

Realizing Safe Schools: Legal Strategies in Tackling Violence among Students

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Abstrak: *This study aims to analyze various legal strategies that can be applied in dealing with violence in schools, with a focus on stricter prevention and law enforcement efforts. The main objective of this study is to provide policy recommendations that can assist authorities in creating a safer and more supportive school environment for students. The method used in this study is Systematic Literature Review (SLR), which aims to collect, assess, and analyze various relevant literature on violence in schools and legal strategies to address it. Through this approach, the data obtained will provide a clearer picture of the policies that have been implemented and their effectiveness. The results of the study are expected to provide deeper insights into legal steps that need to be strengthened in overcoming violence in schools. In addition, this research also aims to produce recommendations that can be applied by schools, the government, and the community in an effort to create a safer, healthier, and violence-free learning environment.*

Keywords : *Safe Schools, Violence, Legal Strategy, Students*

INTRODUCTION

Violence in schools has become an increasingly worrying phenomenon in various parts of the world, including in Indonesia. Many cases of violence occur among students, both physical and psychological, which have the potential to damage the educational climate and cause long-term trauma for victims.¹

Cases of violence among students, both physical and psychological, are a serious problem in the world of education.² Physical

violence includes actions such as beatings, physical abuse, and other acts that cause immediate injury or pain.³ On the other hand, psychological violence is often in the form of verbal bullying, bullying, or harassment that affects the victim's mental and emotional state, such as lowering self-esteem, isolating or putting mental pressure on them.⁴

The impact of this violence is very damaging to the educational climate, because it creates an environment that is unsafe and less

¹ Pamungkas, N. F. (2024). *Analisis Yuridis Penegakan Hukum Pidana Terhadap Tindak Pidana Korban Bullying Di Sekolah* (Doctoral dissertation, Universitas Islam Sultan Agung Semarang).

² Hanif, M. (2022). *Kekerasan dalam Dunia Pendidikan (Studi Peran dalam Mencegah Bullying di SDN 2 Kalikesur Kecamatan Kedungbanteng Kabupaten Banyumas)*. *Jurnal Kependidikan*, 10(2), 301-324.

³ Risnanda, A. D. (2023). *Perlindungan Hukum Dalam Klasifikasi Bentuk Kekerasan Terhadap Hewan Di Indonesia*. *Res Nullius Law Journal*, 5(2), 123-134.

⁴ Aryani, R., & Yusuf, H. (2024). *Analisis Yuridis Tindak Pidana Perundungan Anak Dalam Perspektif Sosial*. *Jurnal Intelek Dan Cendekiawan Nusantara*, 1(2), 687-700.

conducive to learning. When students experience violence, both from fellow students and from the surrounding environment, their focus in learning can be disturbed. The resulting fear or trauma can reduce their motivation, concentration, and academic achievement.⁵ Additionally, this violence can trigger long-term trauma for the victim, which may have an impact on their mental health in the future, including the appearance of anxiety, depression, or even PTSD (Post-Traumatic Stress Disorder). This trauma can also affect the way victims build social relationships, confidence, and their view of the world.⁶

The following is survey data regarding the prevalence of violence experienced by students in Indonesia:

Tahun	Sumber	Prevalensi Kekerasan Fisik	Prevalensi Kekerasan Emosional	Prevalensi Kekerasan Seksual
2018	Survei Nasional Pengalaman Hidup Anak dan Remaja (SNPHAR) 2018	61,7% (laki-laki)	42,61% (perempuan)	8,43% (perempuan)
2021	Survei Nasional Pengalaman Hidup Anak dan Remaja (SNPHAR) 2021	13,91% (laki-laki)	32,06% (laki-laki)	3,65% (laki-laki)
		10,49% (perempuan)	42,61% (perempuan)	8,43% (perempuan)
2024	Survei Nasional Pengalaman Hidup Anak dan Remaja (SNPHAR) 2024	21,22% (laki-laki)	43,17% (laki-laki)	8,34% (laki-laki)
		15,56% (pe. ↓ Juan)	47,82% (perempuan)	8,82% (perempuan)

Source: Ministry of Women's Empowerment and Child Protection (KemenPPPA) in 2018, 2021 and 2024⁷

The above data shows that despite fluctuations in the prevalence of violence against students, emotional violence remains

the most common form of violence experienced by students in Indonesia. The increase in the prevalence of physical and emotional violence in 2024 compared to 2021 indicates the need for further efforts in the prevention and handling of violence against children.

Data from a number of surveys show that almost one in three students have experienced or witnessed acts of violence in the school environment. This figure indicates the need for more serious attention from schools, governments, and communities to deal with this problem effectively.

Violence among students is often triggered by various factors, such as family problems, peer influence, and a less supportive social environment. Students who experience violence at home tend to become perpetrators of violence at school.⁸ This phenomenon creates a cycle of violence that is difficult to break. Therefore, it is important to understand the factors that cause violence so that prevention efforts can be carried out appropriately. This study aims to identify legal strategies that can be applied in dealing with violence in schools and provide recommendations for improvement.⁹ Law Number 35 of 2014 concerning Child Protection This law is an amendment to Law No. 23 of 2002 concerning Child Protection. This law regulates various matters related to children's rights, including the right to live, grow, develop, and participate optimally in social, cultural, and political life.¹⁰

⁵ isnaeni Rahmat, N., Hastuti, I. D., & Nizaar, M. (2023). Analisis faktor-faktor yang menyebabkan bullying di madrasah ibtidaiyah. *Jurnal Basicedu*, 7(6), 3804-3815.

⁶ Saputri, A. I., & Arifin, R. (2022). Perlindungan Korban dalam Penanganan Post Traumatic Stress Disorder pada Tindak Kejahatan Bullying pada Remaja di Indonesia. *Jurnal Aktual Justice*, 7(1), 1-29.

⁷ Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KemenPPPA) 2018-2024

⁸ isnaeni Rahmat, N., Hastuti, I. D., & Nizaar, M. (2023). Analisis faktor-faktor yang menyebabkan

bullying di madrasah ibtidaiyah. *Jurnal Basicedu*, 7(6), 3804-3815.

⁹ Fitriani, N., & Suherman, A. (2024). Pengaruh Kekerasan Terhadap Kesehatan Psikologis Anak. *Jurnal Kajian Hukum Dan Kebijakan Publik | E-ISSN: 3031-8882*, 2(1), 239-259.

¹⁰ Wahyudi, T. S., & Kushartono, T. (2020). Perlindungan Hukum Terhadap Hak Anak Yang Menjadi Korban Perlakuan Tindak Kekerasan Dalam Rumah Tangga Dihubungkan Dengan Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak. *Jurnal Dialektika Hukum*, 2(1), 57-82.

Legal strategies in dealing with violence among students cover various aspects, ranging from regulations that regulate child protection, sanctions for perpetrators of violence, to education and prevention programs that can be applied in schools.¹¹ Although there have been a number of regulations regulating this issue, implementation in the field still encounters various obstacles. One of the main challenges is the lack of understanding and awareness from schools regarding the importance of protecting students from acts of violence.¹²

In the context of the law, law enforcement efforts in cases of violence in schools are often hampered by existing social and cultural stigmas.¹³ Many students feel ashamed or afraid to report the violence experienced, while perpetrators often do not receive strict sanctions. This shows that existing legal sanctions need to be reviewed to be more effective in providing a deterrent effect. In addition, it is also important to involve other parties, such as parents, teachers, and the community, in creating a safe environment for students.

Violence prevention programs in schools also need to be supported by cross-sectoral cooperation. For example, the involvement of psychologists and medical personnel in handling cases of violence can help in providing emotional support and rehabilitation for victims.¹⁴ In addition, training for teachers on how to identify and handle aggressive behavior

among students is also very necessary. Thus, a comprehensive and integrated approach is needed to create a safe school for all students.

Awareness of the importance of creating a safe school environment is not only the responsibility of the school, but also a shared responsibility of the community. Therefore, a comprehensive education campaign is needed to raise awareness of the dangers of violence and the importance of child protection in schools. This approach is expected to encourage active participation from all parties in preventing violence among students.¹⁵

Finally, in a global context, various countries have implemented various policies and strategies to deal with violence in schools with various approaches. The experience of these countries can be a reference for Indonesia in formulating more effective policies. Therefore, this study will also compare strategies implemented in other countries to gain better insights and recommendations for handling school violence in Indonesia.

METODOLOGI

This study uses the Systematic Literature Review (SLR) approach to collect and analyze information from various relevant literature sources regarding violence among students and applicable legal strategies. The SLR process begins with the identification of a clear research question, followed by a systematic search in academic databases,

¹¹ Setiawan, I., & Saputra, T. (2024). Tindakan Hukum Bagi Pelaku Bullying Terhadap Anak Di Bawah Umur. *Journal of Social and Economics Research*, 6(1), 846-862.

¹² Nurhasnah, N. (2024). Peluang dan Tantangan Pemenuhan Hak Perempuan Pasca Cerai Gugat di Pengadilan Agama. *USRATY: Journal of Islamic Family Law*, 2(1), 71-79.

¹³ Wulandari, Y. M. (2024). Pengaruh Penerapan Undang-Undang Perlindungan Anak Terhadap Penurunan Kasus Kekerasan Pada Anak di

Indonesia. *Verdict: Journal of Law Science*, 2(2), 112-122.

¹⁴ Irawan, A. V. P., & Puspitasari, C. D. (2022). Perlindungan Anak Terhadap Kekerasan oleh Dinas Pengendalian Penduduk, Keluarga Berencana, Pemberdayaan Perempuan dan Perlindungan Anak Kabupaten Sragen. *AGORA*, 11(1), 108-122.

¹⁵ Utama, A. N., & Hutahaean, R. M. (2024). Pentingnya Implementasi Pendidikan Seksualitas dalam Upaya Pencegahan Kekerasan Seksual. *Sindoro: Cendikia Pendidikan*, 6(6), 31-40.

journals, and organizational reports that address the topic of violence in schools. The criteria for selecting the literature used include relevance, quality of methodology, and contribution to understanding the issue.¹⁶

After collecting data from various sources, the researcher conducted a critical analysis of each literature obtained. This analysis includes the identification of key patterns and themes that emerge from various studies, as well as an assessment of the success or failure of legal strategies that have been implemented in dealing with violence in schools. This process allows researchers to summarize existing findings and identify gaps in research that need to be addressed.

The SLR method also provides an opportunity to see the diversity of perspectives on the issue of violence in schools from various research backgrounds. It is important to gain a more thorough understanding of the challenges faced in law enforcement and student protection. With this approach, researchers hope to provide evidence-based recommendations to improve policies and practices in the field.

Finally, the results of this analysis will be used to develop recommendations that can assist authorities and stakeholders in creating a safe and supportive school environment for students. Thus, this research is expected to make a positive contribution to the handling of violence among students in Indonesia.

RESULT AND DISCUSSION

The results of the study show that although there are various legal regulations governing child protection and handling

violence in schools, their implementation in the field still faces many challenges.

The current laws related to child protection and handling of violence in schools in Indonesia include several interrelated regulations.¹⁷ Here are the existing laws and their relevance in the context of child protection and handling violence in schools:

1. Law Number 35 of 2014 concerning Child Protection

This law is an amendment to Law No. 23 of 2002 concerning Child Protection. This law regulates various aspects of the protection of children's rights, including the prevention of violence against children, protection from exploitation, and the right to a safe education.¹⁸

2. Law Number 23 of 2004 concerning the Elimination of Domestic Violence (KDRT)

Although this law focuses on domestic violence, many cases of violence that occur against children in the home are related to physical, psychological, or sexual violence. The impact often continues to schools. Schools need to recognize the signs of domestic violence that impact children and provide the necessary protection.¹⁹

3. Law Number 17 of 2016 concerning Amendments to Law No. 23 of 2002 concerning Child Protection

The update of the Child Protection Law strengthens the protection of children from violence and exploitation, by emphasizing the importance of preventing and countering violence in various environments, including schools. This law also regulates the Child-Friendly School Program which aims to create

¹⁶ Citraningtyas, V. I., & Tinggi, D. M. D. L. P. Program Studi Sarjana Kebidanan Fakultas Kedokteran Universitas Brawijaya Malang.

¹⁷ Faqih, A. (2023). Reoptimalisasi Kebijakan Hukum Perlindungan Anak Dalam Penanganan Kasus

Perundungan (Bullying) Di Indonesia. *Jurnal Fakta Hukum (JFH)*, 2(1), 74-83.

¹⁸ UU No. 35 Tahun 2014 tentang Perlindungan Anak

¹⁹ UU No. 23 Tahun 2004 tentang Penghapusan Kekerasan dalam Rumah Tangga

a safe and comfortable educational environment for children.²⁰

4. Law Number 20 of 2003 concerning the National Education System (Sisdiknas)

This law regulates the education system in Indonesia and emphasizes the importance of education that pays attention to the welfare and safety of children. The National Education System requires education providers, including schools, to ensure that children receive education in a safe environment, free from violence and discrimination.²¹

5. Law Number 13 of 2003 concerning Manpower

Although it is more related to the world of work, this law also mentions the protection of children who work outside of school, as well as ensuring that children do not become victims of exploitation in any form, including in the educational environment. This is also relevant in the context of preventing child exploitation in schools.²²

Many parties, including schools and parents, have not fully understood the importance of the regulation. Although Indonesia already has various legal regulations governing child protection and handling violence in schools, its implementation on the ground still faces many challenges. One of the main causes is the lack of a deep understanding of the regulations, both among schools and parents. Many parties are not fully aware of the importance of child protection and how the regulation should be implemented. For example, many teachers and education staff do not understand the

procedures for reporting violence or the proper way to provide support to victims.²³

In addition, the lack of socialization and training on this to all relevant parties, including parents, non-educator staff, and even students, has exacerbated this situation. Cultural factors also play an important role, where in some areas, physical violence against children in the form of punishment at school or home is still considered normal, thus hindering the overall application of child protection principles.²⁴ In addition, limited resources in schools, such as the lack of support facilities or professionals such as psychologists and counselors, further worsen the effectiveness of the implementation of the policy. Thus, despite the regulations already in place, the gap between policies and practices on the ground is still very noticeable, which requires greater efforts in terms of education, training, and resource allocation to support effective child protection.

This has led to a lack of proactive efforts to prevent violence among students. Research also shows that awareness of children's rights is still low among the community, which has an impact on the lack of support for victims of violence.

In addition, an analysis of the existing literature reveals that the legal sanctions applied are often insufficient to provide a deterrent effect to perpetrators of violence. In many cases, perpetrators get light punishments or even no punishment at all. This is due to a variety of factors, including intervention from the perpetrator's parents and the social stigma attached to the victim. Research shows that there is a need for more

²⁰ UU No. 17 Tahun 2016 tentang Perubahan atas UU No. 23 Tahun 2002

²¹ UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional

²² UU No. 13 Tahun 2003 tentang Ketenagakerjaan

²³ Nasution, A. H., Zulfahmi, Z., & Asrofi, A. (2024). Analisis Hukum Perlindungan Anak di Indonesia terhadap Eksploitasi Anak oleh Orang Tua dalam Praktik Mengemis. *Mandub: Jurnal Politik, Sosial, Hukum dan Humaniora*, 2(4), 13-24.

²⁴ Dwiyanto, A. (2021). *Reformasi birokrasi publik di Indonesia*. Ugm Press.

consistent and firm law enforcement to prevent the recurrence of violence.

Prevention approaches involving all parties, including teachers, parents, and students, were also found to be suboptimal. Many schools do not have adequate educational programs in place to teach students the importance of respecting each other and recognizing boundaries in social interaction.

Research shows that training programs for teachers in identifying violent behavior and dealing with conflicts in the classroom are indispensable. By improving teachers' ability to manage classrooms, it is hoped that it can reduce the number of violence in schools.

On the other hand, the involvement of psychologists and health professionals in handling cases of violence in schools is also minimal. Research shows that psychological support for victims is essential for their recovery. However, many schools do not have access to adequate psychological services. Therefore, it is important to create cooperation between schools and psychology institutions to provide the necessary support for students experiencing violence.

In the international context, several countries have implemented successful policies in dealing with violence in schools, which can be used as a reference for Indonesia. For example, some countries are implementing early intervention programs that involve all stakeholders in the school environment, including the community. This research encourages the application of a similar approach in Indonesia, where all parties work together to create a safe environment for students.

Finally, the study found that creating safe schools requires ongoing and collaborative efforts from all stakeholders. Without a joint commitment, efforts to reduce violence among students will reach an impasse.

Therefore, more proactive policies and a holistic approach are needed to address this issue.

CONCLUSION

From this study, it can be concluded that violence among students is a complex problem and requires serious attention from various parties. Although there are various legal strategies that have been implemented, their implementation in the field still encounters many obstacles. Therefore, it is important to raise public awareness of children's rights and the importance of creating a safe school environment for students.

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