



Original Article

Preventive Efforts of Schools and Communities in Overcoming Violence Against Adolescents at SMA N 3 Sukoharjo

Clara Dhiyaa Arabella^{1✉}, Bagas Narendra Parahita², Siany Indria Liestyasarin³

^{1,2,3}Universitas Sebelas Maret

Correspondence Author: claradhiyaa05@student.uns.ac.id✉

Abstract:

This study was chosen because of the rampant phenomenon of violence against children which is shown by a significant increase in the number of reports of violence from official institutions and schools. The purpose of this article is to analyze the structuring that occurs in implementing preventive efforts carried out by SMA N 3 Sukoharjo and the community in dealing with violence against adolescents. This article aims to provide students with an in-depth understanding of the negative impact of bullying behavior as well as equip them with skills and strategies to stop and prevent bullying cases in the school environment. The research was carried out using a qualitative approach with the type of case study research. Meanwhile, analyzing data is carried out in 3 stages, namely, data reduction, data presentation, and drawing conclusions. The population or sample in this study includes students of SMA N 3 Sukoharjo, teachers and school staff as agents, and communities involved in preventive efforts and anti-violence socialization. The results of the study were analyzed using the theory of Structuration by Anthony Giddens to relate agents and structures in the process of preventive efforts carried out by SMA N 3 Sukoharjo and the community in overcoming violence that occurs in adolescents. The results of the study show that schools and communities have various efforts such as carrying out socialization activities, making positive campaign wall posters about violence and the P5 video project to convey anti-bullying messages and highlight the negative impact of bullying behavior. Meanwhile, the community introduced the concept of pioneer pioneers (2P) and the formation of agents of change to encourage children to report violence or other inappropriate actions.

Keywords: Preventive Efforts, Community, Structuring

Introduction

The phenomenon of violence against children is increasingly rampant, shown by a significant increase in the number of reports of violence from official institutions and schools. Technological developments have brought various significant changes in children's lives but also brought new challenges and risks. There are several aspects that explain the current condition of young children from the development of technology. Children can easily be exposed to inappropriate content, such as violence, pornography, and other harmful content. Social media and the internet can also be a source of



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misinformation or misleading. Children are vulnerable to cyberbullying, online harassment, and exploitation by malicious individuals ([Zahara, S., 2021](#)).

Media reports about cases of violence against children are also appearing more and more frequently. In addition, statistics from health organizations such as the WHO and relevant ministries show an increase in the prevalence of child violence based on surveys and studies. According to 2020 data from the WHO, it is estimated that every year about 1 billion children worldwide experience various types of violence, including physical, sexual, and psychological violence, with more than 40,000 children aged 0 to 17 years reporting dying from violence ([Organization, 2020](#)). Indonesia also faces serious problems related to violence against children. Based on data from the Ministry of Women's Empowerment and Child Protection, from January 1 to May 26, 2021, there were 5,070 cases of violence against women and children, with around 58.4% of them involving children ([Komisi Perlindungan Anak Indonesia, 2020](#)).

An increase in the incidence of violence in educational settings, which includes physical and emotional violence. Physical violence can be in the form of actions such as hitting, pinching, and slapping, while emotional violence includes insulting, abusive, and derogatory nicknames that can cause students to feel inferior ([Yosada & Kurniati, 2019](#)). This phenomenon of violence has damaged the image of the world of education which should be a place for a healthy and educational learning process. This violence occurs not only between students, but also involves acts of violence committed by teachers against students. This phenomenon of violence has damaged the image of the world of education which should be a place for a healthy and educational learning process. This violence occurs not only between students, but also involves acts of violence committed by teachers against students. Central Java recorded a high rate of child violence. According to data from the Central Java DP3AKB in 2020, there were 1,427 cases of violence against children, with 1,197 children being victims ([Zsa et al, 2022](#)). The city of Surakarta in Central Java is one of the areas with a significant number of child violence cases. In 2020, the Technical Implementation Unit (UPT) of the Integrated Service Center for Women and Children Protection (PTPAS) of the Surakarta City Women's Empowerment, Child Protection, and Community Empowerment Office recorded 36 cases of child violence in the region.

Sukoharjo Regency has various issues related to the fulfillment of children's rights that need to be addressed to achieve the status of a Child-Friendly Regency. One of these issues is a case of violence against children. Based on data from DPPKBP3A Sukoharjo, in 2019 there were 26 cases of child violence, while in 2018 there were 39 cases, and in 2017 there were 48 incidents. The number of child violence cases has increased, with 32 incidents in 2020, 38 cases in 2021, and 39 cases in 2022. Most of these incidents are related to sexual harassment committed by individuals closest to the victim ([Kartika Sari et al, 2023](#)). This data includes reports from the community to the relevant authorities, although there may still be unreported violence against children. Research conducted by [Laurensius Arliman \(2017\)](#) explains that this research lacks exploration of the role of communities and organizations in the prevention and handling of violence in schools. Lack of policy implementation and effectiveness of violence prevention programs in schools. If you look at the results of the previous study, what is a research gap is the need for further research related to anti-bullying programs, research has been conducted to evaluate its effectiveness in schools. The main focus is placed on the development of prevention-based programs in schools by involving cooperation between the school and

the community to become a novelty in this research. There is an activity of the Pancasila Student Profile Strengthening Project (P5) which discusses bullying issues to reduce violence in the school environment. Therefore, comprehensive and sustainable prevention efforts involving various parties such as parents, teachers, and the community are needed. Giddens' theory of structuring highlights the reciprocal relationship between agents (individuals) and structures (social systems) in society. In the context of violence against children, this theory can be used to analyze how social norms, rules, and institutions affect individual behavior, as well as how individuals can influence and change those structures. Teachers and school residents as agents, and schools and communities as structures, play a role in shaping and implementing preventive efforts.

The school carried out socialization activities to make positive campaign wall posters about violence and the P5 video project was created to convey anti-bullying messages and highlight the negative impact of bullying behavior. Meanwhile, the community introduced the concept of pioneer pioneers (2P) and the formation of agents of change to encourage children to report violence or other inappropriate actions. The problem in this study allows an investigation into the real impact of preventive efforts involving cooperation between schools and the community, especially related to child violence at SMA N 3 Sukoharjo. Research by Dewi (2022) This study evaluates the Sexual Violence Prevention program in high schools in Bali. The results of the study show that this program has succeeded in increasing students' knowledge about sexual violence and how to prevent it. In addition, there was a significant decrease in reports of incidents of sexual violence in participating schools. Based on previous studies, preventive programs in Indonesian schools have shown effectiveness in reducing incidents of violence and bullying and improving student welfare. This research is expected to provide deeper insight into the effectiveness of the program implemented at SMA N 3 Sukoharjo and provide recommendations for future program improvements.

Methods

The location of this research is SMA N 3 Sukoharjo and Yayasan Kakak. This research aims to provide students with an in-depth understanding of the negative impact of bullying behavior and equip them with skills and strategies to stop and prevent bullying cases in the school environment. The research was carried out using a qualitative approach with the type of case study research. The population or sample in this study includes students of SMA N 3 Sukoharjo, teachers and school staff as agents, and communities involved in preventive efforts and anti-violence socialization. The school was chosen because observations showed significant involvement in fighting student violence. The identification shows that the adoption of preventive programs carried out by school residents is well done. SMA N 3 Sukoharjo is also active in raising the theme of bullying in P5 activities by involving one of the resource persons, a representative from the older Yayasan KAKAK showing commitment in increasing student awareness about bullying. The community introduced the concept of pioneer pioneers (2P) and the formation of agents of change Analysis.

Results

One effective approach to addressing bullying is through counseling, community strengthening, and implementing relevant programs in the educational environment. Bullying is often found as a phenomenon that now often occurs in the sphere of life, especially in the world of education.

School Efforts in the Prevention Process Through Code of Conduct Contracts.

Schools have taken proactive steps in bullying prevention by implementing clear and detailed disciplinary contracts, which provide clear guidelines and consequences for offenders, creating a safe environment. When the value of the violation points has reached the maximum limit, which is 150 points, structured follow-up steps will be taken immediately, including holding a meeting with parents to convey information related to the violation that occurred and discussing corrective steps that can be taken together. All of these efforts aim to guide and support children in understanding the consequences of their behavior. When various efforts have been made but no significant progress has been made, the responsibility to improve children's behavior will return fully to the parents after going through a series of stages of mentoring, counseling, and meetings that have been carried out in a structured and continuous manner. Teachers use individualized approaches such as counseling and support, hold counseling sessions to discuss problems and find solutions, and collaborate with parents. Work with parents, school counselors, and psychologists to support students holistically.

School efforts in the prevention process through the P5 content with the theme Stop Bullying.

Bullying still often occurs today. Although many efforts have been made to address this problem, bullying remains a significant problem in many schools and communities in Indonesia. Bullying prevention efforts carried out by schools when implementing the Pancasila Student Profile Strengthening Project (P5) with the theme "Stop Bullying" are an important part of the curriculum implementation. Taking the P5 content on bullying is a must because the increasing prevalence of these cases illustrates the great vulnerability in the social structure of society. In the midst of discussions about the increasing cases of violence among teenagers, the issue of bullying has emerged as one of the contents that needs serious attention. At first, the presence of bullying may be considered a common social phenomenon, but as time goes on, this form of violence becomes more rampant and results in increasingly serious impacts

Taking the P5 content on bullying, students are given an in-depth understanding of the negative impact of bullying behavior and given skills and strategies to stop and prevent bullying cases in the school environment. The creation effort is a socialization activity as P5 material for classes X and XI. The socialization activity is in collaboration with the Yayasan KAKAK as a resource person who fills in the anti-bullying socialization. There is a module prepared by the Yayasan KAKAK as a preventive measure in supporting the role of children as agents of change. This module is designed to provide a comprehensive understanding of the importance of effective communication between parents and children, as well as provide concrete strategies for children to build healthy relationships with their parents.

Thus, this module not only serves as a tool for prevention, but also as an instrument to strengthen family relationships and improve the overall well-being of children. In order to prevent bullying, the school is carrying out the making of making posters and P5 video projects. Through the creation of making posters, students are directed to creatively convey anti-bullying messages to all school members Meanwhile, through the P5 video project, they have the opportunity to produce video content that highlights the negative impact of bullying behavior and solutions to prevent it.

The importance of experience-based community repressive efforts in overcoming the problem of violence that occurs.

The DP3AP2KB Office and Yayasan Kakak collaborated in reporting cases of violence that occurred where the incident was reported to the Center for Reporting and Complaints of Violence Against Children from schools in Solo, showing that this phenomenon has become an even and growing problem among school children. However, the response and understanding from schools and teachers is still limited, indicating the need for greater efforts in understanding and dealing with the problem of violence among adolescents effectively. In an effort to combat and prevent violence, the relevant agencies have launched an interesting initiative, namely the establishment of change agents.

This is done by providing a comprehensive understanding of the different forms of violence that may occur and how to deal with them. Therefore, the first step in preparing agents of change is to open their eyes to these issues. They are given an understanding of forms of violence, such as bullying, harassment, or domestic violence, as well as the possible consequences if someone becomes a victim of violence. Additionally, it is important for change agents to understand the procedures and steps to take if they or others experience violence. This includes the reporting process and the directions of help available. The term whistleblower pioneer (2P) has become part of a culture that encourages children to dare to report violence or other inappropriate acts that they witness or experience. By bringing this concept into the school environment, we can create a culture where every student feels comfortable and courageous to report violence or other negative behaviors they encounter. At SMA N 3 Sukoharjo, some students are members of FANASCO and are usually selected from student council members to participate in activities to form pioneer agents and reporters. According to the Evaluation of the Child-Friendly School Program: Establishment of Pioneer Agents and Whistleblowers in Senior High Schools (2021), it was revealed that the Pioneer and Whistleblower Agents Formation Program implemented in various high schools in Indonesia, including those selected from the Student Council members, succeeded in creating a safer and more conducive school environment. Students who are involved in this program feel more empowered and able to handle bullying cases more effectively.

Through the replication of the 2P concept in schools, we can form a generation that has an awareness of the importance of reporting inappropriate actions in order to create a safe and supportive environment for all individuals. By encouraging students to become whistleblowing pioneers, we not only empower them as responsible individuals, but also build a strong foundation in combating and preventing violence in schools. Yayasan Kakak is committed to encouraging positive change among high school students in the Surakarta area through the Agent of Change Program. The program aims to empower students as agents of change who are active in solving social and environmental problems around them. By directly involving students in the change process, we aim to create a sustainable positive impact in the Surakarta education community. Today's education also needs to empower students as agents of change who are active in solving social and environmental problems around them. This aims to create a sustainable positive impact in their educational community.

Positive impact of school efforts to prevent violence.

The implementation of preventive efforts in the school environment has had a significant positive impact on all parties involved. According to the teacher at SMA N

3 Sukoharjo, the P5 activity makes children understand factors related to bullying, including the role of the victim, perpetrator, witness, and actions that must be taken as well as a place to report so that they can better understand and overcome bullying behavior. The preventive efforts made by the school in dealing with bullying have had a significant positive impact on students at SMA 3 Sukoharjo. According to some students, these preventive measures have changed students' mindset towards bullying. They became more aware of the negative effects of bullying on other students and saw a decrease in bullying cases in schools. In addition, they feel safer in the school environment because of education about bullying and a decrease in the number of bullying perpetrators. One of the preventive activities carried out is through Project activities with the theme Build the Soul and Body where in the implementation of the project students are given materials about bullying such as definition, impact, causes, examples of bullying behavior, etc. At the top of the project, students are asked to be able to give an interesting, unique performance that aims to promote "Anti-Bullying".

One of the preventive activities carried out is through Project activities with the theme "Build the Soul and Body". In the implementation of the project, students were given materials about bullying such as the definition, impact, causes, and examples of bullying behavior. This activity aims to increase students' awareness and understanding of the dangers of bullying. This stage is not only a place for creativity expression but also an effective educational media and campaign in spreading anti-bullying messages to all school residents. This program shows that education and empowerment of students as agents of change can have a significant positive impact. Students not only learn to recognize and avoid bullying behaviors but also become pioneers in promoting an anti-bullying culture in schools. These results are in line with findings in Giddens' Structuring theory which emphasizes the importance of the role of individuals and positive models in shaping behavior and social structures.

DISCUSSION

In this study, the researcher studied using the structural theory of Anthony Giddens. [Giddens \(2009: 121\)](#) Structuring Theory focuses on repetitive social practices where basically this theory connects between agents and structures. There is an inseparable relationship between agents and structures ([Prayogi et al, 2024](#)). Agency refers to the autonomous will of individuals to act, make decisions, and behave actively and give meaning to social interactions. Based on Giddens' theory of structure, the results of the research reviewed by the researcher from the form of agency in the structure of child violence prevention. Where in the prevention of child violence, there are a lot of actors or people who carry out an activity in an effort to prevent child violence, including SMA N 3 Sukoharjo and Yayasan Kakak. Where each of them has its own role in overcoming acts of violence against children. The current condition of children shows increased awareness about the importance of mental health and the negative impact of bullying. Educational programs and anti-bullying campaigns in schools, such as those implemented at SMA N 3 Sukoharjo have succeeded in increasing children's understanding of the psychological and emotional consequences of bullying. They become more sensitive to the feelings of their peers and are more motivated to create a safe and supportive environment. The activities they carried out such as Socialization in order to fill the P5 Activity with the theme "Stop Bullying" are efforts to prevent child violence at SMA N 3 Sukoharjo. The P5 material involves children in projects based on their experiences to improve their understanding and

skills in internalizing the values of Pancasila (Ananda & Matnuh, 2023). In addition to actors, there is also an agent who plays a role in preventing child violence to control a structure that has been formed. The agents we found in this study are school residents at SMA N 3 Sukoharjo and Stakeholders of Yayasan Kakak are people who are working on an activity to prevent violence against children

In this study, the agent will also form a structure, the structure that the researcher finds includes strategies designed to prevent child violence (Giddens, 2009: 166). So from the explanation above, it can be interpreted that both have their main continuity in the strategy of preventing violence against children. The relationship is manifested in the role of each agency and actor. The role of the agency, as carried out by school residents and stakeholders, is to initiate and implement prevention strategies. Concrete examples of this implementation are educational and socialization programs that aim to increase students' awareness and understanding of bullying and its negative impacts. In addition, actors such as teachers and the community also play an active role in providing emotional and psychological support to students who are victims or perpetrators of bullying, helping them to develop better social skills and change their behavior.

This is an effort to provide students with an understanding of the importance of good morals because the problem of bullying is often related to inappropriate and unwanted behavior by students (Juliani, A. J., & Bastian, A, 2021). Efforts to create a Child-Friendly School environment, especially at the Secondary School level, have several components that must be considered. Rules can provide benefits such as practicing discipline, carrying out responsibilities, and maintaining environmental comfort (Sujana A A., & Wijaya, R, 2023). With the existence of civic education subjects, teachers have indirectly educated children to love the homeland by carrying out various efforts to maintain unity and unity (Izma, T. Yolanda, 2019). One of the main components is the existence of a bk coordinator in the school who is responsible for coordinating efforts to handle bullying cases and prevent unexpected incidents in the school environment. One of the main components is the existence of a bk coordinator in the school who is responsible for coordinating efforts to handle bullying cases and prevent unexpected incidents in the school environment (Latif, N. A, 2023). While the Yayasan Kakak community is more about direction and guidance in the form of knowledge and material provided to actors when carrying out activities to prevent child abuse. By adopting the anti-bullying program as a symbol of the driving school. One of the results of this research is that Yayasan Kakak innovates by applying child-friendly principles through the concept of a driving school (Alifah, P. N, 2018). Schools can introduce various initiatives that involve students in an effort to reduce bullying behavior. The formation of groups of children called Agents of Change is one example of how schools are working to stop bullying. The formation of a group of children referred to as the Agent of Change is one example of how schools are trying to stop bullying. This group consists of students who are selected and trained to be pioneers in promoting positive behavior and opposing all forms of bullying in the school environment. They are trained to recognize signs of bullying, provide support to victims, and report bullying incidents to authorities. The program not only provides students with the skills to deal with and prevent bullying, but it also teaches them about the importance of empathy, cooperation, and social responsibility. Through activities such as group discussions, workshops, and anti-bullying campaigns, Agent of Change acts as a positive role model for their peers. They also participate in designing and

implementing projects that aim to raise awareness about bullying and create a more inclusive school culture.

Conclusion

Preventive efforts made between SMA N 3 Sukoharjo and the Yayasan Kakak aim to reduce violent behavior in the school environment. The school together with the Yayasan Kakak developed P5 activities with the theme "Stop Bullying" as part of the curriculum. The content provides students with an in-depth understanding of the negative impact of bullying behavior and equips them with skills and strategies to stop and prevent bullying cases in the school environment. Socialization activities, wall posters and P5 video projects were created to convey anti-bullying messages and highlight the negative impact of bullying behavior. The concept of pioneering pioneers (2P) was introduced to encourage children to report violence or other inappropriate actions. The implementation of preventive measures in the school environment has had a significant positive impact on all parties involved.

P5 activities make children understand the factors associated with bullying and become more aware of the negative impact bullying has on other students. Preventive efforts have changed students' mindset towards bullying, making them more responsible individuals and building a strong foundation in combating and preventing violence in schools. In this structure theory, Giddens sees structure as a collection of rules that are organized repeatedly, meaning that this theory cannot be separated from the dimensions of space and time. The repeated actions of SMA N 3 Sukoharjo and the Yayasan KAKAK are intended as an effort to prevent violence against children. Later the results of these actions become a benchmark for further behavior. This action is what Giddens said as a structure.

Suggestion

Based on the results of the research that has been conducted, the author provides several suggestions. Schools are expected to maximize existing programs and make improvements, especially in handling cases of violence. When a case of violence occurs, the school must have a quick and precise decision so that handling can be done immediately. In addition, schools need to collaborate with external parties to increase the effectiveness of violence prevention. Yayasan Kakak is also advised to expand cooperation with other agencies that have a similar focus, so that they can exchange knowledge and methods in handling violence. Thus, the program run by the Yayasan Kakak is expected to benefit more widely in the Greater Solo area.

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