Analysis of students' legal awareness for bullying prevention in Surakarta schools

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Abstract

This study investigates the legal awareness of students in Surakarta junior high schools concerning preventing bullying, intending to promote quality education in alignment with Sustainable Development Goals (SDGs). The research explores students' understanding, potential, and awareness of bullying prevention using qualitative and descriptive methods. Bullying encompasses various forms of violence, including physical, verbal, social, and cyber forms, often characterised by intimidation. The findings revealed that 90.99% of students reported experiencing bullying, predominantly verbal, with 53.25% subjected to discriminatory behaviour. Although 70% acknowledged the occurrence of physical and verbal violence, there was a noted deficiency in effective preventive measures, indicating a low level of awareness regarding bullying prevention. The study highlights the urgent need for improved awareness and preventive measures, making the audience feel the urgency and importance of the issue. It also underscores the vital role of schools and communities in enhancing legal awareness among students.

Keywords: Bullying prevention, Education system, Legal awareness.

Introduction

Schools play a strategic role in achieving sustainable development to improve Indonesia's Human Development Index (HDI). The goal of sustainable development, also known as the Sustainable Development Goals (SDGs), has become a commitment of nations worldwide, including Indonesia. On September 25, 2015, the United Nations General Assembly agreed on the SDGs to be achieved by 2030 as a Decade of Action, marking a concrete step to improve the well-being of people both globally and nationally so that everyone can lead a better and more sustainable life (UNESCO, 2018).

The SDGs promote change grounded in social, economic, and environmental development and human rights equality. The United Nations has established 17 goals that are hoped to be achieved by 2030, including eradicating poverty, ending hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth. Additionally, the SDGs include industry innovation, reduced inequalities, sustainable cities, responsible consumption and production, climate action, life below water, life on land, peace and justice, and partnerships to achieve these goals (Bokova, 2017; Fang & O'Toole, 2023).

One of the objectives of the SDGs is to achieve quality education, with one of its targets being that all students receive child-friendly educational facilities, safe learning environments, and anti-violence measures by 2030. Schools should serve as a means for students to develop various skills necessary to confront future challenges (Firdaus et al., 2023; Holmes et al., 2022). Education is one of the priorities to achieve sustainable development goals (SDGs) to improve society's knowledge and awareness of various global issues and challenges (Kenny et al., 2023). As educational institutions, schools play a crucial role in supporting learning activities conducive to growth. A safe learning environment promotes children's growth and development, and schools should uphold children's rights, including education, as a manifestation of human rights (Howie, 2018; Indriya et al., 2022).

However, violent behaviour frequently results in situations at school that degrade the quality of education by placing students under social and emotional pressure. To achieve the SDGs, education should be prioritised to increase public awareness and knowledge of global and sustainability issues (Siahaan et al., 2023). Educational institutions, such as schools, play a critical role in fostering conducive learning and teaching environments (Thamrin, 2020). Currently, it is a common concern that it is important to provide a school environment that is safe, comfortable, and conducive to education (Laith & Vaillancourt, 2022; Rulandari, 2021)— creating a school atmosphere without factors impeding students' educational process, development and growth.

The Komisi Nasional Perlindungan Anak (KPAI)/National Commission for Child Protection has identified three "major sins" in education, which are sexual violence, bullying or harassment, and intolerance. According to the KPAI, there were 2,355 cases of child protection violations in 2023, with 861 occurring at educational institutions. Children were victims of sexual violence cases in 487 cases, victims of physical and/or psychological violence in 236 cases, victims of Bullying in 87 cases, victims of educational facilities in 27 cases, and victims of policies in 24 cases.

The KPAI obtained specific data on bullying or harassment, which has become a nightmare for children in school environments. In 2023, 87 cases of bullying were reported nationally, with a total of 55.5% occurring physical bullying, 29.3% verbal bullying, and 15.2% psychological bullying (Setiawan & Subando, 2024). The KPAI reported that bullying-related violence almost half of the incidents occurred at educational institutions. Bullying, harassment, and intolerance are continuing problems in schools, and the trend is increasing.

The government has ratified the Minister of Education, Culture, Research and Technology Regulation Number 46 of 2024 concerning the Prevention and Handling of Violence in Educational Unit Environments to prevent widespread and dangerous violent behaviour in the environment. Article 6, paragraph (1) states that forms of violence include physical violence, psychological violence, bullying, sexual violence, discrimination and intolerance, policies that contain violence, and other forms of violence. In paragraph (2), the form of violence as referred to in paragraph (1) can be carried out physically, verbally, non-verbally, and/or through information and communication technology media (El-esawy, 2023; Sabah et al., 2022).

Bullying is defined as the intentional and repeated infliction of harm or discomfort upon another individual (Carney & Merrell, 2001; Dardiri et al., 2020). School bullying, which is the most prevalent form of youth violence, has become a significant concern for students and a global public health issue (Okagbue et al., 2022; Schütz et al., 2022). Unfortunately, bullying affects thousands of children worldwide, and it remains a pressing social issue. According to research, bullying is the most common form of violence that occurs in schools, affecting children and adolescents (Menesini & Salmivalli, 2017; S. Xu et al., 2022).

In the context of schools, bullying is a form of violence that can have serious consequences for children, particularly regarding their right to education as outlined in the United Nations Convention on the Rights of the Child, as adopted on November 20, 1989 (National Center for

Educational Statistics, 2015). Children who are supposed to receive special protection in the fulfilment of their fundamental rights to receive safe education are often the victims of bullying.

The results of research conducted by the Concern for Children Foundation (KAKAK) in collaboration with the Solo City Department of Women's Empowerment and Child Protection, Population Control and Family Planning (DP3AP2KB) in 2023 (Widyaningtyas & Mustofa, 2023). Nur et al. (2022) conducted a comprehensive study that identified three distinct forms of bullying: verbal, physical, and cyberbullying. Their research focused on junior high school students, a critical developmental phase when social dynamics can significantly impact individuals. The data revealed that a concerning 39% of these students reported experiencing verbal bullying, characterised by harmful words and derogatory remarks. Most of these incidents—65%—occurred within the confines of the school environment, highlighting the institution as a significant setting for this negative behaviour. Additionally, 22% of bullying took place in recreational spaces, while 13% was reported at home, suggesting that bullying can permeate various facets of a student's life.

A striking finding of the study was that an overwhelming 91% of bullying acts were perpetrated by the students' peers, indicating a troubling trend of friend-on-friend aggression. Other sources of bullying included upper-level students, siblings, parents, and teachers, each contributing a smaller fraction at 3%. Physical bullying, which is particularly alarming due to its potential to inflict both emotional and bodily harm, was reported by 11% of junior high students. This form of aggression is often repetitive, leaving visible marks such as bruises on victims' bodies. Disturbingly, 53% of reported physical bullying incidents occurred in the school setting, emphasising the need for heightened awareness and intervention strategies to address these behaviours in educational environments.

Meanwhile, cyberbullying or bullying is an action carried out repeatedly aimed at frightening, angering or embarrassing the victim and is usually done through social media or online. Research shows that as many as 14% of children have been victims of cyberbullying or bullying carried out on various digital platforms or social media, most found on WhatsApp at 74%, followed by another 15%, including TikTok and X, then Instagram at 8%, and games at 3%. The perpetrators of Bullying or Bullying on social media are mainly friends, as much as 90%, followed by another 8%, including strangers or people they don't know and neighbours; parents do 1%, and teachers do 1%.

Recently, there has been a growing trend of behaviour that starts with joking but ends in bullying or harassment, which has become a familiar and recurring issue in schools. As a result, this behaviour is considered acceptable and is often carried out in the school environment. According to the study by Kapitanoff & Pandey (2024), teasing, making fun of others and joking can be categorised as verbal bullying. The various types of joking used by bullies are also diverse, including intimidation, ridicule, teasing, and even threats, all of which are negative and harmful to the target of the bullying or harassment (Emilda, 2022).

Research conducted by Menesini and Salmivalli (2017) demonstrates the connection between bullying and intimidation, a crucial area of study for students, educators, and researchers interested in social behaviour. According to Olweus (1993), bullying is an aggressive and deliberate act that is carried out repeatedly over a certain period by either an individual or a group against victims who are unable to defend themselves easily. This situation arises due to an imbalance of power between the perpetrator and the victim, which may manifest in various forms, such as physical strength, social status, or the group's size.

Additionally, bullying often targets individuals based on perceived weaknesses, such as appearance, learning difficulties, family situations, or personal characteristics, with the intent to cause harm (Menesini & Salmivalli, 2017). Understanding these dynamics is the first step towards addressing and preventing community bullying. Bullying consists of verbal attacks (e.g. name-calling, threats), physical behaviour (e.g. hitting, kicking, damaging the victim's

property), and relational/social aggression (e.g. social exclusion, spreading rumours to the latest forms of attacks via the Internet and new technologies also referred to as cyberbullying (Olweus, 1993; Y. Xu et al., 2023).

Bullying is significantly detrimental to students' development within the school environment, as it impedes their ability to achieve educational objectives designed to cultivate their potential, talents, and interests optimally. In Surakarta City, researchers conducted inspections across all schools and established a Task Force for the Prevention and Handling of Violence, along with standards for the prevention and handling of violence services in educational settings. These initiatives aim to enhance participants' understanding of the importance of adhering to regulations that prevent bullying. Promoting students' legal awareness regarding bullying behaviour is an effective strategy for fostering a safe school environment, which is essential for upholding children's rights.

While several studies have focused on the prevalence of bullying and its consequences (Sintasari et al., 2024), the psychological impact of bullying on students (Astifionita, 2024), and the factors contributing to bullying incidents (Rasmita & Pasaribu, 2024), there has been a notable lack of research examining the role of legal awareness in reducing bullying behaviour. Until now, no studies have addressed the significance of legal awareness in this context despite its vital importance in evaluating the effectiveness of various school preventive initiatives. This study aims to analyse students' legal awareness of bullying behaviour in schools to enhance civic education. It seeks to elucidate children's rights, responsibilities, and potential behaviours in preventing bullying. The research ultimately contributes to the development of responsible citizenship among students.

Method

This study holds significant relevance as it examines students' awareness regarding anti-bullying behaviours in schools. The research underscores the escalating concern over bullying and emphasises the necessity of safeguarding children's rights to quality education. Employing a qualitative descriptive approach, the study explores multiple dimensions of students' awareness of anti-bullying measures (Rahardjo, 2017). The research commenced by analysing prevalent cases and phenomena of bullying, with data meticulously gathered to delineate these occurrences.

The study focuses on assessing students' understanding of bullying and the potential for such behaviours to emerge in school environments. The findings are analyses to comprehensively describe students' legal awareness in preventing bullying. Conducted in junior high schools across five sub-districts in Surakarta City, the research utilised purposive sampling to collect data aligned with its objectives (Davidson-Shivers et al., 1997).

The sampling process ensured regional representation, balanced distribution, and inclusion of public and private schools, thus guaranteeing accurate and reliable data. Schools were selected based on specific characteristics, including the presence of a Task Force for the Prevention and Handling of Violence, which played a pivotal role in data collection and analysis. These schools have implemented preventive measures to address bullying among students.

The data collection process was comprehensive, involving 778 participants, consisting of 436 female and 342 male students aged 12 to 15 years. Additional data were obtained through interviews with Pancasila and Civic Education (PCE) and Counselling Guidance (BK) teachers during Focus Group Discussion (FGD) sessions (Miles et al., 2014). Following data collection, an interactive analysis was conducted, comprising data classification, reduction, and presentation. To ensure the validity and reliability of the findings, the researchers employed triangulation methods, analysing data consistency across multiple sources and methods (Miles et al., 2014). This rigorous process confirmed the accuracy and dependability of the data, thereby strengthening the study's conclusions.

Results and Discussion

Students Understanding of Bullying

This study included students at ten junior high schools divided into five sub-districts in the city of Surakarta, with an emphasis on understanding Bullying or Bullying obtained the following data:

Table 1.
Understanding Bullying

No	Level of Understanding Bullying or Bullying	Result
1	Have you ever heard the term bullying or bullying?	94.28% Heard, 5.72% Never
2	Understanding the term bullying	91.59% Understand, 8.41% Don't Understand
3	Understanding of the types of Bullying (Bullying that starts with jokes)	83.11% Understand, 16.89% Don't Understand

Source: Research Result, 2024.

According to the data obtained, most students have heard the term bullying, but it is concerning that 5.72% have never heard of it. This suggests that there are still students who do not understand bullying. The data shows that 91.59% of students understand bullying, while 8.41% do not. This is an increase from the previous survey results, where students had never heard of the term bullying. It is also noted that 83.11% of students understand bullying, while 16.89% do not. This indicates that some students still cannot differentiate the various types of bullying.

Bullying is defined as physical, verbal or psychological intimidation carried out to cause fear, distress or harm to a particular victim, with stronger individuals bullying weaker people (Xue et al., 2022). Bullying can occur in several forms of action, according to Coloroso (2007) and Emilda (2022), divided into three types, namely physical bullying, verbal bullying, relational bullying, and cyberbullying. According to Kurniasih et al. (2020), verbal bullying can be carried out in spoken or written form, including name-calling, threats of violence, and harsh language. Physical bullying includes kicking, hitting, spitting, pinching, damaging the victim's property, making violent movements, and even tearing the victim to pieces. Research results from Schütz et al. (2022) show that bullying can take the form of intimidation, which causes emotional, physical and health impacts and affects the victim's academic performance.

Students lacking knowledge about types of bullying will have an impact on the emergence of violent behaviour, both physical, verbal, social and cyberbullying, which is carried out repeatedly and even involves intimidation of victims in the school environment. This bullying or verbal bullying behaviour will have an impact on feeling hurt and emotional during learning or activities at school (Fernández-Alfaraz et al., 2023; O'Higgins Norman et al., 2022; Okagbue et al., 2022). A more dangerous condition is the emergence of bullying in the form of physical actions that cause pain, fear and insecurity in carrying out learning activities at school.

Potential Bullying Behaviour Carried Out by Students at School

Perpetrators of harassment or Bullying have the potential to be anyone, particularly teenagers. This behaviour can occur anywhere, especially in school settings, as shown by various studies. According to research, different types of harassment or bullying behaviours occur in school environments, as indicated by Table 2.

According to research findings, the dominant types of bullying behaviour in junior high school environments are verbal bullying, including name-calling or teasing, mocking friends to joke but cause hurt feelings, seeking flaws in friends (discriminatory), and cyberbullying on social media. Almost all participants (90.99%) have experienced verbal bullying or *catcalling*. Regarding the potential for bullying that starts with teasing friends to joke but causes hurt

feelings, 44.71% of participants have experienced it. Additionally, 53.25% of participants have experienced bullying due to discriminatory behaviour, such as seeking flaws in friends. The behaviour of cyberbullying on social media, which is currently trending among junior high school students, has affected 81.89% of participants.

Table 2.
Types of Bullying Behaviour at School

No	Types of Bullying Behaviour in The School Environment	Result
1	Verbal with teasing/joking	90.99% Experienced, 9.01% Never Experienced
2	Teasing a friend/to joke but causing hurt to a friend	44.71% Perpetrated Bullying, 55.29% Never Perpetrated
3	Looking for lack of friends (discriminatory)	53.35% Experienced, 46.65 Never Experienced
4	Cyberbullying	81.89% Experienced, 18.11% Never Experienced

Source: Research Result, 2024.

The occurrence of bullying is relatively high among teenagers who fall into the category of school children, especially those aged 12 to 18 years. Based on meta-analysis from various international studies shows that the average level of perpetrators and victimisation of bullying in adolescents aged 12 to 18 years, the average level of perpetrators of bullying is 35%. Meanwhile, the average rate of cyberbullying is 15% (Ahmed et al., 2022; Jiménez-Barbero et al., 2020). From the research data, the average level of direct bullying reaches 35% and 15% for bullying activities in cyberspace.

Cases of bullying experienced by students in Indonesia have also increased since 2022, according to the Central Statistics Agency regarding "Indicators of Indonesia's Sustainable Development Goals 2023", which show that the percentage of students who experience bullying will increase in 2022, both among students in grade 5 elementary school/equivalent, grade 8 junior high school /equivalent, and grade 11 high school/equivalent. According to the data, the highest proportion of students who experienced bullying occurred at the junior high school level. Bullying rates increased by 15.02 percentage points from 26.32% in 2021 to 41.34% in 2022, as reported by (National Center for Education Statistics, 2021).

In 2023, the National Survey of Child and Adolescent Experiences (SNPHAR) conducted by the Ministry of Women's Empowerment and Child Protection (KEMENPPPA) revealed a trend of physical and emotional violence among children. Physical violence experienced by boys and girls includes being pushed/hit/beaten, strangled/pinched/burned, and attacked with a knife or other weapons. Emotional violence or bullying involves being teased or sexually harassed by peers in the form of jokes or sexual comments. The prevalence of emotional bullying in the form of sexual jokes or comments was 16.22% among boys and 21.31% among girls, as reported by (Gaffney et al., 2019; Wibowo et al., 2021).

The results of the research that has been carried out confirm various surveys which state that bullying or bullying behaviour has the potential to be carried out by children and teenagers. Referring to the opinion of Sikhakhane et al. (2018) and Sabah et al. (2022), which state that bullying has the potential to affect children and adolescents globally. The research results from Schütz et al. (2022) indicated that students can carry out bullying behaviour as a form f deviant behaviour. Various forms of bullying are: (1) students often bully their friends at school, (2) students often say rude things to their friends, and (3) lack of teacher supervision and monitoring in preventing bullying in learning classes.

Bullying behaviour has an impact that affects the learning process and the development of students at school. Bullying has a dangerous effect on the victim, some causing pain, fear,

insecurity, sadness, shame, heartache and even emotions in students (Sabah et al., 2022; Wiseman & Jones, 2018). This condition causes students to experience disruption in learning because they are physically and mentally unable to perform their functions optimally. Students should be able to develop their various potentials, but because they experience pressure due to bullying, their development generally does not follow the rhythm of students' development.

Bullying or undermining behaviour has the potential to recur repeatedly, which is a concern as it may become a habit that students in various forms of behaviour can perform. The potential for bullying or undermining behaviour that occurs in the school environment can take the form of both physical and emotional violence. A tendency for bullying or undermining behaviour is often carried out verbally due to the habit of mutual ridicule among students, which can begin with joking, causing hurt feelings, seeking faults in friends (discriminatory), and cyberbullying on social media (Menesini & Salmivalli, 2017; O'Higgins Norman et al., 2022). Behaviour that tends to take the form of joking or ridicule is particularly concerning because the perpetrator sometimes does not understand the harmful actions they have caused, which is a concern when it is considered a habit that is performed in daily life and causes long-term emotional pain for the victim (Coloroso, 2007; El-esawy, 2023; Jiménez-Barbero et al., 2020).

Cyberbullying behaviour is often carried out in the current digital era, especially by teenagers who find it easier to use it. The potential for bullying or bullying behaviour to emerge through social media is very high, and even the perpetrators are termed netizens who have the characteristic of tending to insult and belittle other people.

Awareness of Preventing Anti-Bullying Behaviour at School

Awareness of human behaviour is rooted in the basic sense of self-awareness, which develops due to the perception of injustice(Friedland & Cole, 2019). Awareness has several levels that indicate a person's degree. According to N.Y Bull (Djahiri, 1985), the levels of awareness involved anomalous, heteronomous, socio-nomous, and autonomous awareness. In the context of students, anomalous awareness classifications can be explained as anomalous awareness, which involves students recognising unusual behaviours or situations that don't align with societal norms. Then, heteronomous awareness involves recognising external influences on actions. Socio-nomous awareness focuses on understanding societal norms and their impact on behaviour. In contrast, autonomous awareness acknowledges personal autonomy and decision-making abilities, allowing students to make choices without external influence.

This level of awareness shows that the best awareness comes from a person whose emergence begins with self-motivated obedience and, because of a person's circumstances, continues with a social orientation based on the rules of life together. The rules of living together are realised as norms that influence a person's self-concept for harmonious living (Moore, 2020; S. Xu et al., 2022). Legal norms become a person's motivation because they understand and realise the importance of the rules of life which guide life in society. This awareness shows that the students' awareness comes from themselves, which begins with their compliance with the regulations that have been socialised or conveyed in classroom learning. Students who have been motivated within themselves to comply with the regulations without coercion continue to have a social orientation that compliance with the regulations is in the interests of society, not because of the student's personal needs but because of the rules of everyday needs. They understand that these rules are norms that influence the students' self-concept for the sake of harmony in living together. Students comply with the regulations because of their motivation, which is manifested by their understanding of the regulations as a guideline for life in society and various behaviours that manifest in everyday life attitudes.

This research seeks to determine a person's awareness of preventing behaviour that violates and is contrary to applicable legal regulations. So, awareness in this research is reviewed from a legal perspective, manifested in attitudes and abilities in dealing with unlawful

behaviour. According to Soekanto & Abdullah (1987), legal awareness is relatively concrete indications of a certain level of legal understanding. These indicators are:

1. Legal knowledge
2. Understanding of law
3. Legal attitude
4. Legal behaviour

According to that opinion, having legal awareness is not solely determined by knowledge but by understanding and applying the law per the prevailing legal norms. To determine awareness of preventing bullying behaviour in schools, researchers collected data through survey respondents who served as teachers at 10 pre-selected schools. There were 20 teachers, consisting of 10 social studies teachers and 10 guidance counsellors.

In this research, the researchers collected data to understand the respondents' understanding of bullying behaviour and, itsact and, their response to behaviour violating legal or normative rules. This aims to determine self-awareness of the behaviour that can cause harm or suffering to others or the community. Furthermore, it describes strategies as a form of motivation to prevent the emergence of bullying behaviour. It is important to know the skills.

Figure 2.
Physical Violence
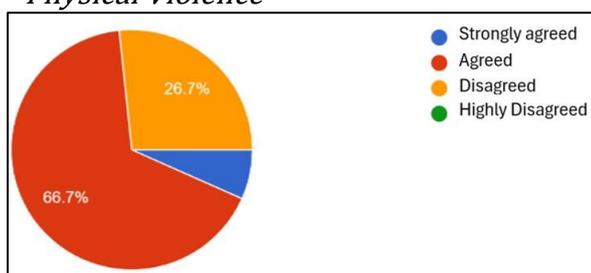
Source: Research Result, 2024.

The results of the research showed that teacher respondents knew that at school, there had been acts of physical violence that caused pain, fear and insecurity; 6.6% strongly agreed, 66.7% agreed, and 26.7% disagreed. The research data indicates that verbal (oral) violence at school can cause embarrassment, hurt, and emotional distress. From the data, it can be observed that 33.3% of respondents strongly agreed, and 60% agreed that verbal violence had occurred at school.

Figure 3.
Verbal Violence
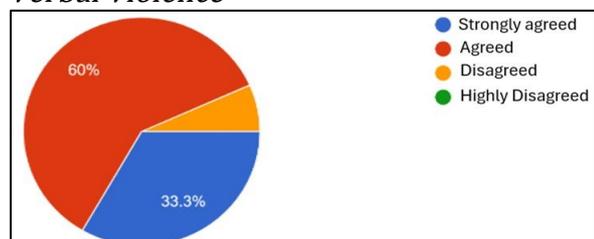
Source: Research Result, 2024.

Furthermore, 66.7% of teacher respondents agreed that bullying or harassment at school was a cause of poor interactions between school community members, the emergence of an us-versus-them mentality, and recurring instances of intimidation. Additionally, 33.3% of respondents strongly agreed, and 53.3% agreed that some students did not dare to express themselves due to fear of being bullied at school. This situation leads students to remain silent and not dare to express their opinions for fear of ridicule or bullying.

However, it is known that all schools have socialised policies and efforts to prevent bullying. Each school has also formed a Task Force for Prevention and Handling of Violence (TPPK). Therefore, knowledge about bullying or harassment has already been shared with students and other school community members. Nevertheless, bullying behaviour still occurs at school. This indicates that knowledge dissemination from the school community, especially students, about bullying or harassment is still suboptimal. This situation is of grave concern as it can affect students' education, learning, growth, and development (Noboru et al., 2021; Siahaan et al., 2023).

The role of teachers in preventing bullying can be done by socialising knowledge about bullying, especially legal regulations that serve as guidelines in its regulation. This is important to form an understanding of bullying, which is expected to become the attitude and behaviour of students committed to preventing bullying. Teachers can internalise knowledge of bullying and its prevention in civic education subjects on themes relevant to bullying prevention, such as implementing Pancasila in everyday life and legal norms in society. Teachers can also provide learning experiences to prevent bullying by implementing innovative learning models, such as role-playing or simulations, problem-based and project-based learning. It is important always to observe student behaviour and take an approach if there are students who bully at school. Teachers must also provide various guidelines to prevent bullying, assist students who are victims of bullying so that they feel they are not alone, are given a sense of security and protection, and communicate interactively with the parents of students.

The Surakarta City Government, through the Head of the Education Development Division of the Surakarta City Education Service, also stated that the prevention of bullying is carried out based on the Regulation of the Minister of Education, Culture, Research and Technology Number 46 of 2023 concerning Prevention and Handling of Violence in Educational Units. This regulation was then followed up with the Decree of the Mayor of Surakarta Number 420.05/132.7 of 2023 concerning the Violence Prevention and Handling Task Force (TPPK) in the Surakarta City Education Unit. As a manifestation of this, the Surakarta City Government has, among others: (1) formed a Task Force Team for the Prevention and Handling of Violence in Educational Units in the City of Surakarta; (2) prepared Standards for Violence Prevention and Handling Services in Education Units; and (3) forming a TPPK Team in the Education Unit. The Task Force Team for Preventing and Handling Violence in Educational Units in the City of Surakarta with the following composition:

Table 3.
TPPK Team in Education Unit

No	Position in the Team	Position
1	Director	• Mayor • Vice Mayor of Surakarta
2	Person responsible	• Regional Secretary of Surakarta City
3	Chairman	• Head of the Surakarta City Education Department • To the Department of Women's Empowerment and Child Protection and Population Control and Family Planning of Surakarta.
4	Vice Chairman	• Head of the Surakarta City Social Service Secretary of the Surakarta City Education Service.
5	Secretary	• Head of Elementary School Education and Middle School Education. • Head of the Surakarta City Regional Development Planning Agency
6	Member	• Head of the Surakarta City Regional Financial Management Agency, • Head of the Surakarta City Regional Revenue Agency,

No	Position in the Team	Position
		• Head of the Legal Section of the Surakarta City Regional Secretariat and Head of the Surakarta City Governance and Regional Secretariat.
		• Head of Surakarta City Administration and Secretariat.

Source: Research Result, 2024.

The Surakarta City Government is actively implementing a strategy to prevent bullying by establishing Service Standards for the Prevention and Management of Violence in Educational Institutions. These standards outline the service requirements, the mechanisms and procedures involved, the duration of service, free-of-charge offerings, and processes for handling complaints, suggestions, and feedback. These standards are described in Table 4.

Table 4.
Surakarta City Violence Handling Service Standards

Service Unit Name	: Secretariat	
Type of Service	: Violence Handling Services	

No	COMPONENTS	EXPLANATIONS
	Procedural Standards (SP) of components related to the service delivery process, which include:	
1.	Conditions	1. PPK Task Force Decree (Prevention and Handling of Violence). 2. Report of the Violence Complaints. 3. Incidents of Violence in Educational Units.
2.	Mechanism and Procedure System	1. Receiving complaints of violence by the task force. 2. Documenting the complaint files. 3. Conducting follow-up, handling, and analysis of complaints submitted. 4. Providing recommendations on the results of handling complaints of violence. 5. Reporting the results of the implementation of handling violence to the head of the education office.
3.	Service period	5 days
4.	Fee/rate	Free
5.	Service products	Recommendations on the results of handling complaints of violence.
6.	Handling complaints, suggestions and input	Reachable through: 1. Website (https: //dinaspendidikan.surakarta.go.id/web/) 2. ULAS (https://s.id/ulasdisdik) 3. Suggestion Box / Complaint Box 4. WA (https://wa.me/6281542339999) 5. Phone: 71630123 6. Email: disdik@surakarta.go.id 7. Facebook: https://www.facebook.com/ppid.didiksurakarta. 8. Instagram: https://www.instagram.com/disdik.surakarta. 9. Twitter: https: //twitter.com/disdiksurakarta.

Sources: TPPK, 2024.

Implementing policies and service standards for handling violence is in the form of TPPK in all educational units spread across five sub-districts in Surakarta. The following is data on the number of TPPK for each city of Surakarta, as in Table 5.

Table 5.
Number of TPPK in Surakarta City

No	Subdistrict Names	Number of Educational Units	Education Unit Update	Number of TPPK	TPPK Percentage
	Laweyan	20	20	20	100.00%
	Serengan	8	8	8	100.00%
	Pasarkliwon	10	10	10	100.00%
	Jebres	12	12	12	100.00%
	Banjarsari	22	22	21	95.45%
	TOTAL	72	72	71	98.61%

Source: Dapodik, 2024.

The data indicates that of the 72 Junior High Schools (SMP) in the Banjarasari District, only one school lacks a TPPK (Team for the Prevention and Handling of Violence). The remaining 71 schools have established TPPK. TPPK enables all schools to engage in activities to prevent and address violence, particularly bullying. To implement the Prevention and Handling of Violence within educational units, the TPPK has devised several strategies, which include (1) socialisation, (2) prevention, and (3) treatment (Widyaningtyas & Mustofa, 2023).

Socialisation activities involve educating students about various forms of violence, its consequences, and prevention methods. Additionally, training is provided for teachers and staff regarding their responsibilities in preventing and addressing violence, while parents are informed about the significance of communication with their children and how to identify indicators of violence.

Moreover, TPPK conducts prevention efforts by (1) establishing an anti-bullying team in each class and (2) providing training for this team on effective strategies to prevent and manage bullying situations. The handling process includes receiving reports of violent incidents from parents, teachers, or students, investigating the incidents to ascertain the facts, assisting both victims and perpetrators and processing cases of violence under applicable regulations. According to the research, 73.3% of respondents reported that some students had raised concerns about bullying to the TPPK, the principal, or a teacher, while 26.7% did not report any such incidents.

According to the research findings mentioned above, it can be determined that 70% of respondents are aware of physical and verbal violence that occurs in junior high school. Many people are aware of the violence that happens at school. However, perhaps because no measure can provide a deterrent effect, bullying continues to recur. This situation indicates that there is still a low level of awareness regarding preventing bullying at the junior high school level (Nur et al., 2022; Wibowo et al., 2021). Even though 98% of junior high schools in Surakarta City already have a Task Force for Prevention and Handling of Violence in Education Units and have conducted dissemination of violence prevention, especially Bullying in schools, the students still have a heteronomous awareness, meaning that bullying behaviour is still prevalent (Carney & Merrell, 2001; Ma, 2018).

Students have received socialisation, and there is a TPPK, but they cannot form a sense of compliance to obey the rules of violence prevention or bullying. The knowledge obtained is still not the basis for the orientation of students in terms of behaviour and conduct. Awareness to prevent behaviour has not been supported by the self-awareness that arises as an effort not to engage in harmful or suffering behaviour towards others.

Conclusion

Indonesia seeks to achieve sustainable development goals by providing quality education and a safe learning environment for students. This includes preventing all forms of bullying, including physical, verbal, social, and cyberbullying. Strategic efforts to avoid bullying include developing information and socialising societal regulations, which will improve understanding

and prevent the emergence of bullying behaviours. The government and schools have taken steps to fight bullying, but their success has been hindered by a lack of knowledge among students concerning bullying. This lack of knowledge results in repeated bullying, which causes pain, fear, and insecurity throughout educational activities. Bullying is common on social media, and perpetrators are often unaware of their behaviour. Awareness of preventive conduct is not based on self-awareness, and efforts to prevent bullying have been unsuccessful.

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Authors' contributions

Authors TR and MT conceived of the presented idea. TR construed the theory review-related issues and conducted observations on the data. TR and MT contributed to the final version of the manuscript. TR supervised and verified the analytical methods. All authors discussed the results and contributed to the final manuscript. All authors provided critical feedback and helped shape the research, analysis and manuscript. Authors TR and MT conceived the original idea, contributing to the design and implementation of the research, analysis of the results and writing of the manuscript.

Competing interests

The authors have declared no competing interests.

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