

IMPLEMENTATION OF SCHOOL VIOLENCE PREVENTION AND HANDLING IN PURWAKARTA

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Abstract:

This study discusses the implementation of violence prevention and handling in the context of educational psychology in educational units. This study explores psychological strategies that can be applied to address violence in schools, as well as their impact on the learning environment. In addition, this study analyzes approaches to violence prevention and effective coping mechanisms, with the aim of improving students' psychological well-being and creating a safe and supportive learning environment. This study uses a descriptive qualitative research method. This descriptive qualitative study explains and depicts facts or circumstances that occur in the socialization process carried out by the KPAI of Purwakarta City. The researcher describes and elaborates on the implementation of socialization activities for the Prevention and Handling of Bullying Violence in Educational Units in Purwakarta. The findings show that socialization of prevention and handling of bullying violence in educational units can reduce incidents of violence and improve the quality of the overall educational experience. Prevention in educational units can be carried out by the school by imposing strict sanctions if there are actions that are detrimental to many parties, in order to minimize actions that have a negative impact on both students and the school. Parents are also expected to provide more affection to their children so that they become more productive in doing various things. Government support in this regard is expected to pay more attention to remote schools, far from city centers that sometimes have more obstacles in preventing and dealing with students who have committed acts of violence, which sometimes cannot be resolved by teachers and authorized institutions.

Keywords: *bullying, prevention and handling violence, educational units*

Abstrak:

Penelitian ini membahas implementasi pencegahan dan penanganan kekerasan dalam konteks psikologi pendidikan di satuan pendidikan. Studi ini mengeksplorasi strategi psikologis yang dapat diterapkan untuk mengatasi kekerasan di sekolah, serta dampaknya terhadap lingkungan belajar. Selain itu penelitian ini menganalisis pendekatan pencegahan kekerasan dan mekanisme penanggulangan yang efektif, dengan tujuan meningkatkan kesejahteraan psikologis siswa dan menciptakan lingkungan belajar yang aman dan mendukung. Penelitian ini menggunakan metode penelitian dengan pendekatan kualitatif deskriptif. Penelitian kualitatif deskriptif ini menjelaskan dan menggambarkan fakta atau keadaan yang terjadi dalam proses sosialisasi yang dilakukan oleh KPAI Kota Purwakarta. Peneliti menggambarkan dan menjabarkan pelaksanaan kegiatan sosialisasi Pencegahan dan Penanganan Kekerasan *Bullying* pada Satuan Pendidikan yang ada di Purwakarta. Temuan menunjukkan bahwa sosialisasi pencegahan dan penanganan kekerasan *bullying* di satuan pendidikan dapat mengurangi insiden kekerasan dan meningkatkan kualitas pengalaman pendidikan secara keseluruhan. Pencegahan pada satuan pendidikan bisa

dilakukan oleh pihak sekolah dengan pemberian sanksi yang tegas jika terdapat tindakan yang merugikan banyak pihak, agar dapat meminimalisir tindakan-tindakan yang berdampak buruk bagi peserta didik dan pihak sekolah. Orang tua pun diharapkan dapat memberikan kasih sayang lebih kepada anak agar menjadi lebih produktif dalam melakukan berbagai hal. Dukungan Pemerintah, hal ini Dinas Pendidikan diharapkan untuk lebih memperhatikan sekolah terpencil, jauh dari pusat kota yang terkadang lebih mempunyai beberapa kendala dalam mencegah dan menanggulangi peserta didik yang telah melakukan tindak kekerasan, yang terkadang belum bisa dituntaskan oleh pihak guru dan lembaga berwenang.

Kata Kunci: *bullying, pencegahan dan penanganan kekerasan, satuan pendidikan*

INTRODUCTION

School violence is violence that occurs in the school environment, such as on school grounds, on the way to or from school, or during school-sponsored events. It describes acts of violence that disrupt learning and negatively impact students, the school, and the wider community. Examples of school violence include: bullying and cyberbullying, fighting (e.g., hitting, slapping, kicking), use of weapons, gang violence and sexual violence (CDC, 2024).

In 2019, the CDC's national Youth Risk Behavior Survey (YRBS) was administered to high school students across the United States. According to YRBS results from 13,677 students about one in five high school students reported experiencing bullying at school in the past year. 8% of high school students had been involved in a physical fight on school grounds one or more times during the 12 months prior to the survey. More than 7% of high school students had been threatened or injured with a weapon (e.g., a gun, knife, or bat) on school grounds one or more times during the 12 months prior to the survey. Nearly 9% of high school students had missed at least one day of school during the 30 days prior to the survey because they felt unsafe at school or on their way to or from school (CDC, 2024).

Each year, up to 1 billion children experience some form of physical, sexual, or psychological violence or neglect. Being a victim of violence in childhood has lifelong impacts on their education, health, and well-being. Exposure to violence can lead to lower educational achievement due to cognitive, emotional, and social problems. Because children exposed to violence are more likely to smoke, abuse alcohol and drugs, and engage in high-risk sexual behavior, they are also more likely to suffer from various diseases later in life. These diseases include depression, cardiovascular disease, diabetes, cancer, and HIV. Given this reality, preventing violence against children is directly embedded in the international development agenda. Target 5.1 of the Sustainable Development Goals (SDGs) calls for the elimination of all forms of violence against girls, and target 16.2 of the SDGs calls for ending all forms of violence against children. Access to education is equally important in the SDGs, with target 4.a of the SDG aiming to build and improve educational facilities that provide safe and violence-free learning environments for all (WHO, 2019).

All students have the right to learn in a safe school environment. The good news is that school violence is preventable. Many factors contribute to school violence. Preventing school violence requires addressing the factors that put people at risk or protect them from violence. Research shows that prevention efforts by teachers, administrators, parents, community members, and even students can

reduce violence and improve school environments. The CDC developed the Prevention Resources for Action, formerly known as the "technical package," to help communities and states prioritize prevention strategies based on the best available evidence. The strategies and approaches in the Resources for Action are intended to address individual behaviors as well as relationship, family, school, community, and societal factors that influence risk and protective factors against violence. These strategies and approaches are intended to work together and be used in combination in multi-level and multi-sector efforts to prevent violence (CDC, 2024).

Many efforts are underway that would help to achieve these goals. These activities take place in various settings. Schools have been identified as one important setting for conducting violence prevention efforts. Therefore, in early 2019, with support from several of its affiliated organizations, the Global Partnership to End Violence against Children launched the "Safe to Learn" initiative focused specifically on ending violence against children in schools. The activities promoted as part of this initiative complement current work countries are doing to implement the evidence-based technical package INSPIRE: seven strategies for ending violence against children. Enhancing access to education and providing life skills training through schools form one of the seven strategies. In schools, the provision of education and organized activities are themselves powerful protection against violence. In addition, it is in these settings that opportunities arise to shape attitudes and norms about the acceptability of violence, alcohol and drug use, the carrying of weapons onto school grounds and other risks. In turn, preventing violence in the broader society can directly benefit the core aim of schools to educate children, foster high-quality lifelong learning, and empower learners to be responsible global citizens (WHO, 2019).

Based on the results of the 2022 National Assessment survey, 34.51 percent of students were at risk of experiencing sexual violence, 26.9 percent experienced corporal punishment, and 36.31 percent experienced bullying. These findings are further supported by the 2021 National Survey of Children and Adolescents' Life Experiences conducted by the Ministry of Women's Empowerment and Child Protection, which found that 20 percent of boys and 25.4 percent of girls aged 13-17 reported experiencing one or more types of violence in the past 12 months. Data from reports received by the Indonesian Child Protection Commission (KPAI) in 2022 also shows that the category with the highest number of reports was child victims of sexual violence, consisting of child victims of physical and/or psychological violence, as well as child victims of pornography and cybercrime, with a total of 2,133 (KPAI, 2022).

Peter and Taylor (2017) in their research on preventing sexual violence in schools emphasized the need to strengthen systematic responses to this issue. They concluded, "It is important to have clear policies and procedures, education and training for staff and students, and programs that support victims and encourage active participation in sexual violence prevention" (Peter & Taylor, 2017). Comprehensive education and training help create a safe school environment and keep students safe.

The Minister of Education, Culture, Research, and Technology has issued Ministerial Regulation Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units (PPKSP). This Ministerial Regulation was enacted as a legal umbrella for all school and educational unit members. This regulation was formulated to firmly address and prevent sexual violence, bullying, discrimination,

and intolerance, and to assist educational units in handling cases of violence, including online violence, psychological violence, and other forms of violence from a victim perspective (NA Makarem, 2023).

This Ministerial Regulation replaces the previous regulation, Minister of Education and Culture Regulation Number 82 of 2015 concerning the Prevention and Mitigation of Violence in Educational Units. This new regulation also explicitly states that policies that have the potential to lead to violence must not exist, whether in the form of decrees, circulars, official memos, appeals, instructions, guidelines, or other forms. This Ministerial Regulation also regulates prevention mechanisms implemented by educational units, regional governments, and the Ministry of Education, Culture, Research, and Technology, as well as procedures for handling violence that are pro-victim and support recovery. This Ministerial Regulation also mandates educational units to establish Violence Prevention and Mitigation Teams (TPPK) and regional governments at the provincial, district, and city levels to establish Task Forces (NA Makarem, 2023).

This violence serves as a reminder for the education sector to pay closer attention to the educational environment, and this is also true in Purwakarta. Schools are a second home for children, where they spend a significant amount of time studying and developing themselves. Therefore, it is crucial for schools to create a friendly, safe, and comfortable atmosphere free from violence. These factors are considered crucial for analyzing school strategies for preventing and addressing violence within educational institutions in Purwakarta. This is because several schools in Purwakarta Regency have been found to have committed acts of violence.

The Purwakarta Child Protection Agency (KPAID) is collaborating with the local government to enhance the effectiveness of the Violence Prevention and Management Task Force, established in accordance with Ministerial Regulation No. 46 of 2023 concerning the Prevention and Management of Violence in Educational Institutions. This initiative aims to build capacity and provide education on school strategies, regulations, and legal frameworks for preventing and addressing violence within schools.

RESEARCH METHOD

This study uses a descriptive qualitative research method because it describes school strategies in preventing and addressing violence in the school environment. Bogdan and Taylor (1982) state that qualitative research is a research process that produces descriptive data in the form of observable human speech or text and behaviour. This method examines the context and individual as a whole. Qualitative research aims to uncover social and natural phenomena, characterized by a meaningful approach to achieving In-depth understanding of human and social issues.

This research focused on school strategies for preventing and addressing violence in the school environment by providing education to elementary school principals in Purwakarta Regency. The speakers were Dr. Hj Nur Aisah Jamil, M.Pd., a lecturer at STAI and Chair of the Purwakarta Child Protection Commission (KPAID); Nadya Yulianty S, S.Psi., M.Pd., Deputy Chair of KPAID; a lecturer at STAI and a Psychology Counselor from the P2TP2A Division of PPA, Social Affairs, and P3A Purwakarta; and Fiskalia Kartika Andini, S.Psi., a Psychology Counselor from the P2TP2A Division of PPA, Social Affairs, and P3A Purwakarta. The research location was the Grand Permata Purwakarta Hotel, located in Bungursari,

Purwakarta, where education is provided to 20 elementary school principals in Purwakarta District. The data collection technique used in this study was participant observation, with the data analysis technique used using the Miles and Huberman Data Analysis Model. Qualitative data analysis is interactive and continues until completion, resulting in data saturation. Data saturation is measured by the absence of new data or information. Analysis activities include data reduction, data presentation, and drawing conclusions and verification.

FINDINGS AND DISCUSSION

Steps to Prevent Violence in Educational Institutions include several strategic steps, including capacity-building education related to Violence Prevention in Educational Institutions. This aims to ensure teachers understand the concept of child protection from a legal perspective and applicable laws. This allows teachers to understand and differentiate between disciplinary duties toward students and violence against children, using a legal approach (As et al., n.d.).

One government policy to provide protection against violence is the establishment of child-friendly schools (SRA). As educational institutions encompassing both formal and non-formal education, SRAs ensure a sense of security for students. Furthermore, SRAs respect and protect them from violence. They aim to provide for, safeguard, and nurture students and emphasize that SRAs can maximize the development of their talents and interests, freeing them from the fear of violence. The state is obligated to realize these children's rights (Fahmi, 2021).

Schools can take steps to prevent violence in education by providing a supportive environment by maintaining a healthy physical environment and implementing policies to prevent bullying. These activities promote bullying prevention in schools (Noboru et al., 2021). Substantially more educators consider policies to prevent bullying or violence to be effective than ineffective in preventing violence in education. Policies to prevent bullying or violence may be effective in reducing bullying if they are based on strong evidence and theory, and if they are implemented with a high level of compliance (Hall, 2017).

Covey found that there are at least two factors that contribute to violence in the teaching-learning relationship with students. First, the impetus is teacher initiative. Actions taken at the teacher's initiative are usually planned in advance before they occur. Second, external triggers are student behaviour. Actions resulting from student behaviour are usually creative and therefore unplanned, as the appearance and nature of student behaviour are highly context-dependent (Muis et al., 2011).

The causes of violence can be viewed from three perspectives: instinct, pure learning, and innate frustration reactions. Instinct assumes that everyone has a drive to be violent and is susceptible to violence. Violent or aggressive behaviour can also result from social learning factors. Most of a person's behaviour is learned through observation of the behaviour of others who serve as models. Third, most violence is a reaction to frustration. The emergence of violent behaviour always requires the presence of despair, and conversely, the presence of despair always leads to some form of violence (Muis et al., 2011).

Violence perpetrated by teachers against students is caused by the teacher's temperament and poor student behaviour. The impact of teacher violence on students is that students feel sad, hurt, angry, and have low self-esteem. However,

some students do not take the teacher's actions seriously. This is due to several factors. First, students do not realize that teacher violence is abnormal. This is because many violent images in the mass media cause students to become accustomed to violent behaviour around them. Second, students feel they admit to mistakes and feel they deserve punishment. Some students do not understand the reasons for the violence perpetrated by teachers against them. The reason is that students misunderstand the teacher's behaviour towards students and do not feel they have done anything wrong. Third, the teacher's ability to inform students about the purpose of the punishment and expectations after the punishment is given (Muis et al., 2011).

By providing education on violence prevention in schools, both through peace education, Islamic education, character education, the role of religious teachers, the role of parents and school teachers, as well as anticipating violence by increasing legal counselling activities, it is hoped that violence in education can decrease and schools become safe and comfortable spaces for all students, teachers and also the school community.

CONCLUSION

Violence in education in today's modern era is not decreasing, but rather increasing in number. Violence in education is caused by many factors, both from the students themselves and from other people and their surroundings. Steps to prevent violence in educational units include several strategic steps that can be taken, namely education and capacity building related to violence prevention in educational units, with the aim of ensuring teachers understand the concept of child protection from a legal perspective and applicable laws. One government policy to provide protection against violence is the existence of child-friendly schools (SRA). SRA is a school that can guarantee a sense of security for students. In addition, SRA can respect and protect from violence. SRA aims to provide for, protect, and nurture students and emphasize that SRA can develop students' talents and interests to the maximum and far from the fear of violence. And the state is obliged to realize these children's rights.

Schools can also take steps to anticipate violence in education by providing a supportive environment, maintaining a good physical environment, and implementing policies to prevent bullying. These activities promote bullying prevention in schools. Policies to prevent bullying or violence may be effective in reducing bullying if they are based on strong evidence and theory, and if they are implemented with a high level of compliance.

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