

EXPLORING THE PSYCHOLOGICAL MECHANISMS OF ADOLESCENT VIOLENCE: EVIDENCE FROM THE THEORY OF PLANNED BEHAVIOR

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Abstract

Adolescent violence constitutes a substantial concern in Indonesia, particularly in urban areas like Jakarta, where aggressive behaviour among adolescents is more pronounced. Comprehending the psychological factors that influence these behaviors is crucial for formulating effective preventative strategies. This study analyzes the influence of attitudes towards violence, subjective norms, and perceived behavioral control on teenagers' violent intentions, and further explores how these intentions, along with actual behavioral control, impact the expression of violent actions. Data were gathered from high school students in South Jakarta employing a correlational quantitative approach and validated questionnaires grounded in the Theory of Planned Behavior. The research examined the dynamic interrelations of personal attitudes, perceived societal expectations, control beliefs, intentions, and aggressive outcomes. The findings indicate that attitudes toward violence, subjective norms, and perceived behavioral control substantially influence violent intentions, with subjective norms identified as the most significant predictors. Although actual behavioral control showed little effect, intention emerged as a significant predictor of aggressive conduct. These findings validate the explanatory capacity of the Theory of Planned Behavior in elucidating adolescent violence. Peer influence and apathy towards violence seem to elevate the likelihood of violent behavior. Consequently, preventive strategies should focus on modifying peer group norms and improving adolescents' competencies in emotional regulation and self-discipline.

Keywords: Adolescent violence, attitude, subjective norm, perceived behavioral control, intention.

INTRODUCTION

Adolescence is a critical developmental stage characterized by increased emotional intensity, identity exploration, and heightened susceptibility to external influences. During this period, individuals experience a complex interplay of biological, cognitive, and social changes that shape their behaviors and decision-making processes (Steinberg & Monahan, 2007). One behavioral outcome of concern in adolescence is the rise of aggressive and violent tendencies, especially in urban school environments where peer dynamics and social pressures are particularly strong (Espelage & Swearer, 2003).

Adolescent violence is not only a public safety issue but also a serious developmental concern. It disrupts academic achievement, damages peer and family relationships, and increases the risk of criminal trajectories into adulthood (Centers for Disease Control and Prevention, 2024). In Indonesia, according to the data from the Ministry of Education and Culture (2023) Studies show that approximately one in four students have been involved in physical or verbal violence at school. This phenomenon not only disrupts the learning process but also indicates a lack of self- control and a weak moral value system among adolescents.

Numerous studies have attempted to identify the factors that contribute to violent behavior among adolescents, including exposure to violence in the media, poor parental supervision, socio-economic stressors, and community disorganization (Farrington, 2005; Huesmann & Guerra, 1997). However, psychological models that account for internal processes of decision-making and intention formation have provided more predictive power in understanding why adolescents engage in violent behavior.

One such framework is the Theory of Planned Behavior (TPB), developed by (Ajzen, 1991). This theory posits that behavior is most proximally determined by intention, which itself is influenced by three components: attitude toward the behavior (the degree to which one views violence as favorable or unfavorable), subjective norms (perceived social pressure to perform or avoid the behavior), and perceived behavioral control (the perceived ease or difficulty of performing the behavior). The TPB has been widely applied in health psychology and social behavior research, including smoking cessation, drug use, and pro-environmental actions (Armitage & Conner, 2001). More recently, it has been employed to study deviant behavior among adolescents, including aggression and violence intention in social media (McArthur et al., 2024a), predicting aggression and weapons carrying at urban African American Early Adolescent Youth (Finigan-Carr et al., 2015), Dating Violence among adolescents (Lin et al., 2021), and youth criminal intention (Lara et al., 2024). In addition, the TPB constructs used in research on violence can also be seen in research of (Hayashi & Tahmasbi, 2022a; Hou et al., 2020; López et al., 2022; Roberto et al., 2001; Zinatmotlagh et al., 2013).

In light of the aforementioned context, the subsequent problem formulations can be established: 1). Do attitude towards violence influence the intention to engage in violent behavior among students in Jakarta? 2). Do subjective norms influence the intention to engage in violence among students in Jakarta? 3). Does perceived behavioral control influence the intention to engage in violence among students in Jakarta? 4) Does external control affect the propensity to engage in violent behavior?

LITERATURE REVIEW

Intention

The Theory of Planned Behavior asserts that all human actions are predicated on a plan. Icek Ajzen, (1991) formulated this theory as an extension of the Theory of Reasoned Action to incorporate the notion of perceived behavioral control. The Theory of Planned Behavior posits that intention directly predicts volitional behavior. Intention is a motivational determinant that reflects the extent of effort an individual will invest in executing a specific

behavior (Ajzen, 2002). Consequently, the behavior in question is employed to forecast particular actions. Measures of attitude and intention must possess the same specificity as the behavior being forecasted (i.e., action, target, context, time). If there exists a comparable specificity (e.g., nonspecific intention), the prediction weakens (Ajzen & Fishbein in Albarracín et al., 2014).

According to Ajzen (Albarracín et al., 2014), There are some crucial factors to consider when assessing intention is the alignment between the intention item and the behavior item;

1. The action, target, context, and temporal aspect must be congruent. For instance, if the conduct is "engaging in a brawl at school within the forthcoming month," then the goal must be articulated within the same context and timeframe.
2. Volitional control/perceived behavioral control: conduct will manifest only if, alongside robust intentions, individuals sense they possess sufficient control over the action. If actual control is minimal, even robust intentions may remain unfulfilled.
3. Beliefs serve as the foundation for formulating intentions: intentions are derived from behavioral beliefs, normative beliefs, and control beliefs, which indirectly affect intentions through attitudes, subjective norms, and perceived behavioral control (PBC).
4. Motivation, specifically intention, signifies an individual's preparedness to attempt and the effort that will be exerted to execute the behavior.
5. Voluntary behavior, the anticipated activity must be one that the individual can choose and control (volitional control). If conduct is externally regulated or significantly influenced by circumstances outside the individual's control, intention will be a less pertinent predictor (Ajzen, 1991).

Intention is influenced by three primary constructs: attitude toward the behavior, subjective norms (perceived social pressure), and perceived behavioral control (PBC; perceived ability to execute the behavior), (Ajzen, 1991). This idea has been thoroughly investigated across multiple behavioral domains and has emerged as a crucial theoretical framework for elucidating adolescent behavior, encompassing dangerous activities and aggression.

Attitudes Toward Behavior

Attitudes toward behavior represent an individual's cognitive and emotional evaluation of participating in a certain behavior, ascertaining whether it is perceived as beneficial or harmful. In research technique, attitudes are evaluated by both direct measures (global items, such as "Doing X is good/bad") and belief-based procedures (calculating salient beliefs multiplied by the evaluation of consequences)(Ajzen, 1991). In instances of student violence in Jakarta, including inter-school altercations, bullying with sharp objects, and the belittlement of members from other groups, interviews performed by researchers typically reveal a sense of pride and perceived advantage among the students participating in the brawls. For adolescents, participating in violence, altercations, and belittling persons from other groups is perceived as a means to enhance self-esteem and exhibit personal and collective power. Consequently, these data suggest that these individuals possess favorable views towards violent behavior.

Permissive views or the view that violence is an acceptable way to settle a disagreement are strongly linked to violent thoughts and actions in the context of teenage violence. Meta-analyses and empirical reviews demonstrate a moderate positive connection between pro-violence emotions and violent behavior within educational contexts (López et al., 2022). Furthermore, empirical findings that attitudes toward behavior generally support the predictive power of TPB constructs in explaining violent behavior. For instance, attitudes play a significant role in behavioral intentions. Individuals who believe that violence is an acceptable means of resolving conflict are more likely to engage in such behavior (Burt et al., 2012).

In contexts where violence is normalized, such as among peers who glorify physical dominance. Positive attitudes toward violence can serve as justification and reinforcement for acting aggressively. In addition, finding from (Pina et al., 2022), demonstrates that attitudes affect the desire to engage in violence, encompassing the justification of self-defense and the conviction that violence serves as a means to resolve issues in educational settings. Additional research demonstrating the impact of attitudes on the intention to engage in violent activity is evidenced in the study by (DuRant et al., 1999; Heirman & Walrave, 2012; Martos Martínez et al., 2021; Roberto et al., 2001).

Subjective Norm

In the Theory of Planned Behavior, subjective norm refers to an individual's perception of social pressure regarding whether "significant others" (such as classmates, family, educators, and societal figures) expect or support the individual in engaging in or refraining from a specific behavior. The subjective norm signifies the normative aspect of the decision-making process. The actual behaviors of others are less significant than the perception of what is deemed suitable or permitted within the pertinent social context (Ajzen, 1991, 2002). The aforementioned conventions are predicated on human perception rather than actual societal conditions. Further testing of the Theory of Planned Behavior indicated that social norms consistently influenced behaviors across various cultures (Bosnjak et al., 2020).

Subjective norms consist of two primary components: first, normative belief, which refers to the perception of what others deem appropriate or inappropriate behavior; second, motivation to comply, which indicates the degree to which individuals desire to conform to these expectations. In the TPB model, it may be argued that an individual's belief in their referent's desire for them to perform an action, together with their incentive to meet that expectation, intensifies the subjective norm influencing their intention to act (Ajzen, 1991).

Intentions are influenced by subjective norms through social mechanisms such as direct social pressure, internalization of group values, reputation evaluation, and social moral regulation (Ajzen, 1991; Waterman et al., 2022). In relation to the subjective norm component (normative belief and motivation to comply) through the social mechanism, a focus group discussion (FGD) conducted with various informants among students in Jakarta revealed that one significant motivation for engaging in violent behaviors, such as brawls, verbal insults, and the possession of sharp weapons, was the belief that their seniors instigated such actions. Furthermore, if they refrained from participating in the altercation, their peers would ostracize them and perceive them as feeble. The sensation of being

commanded and penalized by influential figures demonstrates the existence of subjective norms that compel individuals to engage in violence. Within the Theory of Planned Behavior paradigm, subjective standards serve as predictors of intention with attitudes toward conduct and perceived behavioral control.

Previous research, such as that conducted by Zinatmotlagh et al., (2013), illustrates the impact of subjective norms on intentions to engage in violent action. They assert that social norms, shown as peer pressure, affect violent intents and behaviors in teenage males. Subsequent research indicated that subjective norms, reflecting social pressure from peers or groups, enhance students' propensity to imitate violent behavior as a means of achieving social acceptance (Hayashi & Tahmasbi, 2022a). Comparable studies illustrating the impact of subjective norms on intentions toward violent conduct are evident in the works of (Benedetti et al., 2022; DeSmet et al., 2016; Heirman & Walrave, 2012; Kruger et al., 2018; Sakroni, 2021).

Perceived Behavior Control Actual Control (PBC)

PBC refers to an individual's assessment of the ease or difficulty of executing a task, encompassing beliefs regarding resource availability and potential obstacles. PBC comprises two theoretical dimensions: external control (the existence of facilitating or inhibiting situational conditions) and internal control/self-efficacy (confidence in one's own capabilities), (Ajzen, 1991). In the Theory of Planned Behavior, Perceived Behavioral Control serves a dual role: it affects intentions and directly impacts behavior when aligned with actual control. Consequently, it may serve as a predictor of behavioral intentions and act as a moderator of behavior. Ajzen highlighted perceived behavioral control to tackle actions that are not entirely within volitional control.

In the context of students in Jakarta, the focus of this research, preliminary studies indicate that the majority of students exhibiting violent behavior possess elevated self-confidence. This is attributed to their prior experiences with brawls and other violent acts, which lead individuals to feel adept and knowledgeable in navigating potentially harmful situations. Nonetheless, they acknowledge the presence of external impediments, such as police raids, and occasionally encounter neighbors who disapprove of aggressive conduct. This phenomena is connected to the notion of internal and external control within the framework of perceived behavioral control in PBT theory.

Numerous prior investigations have substantiated this tendency, both theoretically and empirically in the domain. One of them is regarding the impact of perceived behavioral control on violent intentions is available in the study by Favre et al., (2024), which elucidates that the capacity to regulate impulses and aggression moderates the correlation between experiences of violence and both violent intentions and behaviors. The research conducted Hapsah & Muslim (2021) similarly demonstrated a substantial impact of individual capabilities on verbally abusive behavior among adolescent girls. Furthermore, another research indicates that perceived behavioral control influences an individual's capacity to abstain from violent activity; pupils with diminished self-control are more readily incited to engage in violence (Hayashi & Tahmasbi, 2022). Additional studies demonstrating analogous

outcomes can be observed in the research of (Heirman & Walrave, 2012; Lara et al., 2024; Lin et al., 2021).

Attitudes toward behavior, subjective norms, and perceived behavioral control directly affect behavioral intentions, as demonstrated by several research yielding consistent findings. Nonetheless, research findings also suggest that these three variables do not substantially affect behavioral intentions, whether together or independently. For instance, attitude and perceived behavioral control (PBC) were the most significant predictors of intention formation. However, for specific subgroups, various exploratory models of subjective norms demonstrated weak or insignificant effects on intentions (Brehmer, 2023; Hou et al., 2020; Mardianto et al., 2021; Roberto et al., 2001; Tennakoon et al., 2024). The numerous research indicate that subjective norms have not been demonstrated to affect violent intentions. Perceived behavioral control has not been proven to have an effect on violent intentions, as shown in research. (McArthur et al., 2024b; Roberto et al., 2001; Zhao et al., 2023).

The studies' conflicting findings suggest that the three TPB components and violent conduct intentions are context-dependent and ambiguous. The classic Theory of Planned Behavior (TPB) paradigm, which ends at the intention phase, ignores Actual Behavioral Control (ABC) in most investigations. According Ajzen (Bosnjak et al., 2020), believed that real behaviour is governed by an individual's aspirations and perceived control, including social support, resource availability, and environmental pressures. When an individual has a high tendency toward violence yet lacks control over their circumstances, such as inadequate school supervision or strong peer group endorsement, violent conduct increases. Therefore, actual control may mediate the correlation between intentions and violent action, although it has rarely been scientifically studied, especially in Indonesia.

Research on violence among Indonesian students predominantly focuses on social and criminal aspects, with minimal use of the concept of premeditated behavior. Indonesia's collectivist culture, particularly in Jakarta, characterized by congestion, academic competition, and peer pressure, engenders psychosocial dynamics that diverge from those in other nations. Research on the influence of attitudes toward violence, subjective norms, and perceived behavioral control on the degree of student aggression, with actual behavioral control serving as a moderator, is both significant and practicable. This research aims to enhance the cross-cultural validity of the Sustainable Development Goals in comprehending adolescent aggressiveness. This project aims to assist urban schools, such as those in Jakarta, in developing improved character education and techniques for preventing student violence.

Drawing on the problem context and the current literature review, the subsequent research hypothesis can be articulated:

1. Attitudes towards Violent Behavior affect violent intentions among students in Jakarta.
2. Subjective Norm affect violent intentions among students in Jakarta.
3. Perceived Behavior control affect violent intentions among students in Jakarta.
4. Attitudes towards Violent Behavior, Subjective Norm dan Perceived Behavior control, collectively influence the intention of violence among students in Jakarta
5. Actual Behavior Control influences the suppression of violent intentions towards aggressive conduct among students in Jakarta.

RESEARCH METHOD

This research employed a quantitative correlational methodology to investigate the predicted linkages across elements of the Theory of Planned conduct (TPB) in elucidating violent conduct in teenagers. This model investigated the impact of attitudes toward violent behavior (ATB), subjective norms (SN), and perceived behavioral control (PBC) on violent intentions, with actual behavioral control (ABC) serving as a moderator in the link between intentions and actual violent behavior. This research methodology is grounded in Ajzen's (1991, 2011). Theory of Planned Behavior framework, which posits that behavioral intentions modulate the influence of attitudes, perceived social pressure, and control beliefs on actual behavior. This methodology facilitates the examination of expected interactions without direct engagement, rendering it appropriate for psychological study concerning adolescents (Creswell & J. David Creswell, n.d.; Kerlinger & Howard Bing, 2000)

The demographic comprised male and female students enrolled at SMAN 'South Jakarta' and SMK BK Jakarta, two high schools in South Jakarta recognized for recurrent episodes of student violence, including brawls, bullying, and altercations. These schools were deliberately chosen to exemplify academic and vocational settings with analogous socio-environmental conditions. Applying the Slovin formula at a 95% confidence level with a precision of 10%, a minimum sample size of 94 respondents was calculated from a total population of 1,538 pupils (1,052 from SMAN South Jakarta and 486 from SMK BK South Jakarta). Sampling was executed by simple random sampling, guaranteeing that every student had an equal chance to partake (Etikan, 2017).

The research employed a structured questionnaire derived from Ajzen's (2011) Theory of Planned Behavior model, adapting it to the context of adolescent violence for data collection. The instrument comprised six primary scales:

1. Attitude Toward Violent Behavior (ATB), Six items assessing individuals' perceptions of violence (e.g., "Violence is an acceptable means of conflict resolution").
2. Subjective Norms (SN), Five items assessing perceived social pressure (e.g., "My friends would endorse my decision to engage in a fight").
3. Perceived Behavioral Control (PBC), five items that assess an individual's belief in their ability to perform a specific action (e.g., "I can manage my anger even when provoked").
4. Intention to Engage in Violence, Four inquiries assessing the propensity to partake in aggressive conduct.
5. Actual Behavioral Control (ABC), Five items concerning real-life circumstances that facilitate actions, such as the presence of friends or supervision.
6. The Violent Behavior Scale comprises six items that assess the frequency of pupils' verbal and physical aggression in a school setting.

A five-point Likert scale was employed to evaluate each item, with 1 representing "strongly disagree" and 5 denoting "strongly agree."

The questionnaire was developed using (Ajzen, 2011) concept of elicitation method, ensuring cultural appropriateness for Indonesian adolescents. We assessed validity through

the corrected item-total correlation ($r > 0.30$) and evaluated reliability using Cronbach's alpha, which yielded coefficients ranging from 0.79 to 0.93, indicating a high degree of internal consistency among the items (Tavakol & Dennick, 2011).

Data analysis was performed utilizing SPSS 26.0, incorporating both descriptive and inferential techniques. Descriptive statistics provided a summary of the respondents' demographics and the means of the variables. Inferential analysis utilized multiple linear regression to evaluate the influences of ATB, SN, and PBC on the intention to commit violence, succeeded by moderated regression analysis (MRA) to investigate the moderating effect of actual behavioral control (ABC) within the intention–behavior link. Before testing hypotheses, classical assumptions were conducted; normality (Kolmogorof-Smirnov Test), linearity, homoscedasticity, multicollinearity ($VIP \leq 10$), and autocorrelation (Durbin- Watson Test). Significance was determined at $p < 0.05$ with standardized β values used to interpret effect strength (Cohen, 1992).

RESULT AND DISCUSSION

This study seeks to examine and address research inquiries concerning the impact of attitudes toward violent behavior (ATB), subjective norms (SN), and perceived behavioral control (PBC) on the intention to engage in violence, as well as to evaluate the influence of violent intentions and actual behavioral control (ABC) on the manifestation of violent behavior among students in Jakarta. The results were derived via multiple linear regression analysis and partial t-tests utilizing quantitative data from 94 high school and vocational high school students in South Jakarta. The tests satisfied all traditional assumptions; normality, homoscedasticity, and absence of multicollinearity, therefore, the model results can be deemed valid and reliable.

The regression analysis indicates that attitudes toward violent behavior (ATB) exert a positive and statistically significant influence on the intention to engage in violence, evidenced by a regression coefficient of $\beta = 0.228$; $t = 2.432$; $p = 0.017 < 0.05$. A student's positive attitude toward violent behavior, such as perceiving violence as a normative manner of preserving self-esteem, correlates with an increased likelihood of engaging in violence. The findings are consistent with (Ajzen, 2020), who highlighted that attitudes toward behavior serve as a vital cognitive element in intention formation. Attitudes derived from instrumental and affective beliefs can enhance the likelihood of engaging in actions viewed as beneficial for the individual. Research by Roberto et al., (2001), corroborates these findings, indicating that adolescents who hold positive evaluations of aggressive behavior are more likely to express intentions to engage in group violence.

Concerning subjective norms (SN), the partial regression analysis indicated a positive and statistically significant impact on violent intents, with $\beta = 0.291$; $t = 3.087$; $p = 0.003 < 0.05$. This indicates that environmental social pressure; such as from peers, school organizations, or family can reinforce adolescents' inclinations to partake in violent behavior. Peer group norms that condone or even exalt violence, such as in the setting of altercations, can influence the belief that such conduct is socially permissible. This conclusion theoretically aligns with Ajzen' (1991). This finding also aligns with the research conducted by Li et al. (2021) which identified social norms as the most significant predictor of violent intents

among Chinese students. In collectivist cultures such as Indonesia, peer group social influence significantly shapes behavior (Yoon, 2022). Consequently, subjective norms within the social milieu of Jakarta students significantly influence aggressive intents. This finding is also consistent with the research results by (Brehmer, 2023; Hayashi & Tahmasbi, 2022b; López et al., 2022).

Perceived behavioral control (PBC) had a substantial impact on violent intentions, with $\beta = 0.205$; $t = 2.246$; $p = 0.027 < 0.05$. This suggests that when students' evaluations of their capacity to exert control over or engage in violence increase, so does their intention to behave aggressively. In this circumstance, diminished self-control or the conviction that one can "dominate the situation" during a disagreement may exacerbate violent intents. This conclusion theoretically aligns with Ajzen' (1991), notion that perceived behavioral control (PBC) affects intentions based on the perceived ease or difficulty of executing an activity. This finding is also in line with research by Roberto et al., (2001), which explains that ATB and PBC have a significant influence on students' aggressive behavioral intentions.

The three TPB constructs; ATB, SN, and PBC, simultaneously exerted a substantial influence on violent intentions ($F = 14.588$; $p < 0.001$; $R^2 = 0.304$). This indicates that 30.4% of the variance in violent intents among students in Jakarta can be attributed to these three factors collectively. This discovery substantiates the fundamental premise of the Theory of Planned Behavior, which posits that intentions are influenced by a confluence of personal beliefs, societal beliefs, and perceived behavioral control. This model's efficacy corresponds with Hagger & Hamilton (2024) meta-analysis, which demonstrated that the TPB components account for 25–35% of the variance in intentions about complicated social activities. Consequently, these findings validate the theoretical applicability of the Theory of Planned Behavior in comprehending student aggressive conduct within the urban Indonesian milieu.

The moderation analysis results indicated that violent intentions significantly influenced actual violent conduct ($\beta = 0.410$; $t = 4.196$; $p < 0.001$), whereas actual behavioral control (ABC) did not have a significant moderating effect ($\beta = 0.032$; $p = 0.818 > 0.05$). Consequently, despite kids' high inclinations towards violent behavior, actual measures such as teacher oversight, school penalties, police presence, or other situational factors have proven ineffective in curbing this conduct.

The findings reveal a discrepancy between intention and behavior, a common occurrence in the realm of adolescent aggressive behavior. Ajzen (2020) noted that the discrepancy between perceived control and actual control frequently leads to intentions not being fully realized in behavior. High levels of actual control and supervision do not alter students' decisions to persist in violent behavior. Violent intentions arising from peer influence and the quest for self-identity outweigh the effects of external controls (Hagger & Hamilton, 2024; McArthur et al., 2024).

The discovery that actual behavioral control (ABC) exerted no substantial influence on violent conduct indicates that external control measures, such teacher supervision, school regulations, or the presence of authorities, are ineffective in curbing violent behavior among teenagers. This suggests the necessity to amend the traditional Theory of Planned Behavior framework by include "situational permissiveness", the degree of societal tolerance for

violence within the adolescent's surroundings as a contextual variable that may enhance the correlation between subjective norms and intents.

This conception corresponds with the Integrated Behavioral Model (IBM) framework established by Fishbian and Ajzen, (2011), wherein behavior is additionally affected by environmental conditions and resource accessibility. Among Jakarta students, substantial societal endorsement of violence (peer reinforcement) coupled with inadequate external regulation establishes a "social space" that perpetuates aggressive conduct, even statutory prohibitions against it. The following is a table of multivariate regression statistical tests;

Table 1.
Attitudes Towards Violence, Subjective Norm and
Perceived Behavior Control on Intention to Commit Violence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5830.120	3	1943.373	14.588	.000 ^b
	Residual	13321.534	100	133.215		
	Total	19151.654	103			

a. Dependent Variable: Intensi

b. Predictors: (Constant), Percive Behavior, Attitude To Ward Behavior, Subjective Norm

Source: Primary Data Processing

Table 2.
Results of the Contribution of Attitude, Subjective Norm and
Perceived Behavioral Control to Violent Intentions

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.552 ^a	.304	.284	11.54189	1.836

a. Predictors: (Constant), Percive Behavior, Attitude To Ward Behavior, Subjective Norm

b. Dependent Variable: Intensi

Source: Primary Data Processing

Tabel 3. Partial Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-5.150	6.608		-.779	.438		
	Attitude To Ward Behavior	.161	.075	.228	2.136	.035	.609	1.642
	Subjective Norm	.412	.152	.291	2.712	.008	.606	1.649
	Percive Behavior	.263	.110	.205	2.392	.019	.948	1.054

a. Dependent Variable: Intensi

Tabel 4.
The Role of Actual Behavior Control, Intention to Commit Violence, and
Violent Behavior in Adolescents in Jakarta

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2119.810	2	1059.905	11.845	.000 ^b
	Residual	9037.690	101	89.482		
	Total	11157.500	103			

a. Dependent Variable: Perilaku Kekerasan Remaja

b. Predictors: (Constant), Intensi, Actual Behavior

Tabel 5.
The Contribution of Intention to Commit Violence and
Actual Behavior Control to Behavior

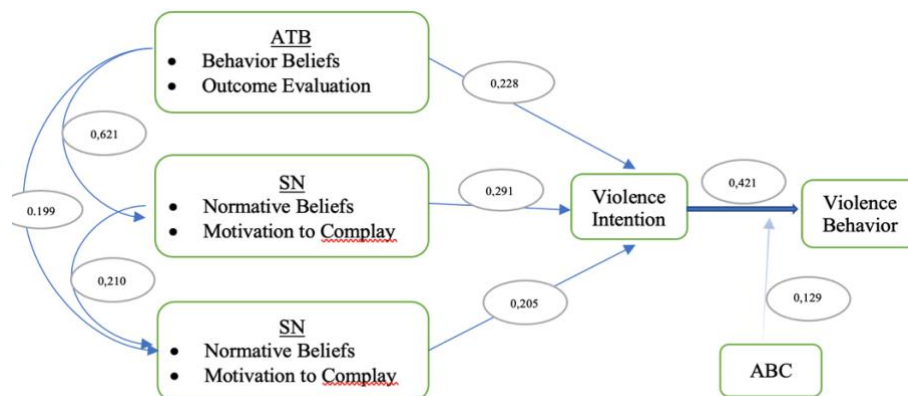
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.436 ^a	.190	.174	9.45950	2.006

a. Predictors: (Constant), Intensi, Actual Behavior

b. Dependent Variable: Perilaku Kekerasan Remaja

Figure 1.
Intention to Commit Violence Against Violent Behavior of Adolescents



CONCLUSION

This study's results demonstrate that subjective norms are the primary influence on students' violent intentions, succeeded by attitudes toward violent behavior and perceived behavioral control. The three primary factors in the Theory of Planned Behavior were demonstrated to concurrently exert a considerable impact on violent intents, affirming that violent behavior among students in Jakarta is predominantly shaped by social processes and normative perceptions from their peers. Simultaneously, empirical evidence demonstrated that actual behavioral control was ineffective as a constraint on behavior, indicating that despite rigorous oversight, school discipline, and external social controls like security forces, students continue to exhibit a pronounced propensity for violent conduct, including brawls and fights.

These findings reinforce the view that adolescent violent behavior is determined not only by individual intentions, but also by social and situational influences inherent in Indonesia's urban and collectivist cultural context. Therefore, the application of the Theory of Planned Behavior in the context of student violence in Jakarta needs to be modified into the Socially Reinforced TPB model, an approach that emphasizes the role of social reinforcement, group norms, and situational control in explaining violent behavior.

Future study could examine this developmental model by incorporating additional variables, such as peer conformity, school climate, or moral disengagement, as socio-psychological factors that may enhance or diminish the association between violent intentions and behavior. Moreover, employing a longitudinal design alongside a mixed methods approach could yield a more profound comprehension of the dynamics of teenagers' evolving violent intentions over time, as well as the impact of social and cultural circumstances on violent conduct inside urban educational environments.

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