

Poster

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Poster 27

[P-27-01] Exploring the Dynamics of Acceptance of Violence among Junior High School Students in Post-Conflict Area Maluku

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Interpersonal violence is among the leading causes of disability-adjusted life-years (DALYs) in adolescence worldwide. Adolescents in Maluku—one of the post-conflict areas in Indonesia—are exposed to high levels of violence. Exposure to violence contributes to the risk of perpetration and victimization in later life through the role of acceptance of violence. This could account for the ongoing cycles of violence in society. Furthermore, perpetration and victimization of violence among adolescents can contribute to long-standing mental health problems that persist through adulthood.

This study aims to explore the dynamics of acceptance of violence among junior high school students in Maluku using social learning theory. This qualitative study involved 17 focus group discussions (N= 87 students) to collect the data. Participants were recruited through non-probability convenience sampling from 11 junior high schools across six villages in Salahutu District, Central Maluku.

Using template analysis, findings indicate that most adolescents have been exposed to violence across multiple contexts in their daily lives. This includes the use of violence in students' neighborhoods, family, school, and among peers. Findings show that the dynamics of acceptance of violence among adolescents can be explained through the four concepts of social learning theory. It was found that most students tend to accept, even support, the use of violence in certain situations. This includes the use of verbal and physical violence among peers and the use of corporal punishment from teachers or parents. These results suggest an urgent need for collaborative efforts in breaking the cycle of violence.