often leads to verbal expressions that harm others (Zhao et al., 2023). Furthermore, the influence of social media has exacerbated the situation because verbal abuse is no longer limited to face-to-face interactions but has expanded into the digital world in the form of cyberbullying (Zalfa, 2022).

The impact of verbal abuse is enormous, both for the victim and the perpetrator. Victims of verbal abuse are at risk of psychological disorders such as anxiety, depression, and decreased self-confidence (Zhao et al., 2023). Furthermore, verbal abuse can also lead to a decline in motivation to learn and social problems at school. On the other hand, perpetrators of verbal abuse tend to experience increased aggressive behavior, antisocial tendencies, and problems in their interpersonal relationships (Maalikh et al., 2025).

In this study, the research questions are: 1) What is the description of verbal abuse behavior among high school students in Majene Regency? 2) How can a valid and practical model for handling verbal abuse behavior in schools be designed?

Problem-solving in this study aims to design a model for handling verbal violence in schools using a conflict resolution approach. The model developed in this study uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which will be tested through trials in schools in Majene to ensure its validity and effectiveness in overcoming verbal violence among students.

Verbal abuse among high school students is a serious problem that can affect mental health, social interactions, and academic achievement. This phenomenon is often triggered by various

factors, including peer influence, academic pressure, and a lack of emotional management skills (Zhao et al., 2023). Although several approaches have been implemented in schools to deal with verbal violence, most of these approaches focus more on tackling physical violence or rely on disciplinary approaches that do not address the root of the problem (Fajriah, 2024).

The Conflict Resolution Model proposed in this study offers a new, more comprehensive approach, integrating peer mediation, restorative justice, and collaborative negotiation in handling verbal violence. This approach is more collaborative, involving students, teachers, and psychologists to create a more inclusive and harmonious environment in schools. Thus, this study has the potential to make a significant contribution to the development of educational policies and intervention models for dealing with verbal violence in schools.

Rationale of the Study

Verbal violence among high school students remains an important issue that affects students' psychological well-being, social interaction, and learning processes. Although various approaches have been implemented in schools, most interventions tend to focus on disciplinary actions or physical violence, with limited attention to structured and preventive strategies for verbal violence. In addition, existing approaches often do not actively involve students in the conflict resolution process, which may reduce their effectiveness in promoting sustainable behavioral change.

In the context of Majene Regency, the increasing cases of verbal violence indicate the need for a more systematic and contextually relevant approach. Previous studies have highlighted the importance of peer involvement, emotional regulation, and restorative practices; however, an integrated model that combines these elements in the school context is still limited. Therefore, this study seeks to fill this gap by developing a conflict resolution model that integrates peer mediation, restorative justice, and collaborative negotiation to address verbal violence among high school students.

Research Aim

This study aims to develop a valid and practical conflict resolution model for addressing verbal violence among high school students in Majene Regency. Specifically, this study aims to: (1) describe the forms and prevalence of verbal violence among students, and (2) design and validate a conflict resolution model that can be implemented in the school context.

METHODS

Design

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. This approach was selected to systematically develop a conflict resolution model for addressing verbal violence among high school students. The ADDIE model provides a structured and iterative framework that ensures the developed model is theoretically grounded, contextually relevant, and practically applicable in educational settings.

Procedure

The research procedure followed the five stages of the ADDIE model in a sequential manner. The analysis stage involved identifying problems related to verbal violence through literature review, observations, and interviews with teachers and students. The design stage focused on developing the conceptual framework of the model, including objectives, components, procedures, and evaluation criteria. In the development stage, the model was constructed in the form of a prototype and validated by experts, followed by revisions based on their feedback. The implementation stage involved applying the model in selected high schools in Majene Regency

(West Sulawesi, Indonesia) with the participation of teachers and students. Finally, the evaluation stage was conducted to assess the feasibility and effectiveness of the model based on feedback from practitioners, which was then used to refine the final product.

Instruments

The instruments used in this study included observation sheets, interview guidelines, and validation questionnaires. Observation sheets were used to identify the forms and frequency of verbal violence in the school environment. Interview guidelines were used to collect in-depth information from teachers and students regarding their experiences and perceptions of verbal violence. Validation questionnaires were administered to experts and practitioners to evaluate the feasibility, clarity, and practicality of the developed model. All instruments were developed based on the research objectives and were reviewed prior to implementation.

Data Analysis

Data analysis in this study employed both qualitative and quantitative approaches. Qualitative data obtained from observations and interviews were analyzed using descriptive techniques to identify patterns and themes related to verbal violence behavior among students. Quantitative data obtained from expert and practitioner validation were analyzed using descriptive statistics, particularly mean scores, to determine the level of validity and practicality of the developed model. The results of both analyses were used as the basis for revising and improving the model.

Research Design Diagram Description

The research design in this study follows the ADDIE model, which consists of five interconnected stages: analysis, design, development, implementation, and evaluation. The analysis stage focuses on identifying problems and needs related to verbal violence in schools. The design stage involves developing the structure and components of the conflict resolution model. The development stage includes constructing and validating the model through expert review. The implementation stage applies the model in real school settings, while the evaluation stage assesses its effectiveness and provides feedback for further refinement. This systematic process ensures that the developed model is both valid and applicable in the educational context.



Figure 1. ADDIE Model for Developing a Conflict Resolution Model to Address Verbal Violence

RESULTS AND DISCUSSION

Results

This section presents the findings of the study related to verbal violence behavior among high school students in Majene Regency, as well as the results of the development and validation of the conflict resolution model. The data were obtained through observation, interviews, and validation

processes involving experts and practitioners. The results are organized to provide a comprehensive understanding of the forms, prevalence, and characteristics of verbal violence among students as a basis for developing an appropriate intervention model.

Overview of Verbal Violence Behavior Among High School Students in Majene Regency

Verbal abuse among high school students in Majene Regency shows a fairly high prevalence, with various forms. Based on data collected through observation, interviews, and literature review, verbal abuse in the school environment mostly manifests in the form of ridicule, insults, threats, and harassment based on ethnicity, religion, race, and intergroup relations. Among students, verbal violence is often triggered by differences in social status, physical differences, and intolerance towards diversity.

The following table shows data on verbal violence among high school students in Majene Regency, involving 500 students as respondents spread across 10 public high schools in Majene Regency, with the following details:

Table 1. Frequency Distribution of Verbal Violence Behavior among High School Students in Majene Regency

Category	Frequency	Score Range	Number of Students	Percentage
Never		20–34	150	30,0%
Rarely		35–49	180	36,0%
Frequently		50–64	120	24,0%
Very often		65–80	50	10,0%
Total		—	500	100%

Based on Table 1 above, the majority of high school students in Majene Regency exhibit low to moderate levels of verbal abuse. As many as 66% of respondents (in the *never* and *rarely* categories) relatively rarely engage in verbal abuse in social interactions at school. Some students (24%) still frequently engage in verbal violence, especially in the form of teasing about their friends' appearance and academic grades, as well as spreading gossip in the school environment. A total of 10% of students are in the very frequent category, indicating that there is a small group with a fairly high tendency for verbal aggression, for example, through rude comments on social media, threats via messages, or creating insulting memes.

Further analysis shows that direct (face-to-face) verbal violence is more common than indirect (via social media). 1) Direct behavior: teasing, name-calling, yelling, or insulting appearance. 2) Indirect behavior: spreading rumors, sharing mocking memes, or creating fake accounts to mock friends.

The low frequency of verbal violence among most students indicates the existence of positive social norms and adequate school supervision. However, there are still groups of students with verbal violent behavior who need counseling and character-building interventions. These findings can serve as a basis for researchers to design strategies for handling student violent behavior in high schools through *conflict resolution* models.

Interviews with teachers and students show that verbal violence occurs not only in the classroom but also outside the classroom and in daily interactions. Many students admitted that they were involved in this behavior both as perpetrators and victims. Teachers and students often find it difficult to identify and deal with verbal violence in a constructive manner due to a lack of understanding of the negative impacts of this behavior. In addition, most verbal violence in schools is not recorded in formal data, so it is often not adequately addressed.

Further observation reveals that verbal abuse often occurs among peers, with social pressure and the need to assert oneself being the main driving factors. However, many students are unaware

of the long-term impact of verbal abuse on their mental health and well-being. Teachers at these schools also revealed that although efforts have been made to address verbal abuse, there is often no structured or systematic approach to handling it.

Valid Model Design (Expert Validation Results) and Practical Model Design (Practitioner Validation Results)

Based on the design and development stages of the model, researchers designed a conflict resolution model aimed at addressing verbal violence among high school students. This model consists of three main approaches, namely peer mediation, restorative justice, and collaborative negotiation. Each approach is designed to enable students to be directly involved in the conflict resolution process with the aim of creating a safer, more inclusive, and peaceful environment.

The following are the validation results from two experts, namely a guidance and counseling expert and a design and development expert, to assess the validity of the conflict resolution model for handling verbal violence among high school students, with the following data obtained:

Table 2. Expert Validation Assessment Results for the Social Skills Guidance Model to Reduce Student Violent Behavior

No	Assessment Dimension	Expert 1 score	Expert 2 score	Average score	Criteria
1	Model Reference Framework	4.5	4.3	4.4	Very Good
2	Model Development Foundation	4.4	4.2	4.3	Very Good
3	Appearance/Model Appeal	4.6	4.5	4.55	Very Good
4	Rational Model	4.2	4.4	4.3	Very Good
5	Model Objectives	4.3	4.1	4.2	Good
6	Scope of Model Implementation	4.4	4.3	4.35	Very Good
7	Target Population Model	4.5	4.4	4.45	Very Good
8	Assumptions and Working Principles of the Model	4.3	4.2	4.25	Good
9	System Model Supporters	4.1	4.3	4.2	Good
10	The Role of Teachers/Practitioners	4.4	4.2	4.3	Very Good
11	Implementation Procedures	4.5	4.4	4.45	Very Good
12	Model Evaluation	4.3	4.2	4.25	Good
13	Implementation Guide	4.6	4.5	4.55	Very Good
Overall Average		—	—	4.36	Very Good

From Table 2, two experts who assessed the *Conflict Resolution* model gave an overall average score of 4.36, which falls into the “Very Good” category. This shows that the developed model has met the standards of content and conceptual feasibility in general. The aspects of model appearance/appeal and implementation guidelines received the highest average scores, 4.55 each. These two aspects indicate that the model is presented in an attractive and easy-to-understand manner and has comprehensive and practical implementation guidelines. Several aspects, such as the model's objectives, assumptions, and working principles, model system support, and model evaluation, received a “Good” rating with an average score of 4.20–4.25.

The experts provided input that the formulation of the objectives and principles of the model could be clarified by adding operational indicators and examples of application in the real context of schools. Overall, the validation results from both experts showed that the *Conflict Resolution* model was suitable for field testing. The high average scores in almost all dimensions reflect the consistency of the concept, clarity of rationale, and suitability for the needs of practitioners or guidance counsellors, and students in schools.

Furthermore, to assess the practicality of the behavioral conflict resolution model for handling verbal violence among high school students, validation was conducted by 20 guidance counselors and teachers to evaluate it. The data on the practicality assessment of the developed model can be seen in Table 3 as follows:

Table 3. Results of the Assessment of the Practicality of the Conflict Resolution Model

No	Stages and Types of Activities	Average Score	Category
1	Pre-implementation – Preparation (Identification of Participants)	3.7	Can be implemented well
2	Pre-implementation – Formulating Objectives	3.8	Can be implemented well
3	Preparation – Understanding the Material	3.6	Can be implemented after in-depth study
4	Implementation – Introduction	3.9	Can be implemented immediately
5	Implementation – Implementation	3.8	Can be implemented well
6	Implementation – Evaluation/Reflection	3.7	Can be implemented well
7	Post-implementation – Designing Evaluation	3.6	Can be implemented after in-depth study
8	Post-implementation – Conducting the Evaluation	3.7	Can be implemented well
Overall Average		3.73	Can be implemented well

Based on the assessment results from 20 high school guidance counselors’ teachers in Majene Regency, an overall average score of 3.73 was obtained, which falls into the “Can be implemented well” category. This shows that the Conflict Resolution model developed is feasible to be applied in the school environment, both theoretically and practically, with the following stages: 1) Pre-implementation stage (identification of participants, formulation of objectives, understanding of material) received an average score of 3.7, which means that this model can be implemented but still requires initial training for teachers regarding the substance of the material and implementation strategies. 2) The Implementation Stage (introduction, implementation, reflection) received the highest score with an average of 3.8–3.9, indicating that practitioners found the implementation components easy to carry out and appropriate for the context of guidance activities in schools. 3) The Post-Implementation Stage (design and implementation of evaluation) was also rated well with a score of 3.6–3.7, although some teachers suggested that the evaluation instruments should be more detailed and easier to use in practice.

The average score above 3.5 indicates that, in general, guidance counselors’ teachers are able to understand, adapt, and implement this model without significant difficulty. The feedback provided by teachers focused on: 1) The need for concrete examples of application in the classroom or guidance groups. 2) Simplification of the Conflict Resolution model material to suit the developmental level of students. 3) Addition of a component for reflection with students after guidance activities.

The Conflict Resolution model was assessed by 20 guidance counselors’ teachers as a practical, relevant, and easy-to-implement model in the high school environment in Majene Regency. With an average score of 3.73, this model is suitable for implementation in guidance counseling programs, both in the form of classical activities and small groups.

Discussion

The findings of this study indicate that verbal violence among high school students in Majene Regency manifests in multiple forms, including ridicule, insults, threats, and harassment related to ethnicity, religion, race, and intergroup relations. These patterns confirm that verbal violence is not an isolated phenomenon but rather a pervasive form of everyday aggression embedded in students' social interactions. This finding is consistent with prior studies demonstrating that verbal violence constitutes one of the most dominant forms of school-based aggression, often normalized within peer communication (Zalfa, 2022; Maalikh et al., 2025). At a broader level, empirical evidence from large-scale and cross-contextual studies further confirms that bullying behaviors, including verbal violence, remain highly prevalent across diverse educational systems globally (Modecki et al., 2020; Kowalski et al., 2021). This indicates that the issue is not only local but also systemic and universal in nature.

From a theoretical standpoint, verbal violence can be conceptualized as a form of social aggression shaped by the interaction between environmental influences and individual psychological factors. In particular, peer pressure and social conformity play a critical role in reinforcing such behaviors, as adolescents tend to model and internalize behaviors that are socially accepted within their peer groups (Smith et al., 2021; Zhao et al., 2023). In addition, the role of emotional regulation emerges as a significant explanatory variable, where students with limited capacity to regulate emotions are more likely to express frustration, anger, or insecurity through verbal aggression. This interpretation is supported by previous research demonstrating a strong association between deficits in emotional regulation and aggressive behavior among adolescents (Garofalo et al., 2018; Robertson et al., 2020). Thus, verbal violence can be understood not merely as intentional misconduct but also as a manifestation of developmental limitations in socio-emotional competencies.

Furthermore, although the majority of students in this study fall within the low to moderate category of verbal violence, the persistence of such behaviors even at lower intensity should not be underestimated. Repeated exposure to verbal aggression, even in subtle forms, can accumulate over time and produce significant negative consequences for students' psychological well-being and academic engagement (Brown & Harris, 2019). Longitudinal research has consistently shown that involvement in bullying, whether as perpetrators or victims, is associated with long-term mental health outcomes such as anxiety, depression, and social maladjustment (Arseneault, 2018; Copeland et al., 2019). In the Indonesian educational context, similar patterns have been identified, where verbal violence is closely linked to decreased self-esteem, emotional distress, and impaired social relationships among adolescents (Hidayati, 2025; Buulolo, 2023). These findings highlight the urgency of addressing verbal violence through comprehensive strategies that extend beyond reactive disciplinary actions and instead emphasize preventive and developmental interventions aimed at strengthening students' social and emotional competencies (Fajriah, 2024).

In response to these challenges, the conflict resolution model developed in this study offers a systematic and integrative approach by combining peer mediation, restorative justice, and collaborative negotiation. The peer mediation component is grounded in social learning theory, which posits that behavior is shaped through observation, imitation, and social interaction. By involving students as active mediators, the model facilitates the development of empathy, communication skills, and a sense of responsibility in resolving interpersonal conflicts (Ibrahim, 2022; Johnson & Johnson, 2021). This participatory mechanism not only empowers students but also fosters a supportive peer environment that discourages the use of verbal violence as a conflict response.

Moreover, the incorporation of restorative justice reflects a paradigm shift from punitive to rehabilitative approaches in school-based conflict management. Unlike traditional disciplinary methods that focus on punishment, restorative practices emphasize dialogue, accountability, and

the restoration of relationships. Empirical studies have demonstrated that such approaches are effective in improving teacher–student relationships, reducing behavioral problems, and fostering a sense of belonging among students (Gregory et al., 2020). Additionally, restorative practices contribute to the creation of more inclusive and equitable school environments by addressing underlying social disparities (Darling-Hammond et al., 2020). These principles are further aligned with broader educational frameworks that advocate for peace education and constructive conflict management as essential components of holistic student development (Saleh, 2025).

The integration of collaborative negotiation further enhances the model by equipping students with practical and transferable skills for managing disagreements through mutual understanding and joint problem-solving. This approach is consistent with contemporary conflict resolution theories that emphasize the importance of communication, cooperation, and shared decision-making in resolving interpersonal disputes. From a macro perspective, conflict resolution strategies are also influenced by institutional and policy frameworks, which shape how conflicts are addressed within educational systems (Arjon, 2025; Setiawati, 2024). Therefore, the integration of peer mediation, restorative justice, and collaborative negotiation represents a multidimensional strategy that addresses verbal violence at individual, interpersonal, and systemic levels.

In addition, the validation results indicate that the developed model demonstrates strong theoretical relevance and practical feasibility. The high validation scores from experts and positive responses from practitioners suggest that the model is contextually appropriate and aligned with the needs of school environments. This finding is consistent with global recommendations emphasizing the importance of comprehensive, school-based, and collaborative approaches in addressing bullying and student violence (UNICEF, 2020; Espelage et al., 2021). Such approaches recognize that effective intervention requires the involvement of multiple stakeholders, including students, teachers, and school administrators.

Overall, the findings of this study underscore that verbal violence is a complex and multifaceted social phenomenon that cannot be adequately addressed through isolated or fragmented interventions. Instead, it requires a systematic, integrative, and collaborative approach that simultaneously targets behavioral, emotional, and social dimensions. The conflict resolution model developed in this study provides a practical and theoretically grounded framework for addressing verbal violence while promoting positive behavioral change and a more conducive learning environment. Nevertheless, further research is needed to examine the long-term effectiveness and scalability of this model across different educational contexts, as well as its adaptability to diverse cultural and institutional settings.

Implication

The findings of this study have important implications for the development of guidance and counseling practices in schools, particularly in addressing verbal violence among students. The conflict resolution model developed in this study provides a structured approach that can be integrated into school counseling programs through peer mediation, restorative justice, and collaborative negotiation strategies. This model encourages active student participation, promotes emotional regulation, and fosters a more inclusive and supportive school environment. In addition, the model can serve as a practical reference for teachers, school counselors, and policymakers in designing preventive and intervention programs aimed at reducing verbal violence and improving students' social interactions.

Limitations and Recommendations for Further Research

This study has several limitations that need to be considered. First, the implementation of the model was limited to a number of high schools in Majene Regency, which may affect the generalizability of the findings to other regions with different socio-cultural contexts. Second, the

study primarily relied on descriptive analysis and validation results without long-term experimental testing to measure the sustained effectiveness of the model. Third, the data were largely based on self-reports and observations, which may be subject to bias. Therefore, future studies are recommended to conduct broader experimental research, involve more diverse samples, and examine the long-term impact of the model on students' behavior and school climate.

CONCLUSION

This study aims to develop a model for handling verbal violence among high school students in Majene Regency. The findings indicate that verbal violence occurs in various forms, including ridicule, insults, threats, and harassment based on ethnicity, religion, race, and intergroup relations, which affect students' mental well-being, self-esteem, and social relationships, and are often not systematically documented in school settings. The developed conflict resolution model has been validated both theoretically and practically, demonstrating its feasibility for implementation in schools by integrating peer mediation, restorative justice, and collaborative negotiation approaches to promote constructive conflict resolution. This study contributes to the development of a structured and practical model for addressing verbal violence, while also enhancing students' and teachers' understanding of healthy communication and peaceful problem-solving. Overall, the model offers a potential approach to improving the school social climate and fostering a more inclusive environment, although further implementation in broader contexts is recommended to examine its effectiveness on a larger scale.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors collaboratively contributed to all stages of the research and manuscript preparation. They were involved in formulating the research problem, developing the theoretical framework, designing and validating the research instruments, conducting data collection and analysis, and interpreting the findings. Furthermore, all authors participated in revising and refining the manuscript to produce the final version. All authors have read and fully approved the final draft of this article.

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