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# Problem-Oriented Policing in Addressing Student Brawls in Sukabumi Regency

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**Abstract:** *Student brawls are a form of juvenile delinquency that has developed into a public safety and order problem and has the potential to lead to legal violations. Sukabumi Regency still faces the problem of student brawls influenced by family factors, social environment, schools, and the use of social media. This study aims to analyze the factors that cause student brawls, evaluate the implementation of police policies for handling them, and formulate an effective Problem-Oriented Policing model for application in Sukabumi Regency. The study employs a normative juridical method with legislative and conceptual approaches. The legal materials used consist of primary, secondary, and tertiary legal materials that are analyzed qualitatively. The results show that the policies for handling student brawls that have been implemented are still dominated by a repressive approach and therefore have not been able to address the root of the problem comprehensively. The application of Problem-Oriented Policing through the Scanning, Analysis, Response, Assessment (SARA) model is considered more effective because it focuses on identifying, analyzing, and resolving the factors causing brawls. This model should be integrated with child protection approaches, restorative justice, and collaboration among the police, schools, families, local governments, and the broader community to ensure sustainable prevention of brawls.*

**Keywords:** *Problem-Oriented Policing, student brawls, public security and order.*

## Introduction

Student brawls are a form of juvenile delinquency that remains a serious problem in social life and law enforcement in Indonesia. This phenomenon is no longer seen as spontaneous or isolated deviant behavior. Instead, it has evolved into a form of collective violence that can result in loss of life, damage to public facilities, and disruptions to public order and security (Rahmawati, 2024). Data from various regions reveals that student brawls remain frequent, now showing increasingly organized patterns fueled by information technology and social media. (Setiawan et al., 2025). This condition is contrary to the objectives of organizing national education as regulated in Article 3 of Law Number 20 of 2003 concerning the National Education System, which emphasizes that education aims to develop the potential of students to become faithful people, pious, have noble morals, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible (Hakim, 2016). The existence of student brawls also threatens children's rights

to receive protection from violence as guaranteed in Article 54 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection (Clarisa et al., 2025).

Sukabumi Regency is one of the regions still facing the complex issue of student brawls. The vastness of the region, high student mobility, and the presence of several conflict hotspots between schools make student brawls a problem that requires serious attention from all stakeholders. Various news reports and data from law enforcement officials indicate that brawls in Sukabumi Regency not only involve high school students but also often involve the use of sharp weapons and planning through social media. The resulting impacts not only result in injuries and deaths but also cause community unrest, reduce the sense of security in the environment, and disrupt the teaching and learning process in schools. This situation shows that student brawls have evolved into a complex social and legal problem with multidisciplinary dimensions, demanding a more comprehensive response than conventional law enforcement alone (Mugia, 2020).

The causes of student brawls are essentially multidimensional and interrelated. A less harmonious family environment, poor parental supervision, and weak instilling of moral values and discipline, are among the factors contributing to the emergence of aggressive behavior in adolescents. A social environment that is permissive of violence, the influence of peer groups, and a culture of excessive group solidarity also increase the potential for conflict between students. The development of digital technology and social media also presents new challenges, as various forms of provocation, insults, and calls to brawl can be disseminated quickly through online platforms. School environments that are less than optimal in developing conflict prevention mechanisms and limited coordination between schools, families, and the community further complicate efforts to address brawls (Fitra Oktoriny, Lona Puspita, 2024). The complexity of these causal factors demonstrates that student brawls cannot be understood solely as individual errors, but rather as a structural issue requiring preventative strategies based on root cause analysis.

Various mitigation efforts have been implemented by the Indonesian National Police, local governments, schools, parents, and the community. Police conduct patrols, provide legal counseling, provide student guidance, and enforce the law against brawlers. Local governments and schools have also developed various character-building programs, student supervision, and increased extracurricular activities as a means of channeling youth interests and talents. The legal basis for the police's duties in maintaining public order and security is regulated in Article 13 of Law Number 2 of 2002 concerning the Indonesian National Police, which includes maintaining public order and security, enforcing the law, and providing protection, guidance, and services to the community. On the ground, evidence shows that these efforts have not significantly reduced the number of brawls, as most remain focused on reacting after incidents occur rather than addressing and resolving their root causes (Lita Nur Elita et al., 2023).

The problem of law enforcement regarding student brawls is increasingly complex due to the need to balance the interests of law enforcement with the protection of children's rights. Article 64 of Law Number 35 of 2014 concerning Child Protection mandates that children in conflict with the law must receive special protection. This provision is reinforced

by Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, which prioritizes the principles of restorative justice and diversion in resolving juvenile cases. The dominance of a repressive approach often results in the handling of brawls focusing solely on the perpetrators without addressing the social factors that are the underlying cause of the conflict. Limited inter-agency coordination, the lack of an integrated database, and the suboptimal mapping of areas and groups prone to brawls have led to policies being implemented that tend to be reactive (Naufal, 2025). This situation demonstrates the urgent need to develop a more systematic, preventative, and problem-based approach.

The Problem-Oriented Policing approach, introduced by Herman Goldstein, offers a new paradigm in crime prevention by placing root causes as the primary focus of police policy. This approach differs from conventional policing models, which emphasize responding to crimes after they occur. Problem-Oriented Policing uses the Scanning, Analysis, Response, and Assessment (SARA) model to identify problem patterns, analyze causal factors, design appropriate responses, and evaluate the effectiveness of actions taken. Numerous studies across different countries demonstrate that this approach enhances crime prevention effectiveness by sustainably addressing problems at their root (Aulina, 2019). Research on the application of Problem-Oriented Policing to address student brawls in Sukabumi Regency remains scarce, and its regulation and implementation within a child protection framework have yet to be fully developed. This gap highlights the need for further study to design a more effective and sustainable model that aligns with child protection principles while safeguarding public security and order.

## Methodology

This study employs a normative juridical method with statutory and conceptual approaches, supported by contextual information concerning student brawl cases in Sukabumi Regency. The normative analysis focuses on legal norms, principles, doctrines, and regulations relevant to police functions, child protection, juvenile justice, and the prevention of disturbances to public security and order. The statutory approach examines the 1945 Constitution of the Republic of Indonesia, Law Number 2 of 2002 concerning the Indonesian National Police, Law Number 35 of 2014 concerning Child Protection, Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, and other relevant regulations. The conceptual approach examines Problem-Oriented Policing, the Scanning, Analysis, Response, Assessment (SARA) model, law enforcement, child protection, and crime prevention theories. In addition, available police case data and relevant media reports concerning student brawls in Sukabumi Regency are used as contextual supporting materials to illustrate local problem patterns. These data are not used to produce statistical generalizations or to establish causal relationships, but are compared descriptively with relevant legal and conceptual materials to identify recurring characteristics and contextual issues requiring policy attention. The legal and contextual materials are analyzed qualitatively through legal interpretation, argumentation, and reasoning to formulate a Problem-Oriented Policing framework that is legally grounded and responsive to the characteristics of student brawls in Sukabumi Regency.

## Result and Discussion

**Contributing Factors and Characteristics of Student Brawls in Sukabumi Regency as a Public Security and Public Order Concern**

Student brawls are a form of deviant behavior that has developed into a serious legal and security problem in Indonesia. A criminological perspective views brawls as a manifestation of collective aggressive behavior influenced by various social, psychological, economic, and environmental factors. A legal perspective positions student brawls as acts that can result in criminal consequences if they meet the elements of a crime as regulated in the Criminal Code, especially those related to assault, mob violence, vandalism, unauthorized possession of sharp weapons, or crimes that result in the loss of life. The existence of student brawls also contradicts the objectives of child protection as regulated in Article 1 number 2 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, which emphasizes that child protection is all activities to guarantee and protect children so that they can live, grow, develop, and participate optimally in accordance with human dignity and receive protection from violence and discrimination. The phenomenon of brawls shows that some children have not received an environment that can support the process of optimal growth and development so that they have the potential to fall into violent behavior that is detrimental to themselves and others (Isnawan, 2023).

Sukabumi Regency is one of the regions that still faces the problem of student brawls with a fairly high level of complexity. The vast administrative area that includes urban and rural areas and the high mobility of students are factors that influence the dynamics of conflict between students. Various brawl incidents that have occurred in recent years show a tendency to increase the use of social media as a means of communication, mass mobilization, and planning brawl locations. These incidents often take place on public roads, educational areas, or points considered border areas between student groups. This condition poses a threat to environmental security and disrupts community activities. The state's duty to guarantee public security and order as mandated in Article 30 paragraph (4) of the 1945 Constitution of the Republic of Indonesia demands more effective efforts to prevent and control various forms of violence involving students as the nation's future generation (Rozi, 2019).

**Table 1**
**Number of Student Brawl Cases in Sukabumi Regency 2022–2026**

| Year | Number of Cases |
|---|---|
| 2022 | 1 |
| 2023 | 1 |
| 2024 | 10 |
| 2025 | 28 |
| 2026* | 2 |
| **Total** | **42** |

**Source:** Processed from Sukabumi Police Brawl Case Data 2022–2026.

Table 1 shows a substantial increase in the number of recorded cases related to student brawls and violence involving children in the Sukabumi Police jurisdiction, from one recorded case in both 2022 and 2023 to ten cases in 2024 and twenty-eight cases in 2025. However, the increase in recorded cases should be interpreted cautiously because the available data do not independently establish whether it reflects an actual escalation in the occurrence of student brawls or is partly influenced by changes in reporting, case recording, detection, classification, or law-enforcement attention. Therefore, the data are used in this study to demonstrate the continuing relevance and visibility of student brawls as a public security concern rather than to establish a definitive causal trend. This limitation also underlines the importance of developing a more systematic mechanism for recording incidents, identifying recurring patterns, and evaluating whether future changes in case numbers reflect changes in actual violence or changes in reporting practices.

**Table 2**
**Student Brawl Cases in Sukabumi Regency, 2024–2026**

| Year | Incidents | Key Findings | Impacts |
|---|---|---|---|
| 2024 | Bloody brawl in Sukabumi Regency | Caused serious injuries and psychological impacts on students | Security disruptions, trauma, disruption of the educational process |
| 2025 | Brawl between 26 junior high school students goes viral on social media | Social media used as a means of communication and dissemination of violent acts | Potential for imitation and increased risk of recurrent brawls |
| 2025 | Brawl between three schools due to a hereditary grudge | Historical conflicts between schools and group solidarity were the triggers | Repeated cycle of revenge |
| 2026 | Brawl in Loji, Simpenan District | Two students were injured and nine teenagers were detained by police | Decreased sense of security in the community and disruption of public order |

**Source:** Processed from Jubir TV News (2026) and Detik Jabar (2024–2025).

Table 2 indicates that the reported student brawl incidents in Sukabumi Regency between 2024 and 2026 display several recurring characteristics, including physical injury, disruption of public order, the use of social media as a means of communication or provocation, and the recurrence of conflicts associated with inter-school hostility. These

characteristics should not, however, be interpreted as proving that each factor has the same causal importance in every incident. Rather, they provide contextual indications of issues that require further analysis in each identified conflict pattern. The available cases therefore support the view that student brawls cannot be treated solely as isolated acts of juvenile misconduct, but should be examined as recurring social and security problems whose contributing factors may differ according to the location, groups involved, history of conflict, and circumstances of each incident.

The causes of student brawls are fundamentally inseparable from the interaction of various aspects that shape adolescent behavior. The family environment plays a crucial role in shaping a child's character, discipline, and self-control. Disharmonious family relationships, poor parental supervision, and minimal moral education often drive children to seek identity and recognition through peer groups. The school environment also influences the development of students' social behavior, especially when character development and supervision mechanisms are not optimal. A social environment that is permissive of violence and the existence of student groups with a history of conflict also increases the potential for brawls (Syariful et al., 2026) The complexity of these factors demonstrates that student brawls are not merely an individual issue, but rather a social issue involving various institutions within society.

Developments in information technology and social media have significantly changed the patterns of student brawls. Digital platforms are not only used as a means of communication between students, but also as a medium for provocation, the spread of hate speech, intergroup challenges, and even the setting of locations and times for brawls. The ease of access to information and weak oversight of youth's digital activities allow conflicts that initially are verbal to escalate into physical violence quickly. The influence of social media further strengthens excessive group solidarity and encourages the emergence of collective identities built on rivalry with other groups. The situation demonstrates that technological developments not only provide benefits for education and communication but also create new challenges in efforts to prevent juvenile delinquency and violence involving students (Naufal, 2025).

The characteristics of perpetrators of student brawls generally indicate the involvement of adolescents who are in the process of searching for identity and social recognition. Participation in brawls is often motivated by the pursuit of status within a group, solidarity with friends, retaliation for past conflicts, or the defense of a school group’s reputation. The current pattern of brawls is no longer spontaneous, but rather demonstrates elements of planning, organization, and the use of digital communication tools to coordinate acts of violence. The resulting impacts include not only physical and material losses but also psychological trauma for victims, their families, and the surrounding community (Irawati et al., 2021). This situation hinders the educational process, reduces the community's sense of security, and may create a negative stigma against educational institutions involved in conflicts between students.

Student brawls are essentially an underlying problem that reflects fundamental problems in the social control system, character education, and child protection. An

approach that focuses solely on prosecuting the perpetrators will fail to address the root causes of brawls. Article 20 of Law Number 35 of 2014 concerning Child Protection affirms that the state, government, regional governments, communities, families, and parents or guardians are obliged and responsible for implementing child protection (Putri & Warka, 2023). These provisions reveal that preventing brawls requires the involvement of all stakeholders through an integrated and sustainable strategy. Analyzing the causal factors, incident patterns, and perpetrator characteristics is a crucial step in formulating policies that are not only focused on law enforcement but also capable of eliminating the sources of the problems that trigger student brawls in Sukabumi Regency.

**Implementation of Police Policies in Addressing Student Brawls in Sukabumi Regency and the Associated Legal Issues.**

Police policy in handling student brawls is part of the implementation of the state's function in maintaining public security and order as mandated in Article 30 paragraph (4) of the 1945 Constitution of the Republic of Indonesia. The Indonesian National Police conduct this function based on Law Number 2 of 2002 concerning the Indonesian National Police. Article 13 of Law Number 2 of 2002 stipulates that the main duties of the Indonesian National Police include maintaining public security and order, enforcing the law, and providing protection, assistance, and services to the community. This provision is emphasized in Article 14 paragraph (1) letter b, which authorizes the police to carry out all activities to ensure security, order, and the smooth flow of social traffic in the community. Student brawls as a form of disturbance to public security and order place the police in a strategic position to take preventive, control, and law enforcement measures to prevent the development of conflicts that could result in loss of life or wider social losses.

The implementation of police policy in handling student brawls generally involves preemptive, preventive, and repressive measures. Preemptive efforts include legal counseling, the development of legal awareness in schools, student guidance, and education concerning the dangers of brawls and violence. Preventive efforts include patrols in areas considered prone to conflict, mapping potential locations of disturbance, monitoring conditions surrounding schools, and strengthening police presence where necessary. Repressive measures are applied when student brawls involve criminal conduct and may include the handling of offenders, confiscation of sharp weapons, witness examinations, and legal proceedings in accordance with statutory provisions. The existence of these three forms of intervention demonstrates that police responses are not exclusively repressive. However, the available analysis does not show that these activities are consistently organized within a single problem-solving cycle in which recurring problems are systematically identified, their contributing factors are analyzed, interventions are selected according to those findings, and the results are subsequently evaluated. The principal issue is therefore not the absence of preventive activities, but the need to strengthen their integration, targeting, and evaluation in order to address recurring student conflicts more systematically.

The role of the Sukabumi Police in handling student brawls is not limited to law enforcement but also encompasses community development and crime prevention.

Coordination with schools, local governments, community leaders, and parents is carried out as part of a strategy to create an environment conducive to youth development. The collaboration is crucial because student brawls are a social problem that cannot be resolved by a single institution. Article 14, paragraph (1), letter c of Law Number 2 of 2002 provides the legal basis for the police to provide community development to increase public participation, public legal awareness, and citizen compliance with laws and regulations. The implementation of these provisions in practice demonstrates that the success of brawl prevention depends heavily on the ability to build effective collaboration between law enforcement officers, educational institutions, families, and the community as a unified social oversight system.

Child protection is a crucial dimension in handling student brawls, given that most perpetrators are still children under the law. Article 1, paragraph 1 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection defines a child as anyone under 18 years of age, including unborn children. Article 64 paragraph (1) of the law emphasizes that special protection is provided to children in conflict with the law. This provision is reinforced by Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, which prioritizes the principles of restorative justice and diversion as mechanisms for resolving juvenile cases. Article 5 paragraph (1) of Law Number 11 of 2012 emphasizes that the juvenile criminal justice system must prioritize a restorative justice approach. Implementing this principle in cases of student brawls aims to protect children from the negative impacts of criminalization while providing them with the opportunity to improve themselves and return to their normal social functions.

Obstacles to the implementation of police policies in handling student brawls are found in various institutional and social aspects, including limited resources, extensive surveillance areas, uneven community participation, and the need for stronger coordination among the police, schools, families, and other relevant institutions. Existing responses such as patrols, legal counseling, school engagement, and law enforcement remain important, but their preventive value may be limited when they are implemented as separate activities without being consistently linked to identified conflict patterns and evidence concerning the circumstances that trigger recurrence. A problem-oriented approach therefore does not replace these existing measures; rather, it requires that the measures be selected and directed according to the specific characteristics of the problem, such as recurring locations, conflict histories, group dynamics, or identifiable triggers. Their effectiveness must then be assessed to determine whether the intervention has actually reduced recurrence or severity.

This situation primarily indicates an implementation gap in handling student brawls rather than a complete absence of legal authority. Existing regulations have provided the police with a sufficient general basis to maintain public security and order, conduct preventive activities, enforce the law, and cooperate with other institutions, while child protection law establishes shared responsibilities among the state, government, families, schools, and communities. The main issue is that these authorities and responsibilities have not yet been fully integrated into a systematic framework that connects problem identification, analysis of recurring conflict patterns, targeted intervention, and measurable

evaluation. The need for a Problem-Oriented Policing model therefore arises not from the absence of all relevant legal provisions, but from the need to organize existing preventive, protective, and law-enforcement functions into a more coordinated and sustainable problem-solving process.

**Problem-Oriented Policing Model in Addressing Student Brawls in Sukabumi Regency**

Problem-Oriented Policing is a concept introduced by Herman Goldstein that emphasizes the identification and resolution of recurring problems underlying crime and public disorder rather than merely responding to individual incidents after they occur. In the context of student brawls, the substantive difference between Problem-Oriented Policing and routine preemptive or preventive activities does not lie simply in the type of activity conducted. Patrols, legal counseling, school visits, community engagement, and law enforcement may all remain part of the police response. The difference lies in the process through which those activities are selected and evaluated. Under a Problem-Oriented Policing approach, interventions must be based on an identified problem pattern, supported by an analysis of the circumstances contributing to recurrence, directed toward specific risks or locations, and assessed to determine whether they reduce the recurrence or severity of the problem. Student brawls therefore cannot be viewed solely as individual legal violations, but as recurring security problems requiring prevention strategies based on conflict patterns, risk analysis, and coordination among relevant institutions.

The implementation of Problem-Oriented Policing in addressing student brawls can be carried out through the Scanning, Analysis, Response, and Assessment (SARA) model as a continuous problem-solving process. In the Scanning stage, the Sukabumi Police, in coordination with schools and relevant institutions, identify recurring incidents, conflict-prone locations, schools or groups with a documented history of conflict, patterns of weapon involvement, and other indicators of potential escalation using available police records, school information, community reports, and other relevant information. In the Analysis stage, the contributing factors of each identified pattern are examined by considering the available evidence concerning family conditions, peer group dynamics, school environments, historical conflicts, and the role of digital communication. These factors should not be assumed to have equal importance; their relevance should be assessed according to their frequency, recurrence, severity, and consistency with the information available in each conflict pattern. The Response stage then directs interventions according to the results of the analysis, which may include targeted patrols at identified hotspots, coordination between schools, parental involvement, mediation, legal education, counseling, or law enforcement where criminal conduct occurs. Finally, the Assessment stage evaluates the effectiveness of these responses periodically by examining changes in repeat incidents, hotspot frequency, weapon involvement, victimization, conflict recurrence, response time, and perceptions of safety, so that interventions that do not produce the intended results can be adjusted in the next problem-solving cycle.

The alignment of Problem-Oriented Policing with the Indonesian legal system is evident in the preventive and community-oriented functions of the police. Article 14 paragraph (1) letter c of Law Number 2 of 2002 provides a basis for police efforts to develop

public legal awareness and compliance with the law. Within this framework, concrete measures may include dialogical engagement in school environments, regular legal counseling, coordination with parents and schools, and early detection of identifiable conflict risks. The use of digital information for prevention must, however, be guided by the principles of legality, necessity, and proportionality and should not be interpreted as authorizing indiscriminate surveillance of students. Preventive monitoring should be limited to information that is lawfully accessible and directly relevant to identifiable risks of violence, while access to private communications or personal information must remain subject to applicable legal procedures and safeguards. In this way, digital information may support early prevention without disregarding children's privacy and digital rights.

The integration of child protection and restorative justice approaches is an important element in the Problem-Oriented Policing model for addressing student brawls. Article 64 of Law Number 35 of 2014 concerning Child Protection stipulates that children in conflict with the law are entitled to special protection, while Law Number 11 of 2012 concerning the Juvenile Criminal Justice System establishes restorative justice and diversion within the juvenile justice framework. Their application, however, cannot be assumed to apply automatically to every student brawl and must remain subject to the legal requirements governing the particular offense and circumstances of the case. In conflicts that have not yet developed into serious criminal conduct, preventive dialogue, mediation, parental involvement, counseling, and social recovery may be prioritized. Where a case meets the legal requirements for diversion, the applicable procedures under the juvenile justice system should be followed. Conversely, where a brawl results in serious injury, significant weapon involvement, or death, formal legal accountability may remain necessary and restorative measures should function, where legally appropriate, as complementary mechanisms for recovery and reintegration rather than as automatic substitutes for the criminal justice process.

This collaborative model between the police, schools, families, local governments, and the community is an important foundation for the implementation of Problem-Oriented Policing. The Sukabumi Police may establish a coordination forum involving the Education Office, school principals, school committees, community leaders, youth organizations, and representatives of parents. The information used within this coordination should primarily focus on recurring conflict patterns, vulnerable locations, and identifiable risk situations rather than creating a permanent blacklist of “at-risk students.” Where information concerning individual children is necessary for prevention or case handling, its collection and use should be limited to a clearly defined purpose and subject to the principles of data minimization, restricted access, confidentiality, limited retention, and protection against stigmatization or misuse. Concrete collaborative activities may include establishing school-based conflict prevention mechanisms, conducting inter-school activities, strengthening digital literacy to prevent online provocation, and developing character education programs. Such collaboration is consistent with Article 20 of Law Number 35 of 2014, which affirms the shared responsibility of the state, government, regional governments, communities, families, and parents in implementing child protection.

Reconstruction of student brawl prevention policies in Sukabumi Regency needs to be directed toward the establishment of an integrated, sustainable, and data-informed Problem-Oriented Policing model. The model should connect the mapping of conflict-prone areas and recurring incident patterns, lawful and proportionate use of relevant information, cross-sectoral coordination, prevention and mediation mechanisms, and periodic evaluation of the effectiveness of interventions. Concrete actions that can be adopted by the Sukabumi Police include developing operational guidelines for handling student brawls based on the SARA method, strengthening conflict reporting mechanisms, conducting periodic school security reviews, and evaluating prevention efforts through measurable indicators such as the recurrence of incidents, hotspot frequency, weapon involvement, victimization, response time, and perceptions of safety. The assessment results should be used to determine whether an intervention should be continued, modified, or redirected. In this way, the model strengthens the legal paradigm of policing from a primarily incident-oriented response toward a continuous process of identifying, analyzing, responding to, and evaluating recurring problems.

## Conclusion

Based on the results of the discussion, it can be concluded that student brawls in Sukabumi Regency constitute a complex public security and order problem involving various possible factors, including family conditions, school environments, peer social interactions, historical conflicts, digital communication, and weaknesses in supervision and coordination. The available case data indicate that student brawls remain a significant concern, although changes in the number of recorded cases cannot by themselves be interpreted as definitive evidence of an actual increase in violence because reporting, recording, and detection practices may also affect the number of documented incidents. Police responses have generally involved preemptive, preventive, and repressive measures, but the principal challenge is the need to integrate these activities into a systematic problem-solving process based on the identification of recurring conflict patterns, analysis of the factors relevant to each pattern, targeted intervention, and measurable assessment. The Problem-Oriented Policing approach developed by Herman Goldstein through the Scanning, Analysis, Response, Assessment (SARA) model is therefore relevant because it does not merely introduce additional activities, but provides a framework for directing existing patrols, legal counseling, school engagement, mediation, parental involvement, and law enforcement according to identified problems and evaluating their outcomes through indicators such as repeat incidents, hotspot recurrence, weapon involvement, victimization, response time, and perceptions of safety. Its implementation must remain consistent with child protection principles, including the avoidance of stigmatization, proportionate and lawful use of personal and digital information, and the protection of children's privacy. Likewise, restorative justice and diversion should be applied in accordance with the legal requirements governing juvenile cases and cannot automatically replace formal legal accountability in serious cases. Through coordinated involvement of the police, schools, local governments, families, and the community, the proposed Problem-Oriented Policing framework can therefore function as a more structured and sustainable policy instrument

for preventing recurring student brawls while maintaining public security and protecting children's rights.

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