

ORGANISATIONAL ASSISTANCE FOR VIOLENCE PREVENTION AND MANAGEMENT TEAMS TO IMPROVE SCHOOL SAFETY

Dini Rakhmawati^{1*}, Chr. Argo Widiharto¹, Agung Prasetyo¹

¹Universitas PGRI Semarang, Semarang, Indonesia

*diniirakhmawati@upgris.ac.id

Abstrak: Kekerasan di lingkungan sekolah menjadi masalah serius yang dapat mengancam kenyamanan dan keamanan siswa. Berdasarkan Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi nomor 46 Tahun 2023, Sekolah Menengah Atas (SMA) di Kota Semarang telah membentuk tim pencegahan dan penanganan kekerasan (TPPK) sekolah. Namun, dalam pelaksanaannya tim belum menjalankan perannya secara optimal karena kurangnya pemahaman tim terhadap tugas dan fungsinya. Program pengabdian kepada masyarakat melalui pendampingan tim TPPK sekolah ini bertujuan untuk meningkatkan pengetahuan dan pemahaman anggota tim TPPK dalam upaya pencegahan kekerasan, baik secara preventif maupun kuratif. Pengetahuan dan pemahaman yang baik akan mendukung pelaksanaan penanganan kekerasan di sekolah secara efektif. Mitra program ini adalah Musyawarah Kerja Kepala Sekolah (MKKS) SMA Kota Semarang yang terdiri dari 77 SMA dengan rincian 61 SMA Swasta dan 16 SMA Negeri. Metode yang digunakan dalam Program Kemitraan Masyarakat adalah pendekatan *Community Development*. Adapun tahapan program ini adalah observasi dan perijinan, workshop tentang tugas pokok dan fungsi dari tim pencegahan kekerasan berdasarkan Peraturan Mendikbudristek Nomor 46 Tahun 2023, pendampingan implementasi tim pencegahan kekerasan di sekolah, dan evaluasi kegiatan. Hasil menunjukkan terdapat peningkatan pemahaman sebelum dan sesudah kegiatan. Peningkatan pemahaman tim pencegahan terdiri dari pemahaman terhadap tugas, pemahaman terhadap implementasi tugas, pemahaman penyusunan program, dan pemahaman terhadap alur penanganan kasus. Setelah mengikuti pendampingan ini, sejumlah 30 sekolah dampingan berhasil menyusun program pencegahan kekerasan baik yang bersifat preventif maupun kuratif.

Kata kunci: pencegahan dan penanganan kekerasan, sekolah, pengembangan komunitas

Abstract: Violence within the school environment represents a significant issue that jeopardizes the safety and well-being of students. Under Regulation Number 46 of 2023 issued by the Minister of Education, Culture, Research, and Technology, Senior High Schools (SMA) in Semarang City have established teams for violence prevention and management (TPPK). However, the effectiveness of the team's implementation has been hindered by a poor understanding of their assigned duties and responsibilities. Good knowledge and understanding will support the effective implementation of handling violence at schools. This community service program aims to increase the knowledge and understanding of TPPK team members to prevent violence. The program collaborates with the Semarang City High School Principal's Working Meeting (MKKS), representing 77 high schools, including 61 private and 16 public schools. This program employed a Community Development approach. The stages of this program were observation and licensing, workshops on the main tasks and functions of the violence prevention team, assistance in implementing the violence prevention team in schools, and evaluation. The results show there was an increase in understanding before and after the program. Improving the understanding of the prevention team consists of an understanding of tasks, an understanding of the implementation of tasks, an understanding of program preparation, and an understanding of the flow of handling cases. After participating in this mentoring, a total of 30 assisted schools have successfully developed violence prevention programs, both preventive and curative.

Keywords: violence prevention and management, school, community development

Introduction

Cases of violence in the Indonesian educational environment still occur frequently even though the government has issued Regulation of the Minister of Education and Culture No. 46 of 2023. The regulation requires the establishment of a Violence Prevention and Management Team (TPPK) at schools, but many institutions have not formed this team or have an ineffective team. Data from the Ministry of Education and Culture in 2024 shows that the number of TPPK from early childhood education to high school is only 345,161 teams in 434,761 schools (79.39%). Thus, the Ministry of Education and Culture's target to form TPPK in all educational units on February 4, 2024, has not been achieved. Meanwhile, the educational units that form the TPPK have not understood the tasks that must be carried out and only focus on complaint mechanisms rather than strategies for preventing violent behavior (Kompas, 2024).

The impact of the lack of understanding and also not all educational units have established TPPK, so there are still many cases of violence in education units. One of the cases that is quite a concern and is still being handled is the bullying case in Binus, which 11 people carried out (Aji, 2024). Another case also occurred at the Islamic Boarding School in Kendiri City which killed one student due to receiving violent treatment from his classmates (Lumbanrau, 2024). Apart from these two cases, there were also violent cases in Balikpapan. A junior high school student in Balikpapan beat up one of his classmates during break time because the victim sent an indecent film to his cousin (Sucipto, 2024).

This series of violent cases, if pulled back, will increasingly occur in the world of Indonesian education. Actually, in the Regulation of the Minister of Education and Culture Number 46 of 2023, it has been emphasized that each education unit must form a Violence Prevention and Handling Team (TPPK) in order to prevent cases of violence within the education unit (Permendikbudristek No.46/2023, 2023). There are still many schools that have not formed the TPPK. Several schools have formed TPPK, and in general, this team only creates a system or method of complaint when a case occurs (Arandito, 2024).

The principal initiates the establishment of TPPK in each school because Article 24 of Permendikbudristek No. 46 states that TPPK is appointed and determined by the head of the education unit or school principal. Thus, the role of the principal is important in terms of policies that support the task of TPPK in their respective schools. For this reason, for the prevention and handling of violence in schools by TPPK to run as expected, it is necessary to involve the School Principal. The team was also involved in the Semarang City High School Principal Work Meeting (MKKS) in this community service program. MMKS is a community where high school principals gather in Semarang. This MKKS was formed under the guidance and auspices of the Education Office of Region 1 of Central Java Province. One of the goals of this community is to discuss the problems faced and experienced by school principals in carrying out their duties and find alternative solutions to solve them. MKKS Semarang City High School consists of 77 high schools, 61 of which are private and 16 public high schools. MKKS has 29 administrators consisting of 7 daily administrators and 22 administrators who are responsible in five areas, namely student affairs, curriculum, human resource quality improvement, public relations, and

principal competency development, as well as 22 Semarang City MGMP coaches from private and public high schools in the city of Semarang.

The results of a survey and interview by the service team with several members of the Semarang City MKKS in March 2024 show that all high schools in Semarang have formed TPPK, but the school feels confused in experiencing confusion in carrying out their duties and functions. Another problem is the difficulty of making a work program because it does not have clear guidelines on what TPPK does. The duties and functions of TPPK following the Regulation of the Minister of Education and Culture mentioned above not only deal with the problem of violence that occurs in schools but also prevention programs involving *school stakeholders*, including parents or guardians of students, as well as the need for training and assistance to TPPK from universities that have experts in the fields of guidance and counseling and psychology.

The implementation of violence prevention and handling teams in education units is essential to ensure that students, teachers, and education staff are free from violence in schools. This team is responsible for preventing and addressing various forms of violence, such as physical violence, sexual violence, and aggressive behavior. They play a crucial role in creating a safe and supportive school environment. The establishment of TPPK is supported by special regulations and policies, such as Law No. 35 of 2014 about Child Protection. The purpose of assisting TPPK MKKS SMA in Semarang City is to implement TPPK programs, both preventive and curative programs, to handle violence in schools effectively and measurably.

Based on the survey and the results of interviews with several members of the Semarang City MKKS, it can be identified that some of the current priority problems faced by the Semarang City MKKS related to the implementation of TPPK in schools are TPPK that does not understand its primary duties and functions, only limited to meeting the demands of the agency that requires the establishment of TPPK in every school. Another problem is that there have been no actual activities in the context of prevention efforts that only focus on handling problems. In addition, a network outside the team has not been formed that allows handling violence cases to be more effective and efficient. TPPK is still working in their respective educational units, so when a case occurs, they tend to solve it as usual, even though the problems are different. This condition is due to the lack of references needed to deal with the problem of violence in schools.

The solution to the problems is to assist in strengthening the TPPK organization at Semarang City High School. This assistance was carried out through several activities, including workshops on the main tasks and functions of TPPK based on the Regulation of the Minister of Education and Culture Number 46 of 2023, training on preparing TPPK work programs, and *sharing sessions* of the TPPK team with *stakeholders*. These activities involved 77 high schools in Semarang, comprising 16 State High Schools and 61 Private High Schools.

The Semarang City High School MKKS group collaborates and establishes a partnership with the Guidance and Counseling study program at PGRI University Semarang. In this community service program (PKM), the team of PGRI Semarang University offered the solutions with a success indicator of 70% of the TPPK MKKS SMA Semarang City team, 1) experiencing

an increased understanding of the main tasks and functions of TPPK in schools, 2) having programs that are both preventive and curative, 3) having a network of at least two parties.

The support of facilities and infrastructure and a competent PKM Team will help provide solutions by strengthening the TPPK organization at Semarang City High School. The solution is appropriate because it aligns with the proposed team's research. Some of the related research results include the right of every child to grow optimally and get protection from violence and discrimination (Yovitha et al., 2019). The PKM team is competent in mentoring TPPK SMA in Semarang City. The program design was also in line with the research results related to the prevention and handling of violence (Rakhmawati et al., 2020) and parental support in preventing sexual violence (Rakhmawati et al., 2023).

This community service program was implemented based on the results of previous research studies. It assisted the team in designing the program that helped them prevent and handle violence in schools. It also allowed the team to develop the work programs under the characteristics of each school. This PKM aims to enhance understanding of TPPK in schools in carrying out their duties, program implementation, compiling work programs, and understanding the flow of handling cases of violence in schools.

Method

Methods used in the Community Partnership Program (PKM) is the community development approach (Kumar, 2002). The *community development* approach is a method with an approach that is oriented to community development efforts by making the community a subject and, at the same time, an object and involving them directly in various community service activities as an effort to increase their participation in the development of their group. This approach was chosen because the problem faced by TPPK in schools is a lack of understanding of program preparation, tasks, implementation of programs, and reporting flows. If there is a case, directly involving the team with assistance will make it easier to solve partner problems. Figure 1 illustrates the flow of the PKM program.

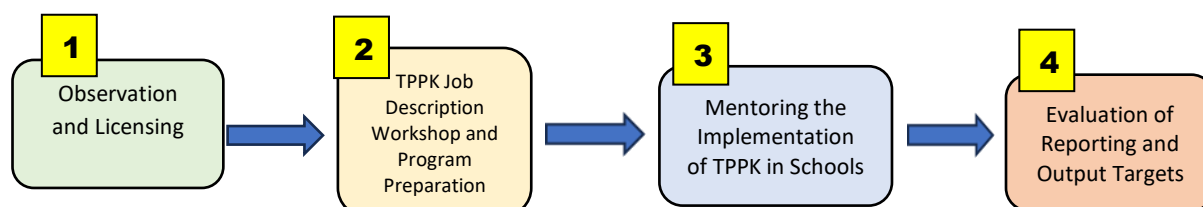


Figure 1. Flow implementation of PKM Activity

The program that will be carried out in PKM activities in general are as follows:

1. Observation and licensing: The PKM Activity Implementation Team identified partner needs by conducting observations at several high schools in Semarang City and interviewing the vice chairman of the Semarang City High School MKKS.
2. Workshop on the main tasks and functions of TPPK based on the Regulation of the Minister of Education and Culture Number 46 of 2023: The workshop on the main tasks and

functions of TPPK based on the Regulation of the Minister of Education and Culture Number 46 of 2023. The workshop was conducted for all members of the MKKS of Semarang City High School, and the duties and functions of TPPK in the education unit were explained. This activity will be used as material to fulfill the output target in the form of publication articles in the mass media, namely the daily Suara Merdeka, which has published status. In this activity, participants were also introduced to the forms of the TPPK program, both preventive and curative, with the Canva application. Training activities will be used as material to fulfill the output target through visual work outputs (posters).

3. Assistance for the Implementation of TPPK in Schools: Assistance to the MKKS of Semarang City High School in implementing TPKK in schools will also continue to be carried out to ensure that there are no difficulties in the implementation. Mentoring activities will continue to be monitored so that the school can create a TPPK program that is integrated with the school program.
4. Activity Evaluation: this PKM activity was evaluated by distributing questionnaires to the TPPK Vocational School team, which joined the TPPK High School communication group in Semarang. The questionnaire is compiled based on the duties and functions of TPPK according to Permendikbudristek Number 46 of 2023, namely an understanding of the task, an understanding of how to prepare a work program following the characteristics of each school, and an understanding of how TPPK handles cases of violence in schools if this happens. Each indicator is revealed with four items, so 16 items have been tested for validity and reliability. IBM SPSS Statistics 25 software was used to conduct the validity and reliability tests on a Windows platform. The reliability test results showed an Alpha Cronbach coefficient of 0.971, which means a reliable questionnaire. The validity test of r calculation $> r$ table with $n = 22$ is 0.344, and Pearson Correlation is the lowest 0.402 and the highest is 0.962, so all items are declared valid. After the evaluation instrument is declared valid and reliable, the instrument in the form of a questionnaire is used to determine whether this mentoring PKM program influences the understanding of TPPK members. In addition, the results of the evaluation were also used to improve the PKM program and assist in strengthening the TPPK organization at Semarang City High School.

This community service involved 77 high schools in Semarang, comprising 16 public and 61 private high schools. In the initial stage, the team invited all school principals intending to equalize perceptions related to Permendikbudristek No. 46 of 2023, which mandates that each educational unit is obliged to form TPPK and school principals with the authority to form TPPK. In this program, the team also asked permission to assist TPPK so that this activity was synergistic with the principal's policy. The next stage was a workshop on preparing the TPPK program by inviting the TPPK Coordinator of each school or representative. Those attending this preparatory workshop were 30 TPPK Coordinators or representatives from both public and private high schools.

SMAN 4 Semarang was chosen as a sample in the assistance stage of implementing TPPK in Schools. The election was based on the activeness of the TPPK Coordinator in this series of

service stages and the enthusiasm of TPPK, which was shown by actively asking questions and discussing in the TPPK Forum WhatsApp group throughout Semarang City. The service team intensively assisted nine TPPK members of SMA N 4. TPPK members of SMA N 4 consist of BK teachers, subject teachers, student parent representatives, and school committees. Assistance is carried out through programs prepared by TPPK, starting from the annual prevention program, the program for making violence reporting applications, and the flow of handling cases.

Results and Discussion

In this community service activity, the TPPK Assistance team at the high school carried out a coordination process and looked at the initial condition of the partners before they were assisted. This activity will be held on August 18, 2024. Coordination of activities with the secretary of the Semarang City MKKS obtained information that there were 77 high schools from 16 public schools and 61 private schools. Based on this information, the second activity was held, namely a workshop on the main tasks and functions of TPPK based on the Regulation of the Minister of Education and Culture Number 46 of 2023.

The workshop was carried out by inviting all members of the MKKS Senior High in Semarang. The workshop material was an introduction to the importance of TPPK in schools as a mandate from Permendikbudristek Number 46 of 2023, the authority of the head of the education unit in handling and preventing violence in schools, and the organizational structure of TPPK. In addition, there was also an FGD activity explaining the duties and functions of TPPK in the education unit on August 28, 2024. This activity was attended by 77 participants from Private High Schools and State High Schools.

The results of the FGD showed that participants did not understand what TPPK had to do or how to handle violence in schools, did not fully understand Permendikbudristek Number 46 of 2023, and did not have a program to prevent violence in schools. In addition, participants are still unclear to distinguish whether a behavior is already in the bullying category or just an ordinary joke, especially related to verbal bullying. In addition, Widiarto et al. (2019) stated that teachers do not understand bullying behavior well and consider bullying behavior to be expected for children (Kompas, 2024).

The findings from this FGD also explain why violence in schools still occurs frequently, as revealed by Wismabrata (2020). Apart from teachers who do not understand bullying, it turns out that students also still have a low understanding of bullying behavior, so students do not realize that students have bullied both friends and teachers. It aligns with Susanto et al. (2023) that students' understanding of bullying behavior is included in the very low category.

Then the third stage is assistance in preparing the TPPK program on October 16, 2024, which was attended by 30 participants from the TPPK Coordinator or their representatives. After completing this activity, participants are asked to prepare a program according to the peculiarities of their respective schools. Figure 2 shows the implementation of assistance in the preparation of the TPPK program.



Figure 2. TPPK program preparation workshop

After receiving training and mentoring materials, the understanding of scores related to TPPK increases. Understanding of TPPK duties increased by 19 points, understanding of what should be done by TPPK increased by 20 points, understanding of the preparation of TPPK work programs increased by 25 points, and understanding of the flow of handling violence in schools increased by 19 points. [Table 1](#) shows the data from the program's evaluation.

Table 1. Level of Understanding of High School TPPK in Semarang

Level of understanding	<i>Pre Test</i>		<i>Post Test</i>		<i>Improvement</i>	
	Scores	Average	Scores	Average	Scores	Average
TPPK Duties	99	4,95	118	5,90	19	0,95
Knowing the TPPK job description	98	4,90	118	5,90	20	1,00
Preparing the work program	91	4,55	116	5,80	25	1,25
Flow of Violence	100	5,00	119	5,95	19	0,95

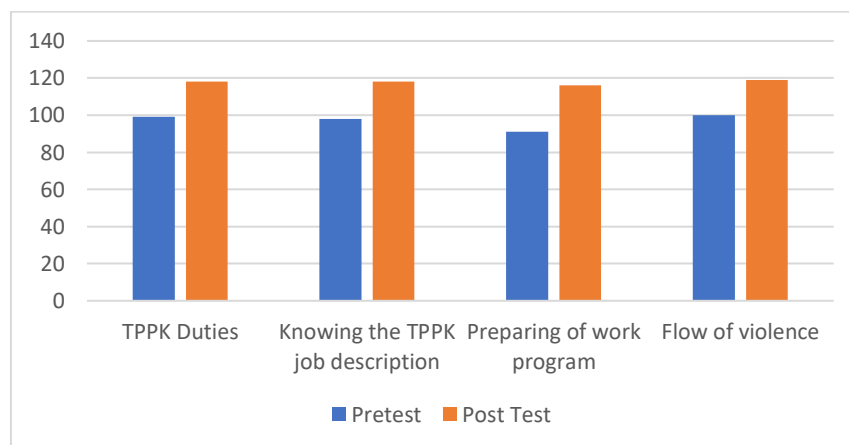


Figure 3. Increasing Understanding of High School TPPK in Semarang

Based on the *pre-test* and *post-test* data in [Figure 3](#), it can be seen that the highest increase is in understanding the preparation of work programs. This achievement is because in the FGD, to obtain initial data related to the understanding of TPPK, it was found that the participants wanted assistance in preparing work programs because TPPK had only been

formed to handle cases of violence at the time of the case. Thus, in the third stage, namely assistance in preparing the program, examples of programs that can be applied in schools are given explicitly to prevent violence.

One of the materials for the violence prevention program is to strengthen the role of teachers, such as teacher competence in problem-solving, teachers' ability to communicate with students, improvement of the quality of teachers' relationships with students, and teachers' ability to empathize. This program follows the opinion of Widiarto (2019) that teachers must be empathetic people so that students dare to tell stories about their problems. The courage to tell this story is important as a first step in identifying the potential for violence because students are reluctant to communicate with the teacher if the teacher is perceived as unable to provide the right solution (Widiarto et al., 2019).

The second highest increase is understanding what to do as a TPPK member. This increase is natural because with the ability of participants to understand the TPPK work program, the team's understanding of what to do indirectly also increases because these two understandings intersect or support each other. The existence of assistance or training in the preparation of this work program can increase the competence of TPPK members. With the improvement of these competencies and preparing a straightforward work program, the team has guidance in carrying out tasks. Mentoring and training is one of the human resource development programs, in this case, the competence of team members (Elmanisar et al., 2024). When viewed from the post-test scores, there was no noticeable difference in scores between the four levels of understanding measured, namely TPPK tasks, knowing what to do, preparing work programs, and case handling flows. It shows that the PKM effectively increases the understanding of TPPK members.

The fourth stage, namely assistance to the Semarang City High School MKKS in implementing TPPK in schools, will also continue to be carried out to ensure that there are no difficulties in the implementation. Mentoring activities will continue to be monitored until the school can create a TPPK program that is integrated with the school program. In this case, SMA 4 Negeri Semarang was selected as an intensively accompanied school based on the seriousness of preparing the program. The activity was held on October 25, 2024, and was attended by all TPPK members, starting from the TPPK Coordinator, student parent representatives, BK teachers, and the School Committee.

The school attended this series of PKM activities enthusiastically, and participants were very motivated to participate in various PKM activities from the beginning to the end. TPPK participants of Semarang City High School are willing to fill out *the pretest* and *posttest* given by the UPGRIS PKM team, which indicates the usefulness of the assistance provided by the increase in *pretest* and *posttest*. Thus, sustainability assistance in the TPPK program is highly expected and needed by all Semarang City High School TPPK participants.

The effectiveness of the assistance team in preventing and handling school violence is crucial to overcoming violence in educational units. The team plays a crucial role in implementing structured interventions, fostering a safe environment, and promoting positive behaviors among students. Teams explicitly designed for violence prevention, such as those in

schools, have effectively managed bullying cases, which is especially important for vulnerable populations (Amani et al., 2024).

The Comprehensive Safety Approaches states that education leaders can use a multi-tiered support system, including universal and targeted interventions, to address various forms of violence, improving overall school safety (Kerr, 2022). Programs such as mentors in violence prevention face challenges but are important in promoting peer-led interventions and fostering a culture of nonviolence among students (Bruno et al., 2020).

The anti-violence culture in schools can also be developed by creating a *Zero Violence Brave Club*. Initiatives like these have successfully reduced bullying by fostering a culture of zero tolerance for violence, demonstrating the impact of structured programs in diverse school contexts (Roca-Campos et al., 2021). While violence mentoring and prevention teams are effective, challenges that exist in their implementation, such as resource allocation and community engagement, can hinder their overall impact.

Implementing violence prevention and mitigation programs in schools requires collaboration among various stakeholders, including educators, mental health professionals, parents, and community members. This collaborative approach is essential in overcoming various forms of violence in school and ensuring effective intervention. A team-oriented strategy is essential in overcoming gun violence in schools because this strategy encompasses a variety of perspectives and expertise. Effective conflict management techniques can significantly reduce violence through active or proactive conflict management. Training for students and staff in conflict resolution promotes a peaceful school environment, essential for preventing violence (Zohriah et al., 2023).

Prevention and handling of violence in schools is not only the school's responsibility. The TPPK members also involve the school committee representing the student's parents. The involvement of family and community members in a program can increase the effectiveness of the program (Glubwila et al., 2022). Although such collaboration is essential, some argue that the bureaucratic nature of the education system can hinder swift action and response to violence, pointing to the need for efficient processes and mechanisms to resolve violence in school settings (De Cordova et al., 2019).

In general, the implementation of this service program did not face any significant obstacles because MMKS immensely helped mobilize members. However, the team experienced obstacles in preparing a violent prevention and handling module that was easy for TPPK to use. This situation is due to the lack of data on cases of violence in high schools in Semarang, which can be a reference, for example cases and how to handle them. In addition, with limited time and many service agendas, there is a lack of trial use of the module, so the effectiveness of the module cannot be evaluated. For this reason, future service or research related to TPPK can create or test modules on preventing and handling violence in schools so that the module's existence will help TPPK in carrying out its duties, both prevention and case handling.

Conclusion

Organizational assistance for violence prevention and handling teams in schools is a strategic step in creating a safe and comfortable learning environment for all students. Through effective mentoring, the team can play an active role in educating all school residents (students, teachers, staff, parents) about various forms of violence, its early signs, and its impact, forming a positive culture by instilling the values of mutual respect, empathy, and inclusivity in every interaction. Increase supervision in the school environment to prevent acts of violence. Train students and teachers in managing emotions, resolving conflicts, and communicating effectively. The training also provides an easy, safe, and confidential reporting mechanism for victims of violence. Respond to any reports of violence quickly and thoughtfully, and provide psychological support and legal assistance to victims of violence. Periodic evaluations are carried out on the effectiveness of violence prevention and handling programs by involving all stakeholders.

Acknowledgments

We want to thank the Directorate of Research, Technology, and Community Service (DRTPM), the Directorate General of Higher Education, Research, and Technology (Dirjen Dikti) under the umbrella of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), through the 2024 DRTPM PKM grant. We also thank LPPM UPGRIS as a research and community service institution at UPGRIS that supports the implementation of this PKM activity. The UPGRIS PKM team also thanked MKKS and TPPK high schools in Semarang City.

References

- Aji, W. (2024). Kronologi Kasus Bullying di Binus School Serpong, Pihak Sekolah Segera Panggil Vincent Rompies Artikel ini telah tayang di Tribunnews.com dengan judul Kronologi Kasus Bullying di Binus School Serpong, Pihak Sekolah Segera Panggil Vincent Rompies, <https://tribunnews.com>. <https://www.tribunnews.com/metropolitan/2024/02/20/>
- Amani, R., Nofalia, P., Yusrawati, Sumarni, T., & Rahmahtsilvia. (2024). Role of Special School Violence Prevention and Handling Team in Bullying Prevention. *Proceeding of International Conference on Special Education in South East Asia Region*, 241–248. <https://doi.org/https://doi.org/10.57142/picsar.v3i1.582>
- Aranditio, S. (2024, August). Kekerasan di Pendidikan, Alasan Tak Semua Pelaku Perundungan Dijerat Hukum. *Kompas*, 8.
- Bruno, L., Joelsson, T., Franzén, A. G., & Gottzén, L. (2020). Heroes and others: tensions and challenges in implementing Mentors in Violence Prevention in Swedish schools. *Journal of Gender-Based Violence*, 4(2). <https://doi.org/10.1332/239868020X15881856376347>
- De Cordova, F., Berlanda, S., Pedrazza, M., & Fraizzoli, M. (2019). Violence at school and the well-being of teachers. The importance of positive relationships. *Frontiers in Psychology*, 10(AUG), 1–9. <https://doi.org/10.3389/fpsyg.2019.01807>
- Elmanisar, V., Nellitawati, & Alkadri, H. (2024). Manfaat Pelatihan dan Pengembangan Sumber Daya Manusia. *Jurnal Pendidikan Tambusai*, 8(1), 15199–15205.
- Glubwila, S., Sripa, K., & Thummaphan, P. (2022). The model of collaboration integration for preventing and solving the problem of youth violence in educational settings. *Current Psychology*, 41(12). <https://doi.org/10.1007/s12144-020-01270-6>
- Kerr, M. (2022). *School Violence Prevention*. Routledge. <https://doi.org/10.4324/9781138609877-REE200-1>

- Kompas. (2024a). Guru Wajib Pahami Pencegahan Kekerasan. *Kompas*, 5.
- Kompas. (2024b). Perundungan, Sekolah Wajib Bentuk TPPK. *Kompas*, 5.
- Kumar, S. (2002). *Methods for community participation: a complete guide for practitioners* (S. Kumar (ed.)). Vistaar Puvlications. <https://www.cabidigitallibrary.org/doi/full/10.5555/20033008311>
- Lumbanrau, R. (2024). "Aku takut, mama tolong cepat jemput", santri di Kediri tewas diduga dianiaya - Mengapa terulang lagi kekerasan di pesantren? *BBC News Indonesia*. <https://www.bbc.com/indonesia/articles/c0vjeq20d8po>
- Permendikbudristek No.46/2023. (2023). Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan. *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi RI*, 2(5), 1–35.
- Rakhmawati, D., Maulia, D., Widiharto, C. A., & Widodo, S. (2020). The Effect of Sexual Violence on Children. In M. Farozin, M. Robinson, L. S. Cheong, A. Hussin, S. Amat, M. Wangid, & B. Astuti (Eds.), *Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)* (pp. 311–314). Atlantis Press. <https://www.atlantis-press.com/proceedings/isgc-19/publishing>
- Rakhmawati, D., Venty, Julienjantiningsih, J., Mujiyono, & Widiharto, C. A. (2023). Parental support: prevention of cyber grooming in junior high school adolescents. *Jurnal Konseling Dan Pendidikan*, 11(3), 177.
- Roca-Campos, E., Duque, E., Ríos, O., & Ramis-Salas, M. (2021). The Zero Violence Brave Club: A Successful Intervention to Prevent and Address Bullying in Schools. *Frontiers in Psychiatry*, 12. <https://doi.org/10.3389/fpsyt.2021.601424>
- Sucipto. (2024). Siswa SMP di Balikpapan Dipukuli Teman Sekelasnya. *Kompas*. <https://www.kompas.id/baca/nusantara/2024/03/03>
- Susanto, A., Rakhmawati, D., & Dwiastuti, N. (2023). Tingkat Pemahaman Perilaku Bullying Pada Siswa Kelas IX E SMP Negeri 36 Semarang. *Prosiding Seminar Nasional Bimbingan Dan Konseling Tahun 2023 'Inovasi Layanan BK Di Era Merdeka Belajar'*, 201–210. <https://conference.upgris.ac.id/index.php/snbk/article/view/3744/2399>
- Widiharto, C. A. (2020). Peran Guru dan Sekolah dalam Reduksi Bullying di Sekolah. In M. Widjanarko (Ed.), *Membumikan Psikologi: Implementasi Di Masyarakat* (pp. 45–57). Universitas Katolik Soegijapranata. <http://repository.unika.ac.id/23093/>
- Widiharto, C. A., Suminar, D. R., & Hendriani, W. (2019). The Response of Bullying Victim among Javanese Student. *Journal of Advanced Research in Dynamical and Control Systems*, 11(7), 441–445.
- Wismabrata, M. H. (2020). Marak Kasus "Bullying" di Sekolah, Ada yang Hilang dalam Diri Pelaku. *Kompas.Com*. <https://regional.kompas.com/read/2020/02/14/05150001>
- Yovitha, Y., Dini, R., & Desi, M. (2019). Preventing Child Sexual Abuse for Early Childhood Trough Maternal and Child Health Services Empowerment. *Proceedings of the 1st International Conference on Education and Social Science Research (ICESRE 2018)*. <https://doi.org/https://doi.org/10.2991/icesre-18.2019.29>
- Zohriah, A., Torismayanti, T., & Firdaos, R. (2023). Implementasi Strategi Manajemen Konflik untuk Mencegah Kekerasan di Sekolah. *EduInovasi. Journal of Basic Educational Studies*, 4(1), 24–44. <https://doi.org/10.47467/edu.v4i1.435>