

Mobile-Integrated Smart School Management Ecosystem Model (SiPPKe) for the Prevention and Intervention of School-Based Violence

Evitha Soraya

Universitas Negeri Jakarta, Indonesia
evithasoraya@unj.ac.id

Supadi

Universitas Negeri Jakarta, Indonesia
supadi@unj.ac.id

Tarma

Universitas Negeri Jakarta, Indonesia
tarmasae@gmail.com

S. Nudia Mastur

Universitas Negeri Jakarta, Indonesia
s.nudiamastur@unj.ac.id

Winda Dewi Listyasari

Universitas Negeri Jakarta, Indonesia
winda_dewi@unj.ac.id

Abstract: The escalating prevalence of school-based violence underscores a critical systemic failure in safeguarding student welfare at the secondary level. This research addresses this exigency by developing SiPPKe (School Violence Prevention and Intervention System), an Android-based framework that operationalizes a multi-dimensional approach (encompassing proactive early detection, pedagogical intervention, and a streamlined reporting to resolution protocol) to ensure a responsive, effective, and digitally-integrated institutional environment. The research employed a Research and Development (R&D) approach adapting the Borg and Gall framework, conducted across 48 State Senior High Schools in East Jakarta. The study involved IT management experts alongside quota-sampled teachers and students. The development lifecycle followed five systematic stages: preliminary analysis, initial model construction, expert validation, limited-scale field trials, and large-scale testing with iterative revisions. Data were acquired through a triangulation of literature reviews, interviews, and questionnaires, utilizing descriptive statistics for quantitative analysis and the Miles and Huberman interactive model for qualitative interpretation. Instrument validation confirmed high reliability, while SiPPKe effectively integrated risk mapping, digital education, and rapid-response reporting. Findings reveal that user engagement significantly correlates with TPPK strategy effectiveness. Conclusively, SiPPKe optimizes violence management by streamlining bureaucratic reporting, transforming reactive handling into a proactive, technology-driven safeguarding framework in schools.

Keywords: School Management; School-Based Violence; Android Application.

INTRODUCTION

The paradigm shift within social institutions, which has precipitated a surge in immoral conduct and violence against children (Akudolu et al., 2023;

Saptono, 2022), remains a matter necessitating specialized intervention, particularly within the pedagogical sphere. Ideally, education should facilitate the cultivation of the entirety of a child's positive potential (Butler et al., 2022) encompassing a spirit of mutual understanding, peace, tolerance, gender equality, and fellowship among all nations, ethnicities, and religions, including indigenous communities (Firdaus & Suwendi, 2025). Consequently, children constitute a subject that must be imperatively safeguarded and protected to achieve educational objectives and uphold their fundamental rights as citizens.

As the nation's nascent generation, children require comprehensive legal protection across all spheres of life (Báandi, 2022). Every child is entitled to rights across all existential dimensions—including the right to life, development, and participation in accordance with human dignity—while being shielded from all forms of violence and discrimination (Alifiyah & Anshori, 2023; Ngazizah, Yawae, Abdillah, & Abidin, 2025). Conversely, children are frequently subjected to violence as an outlet for adult frustrations within domestic, academic, and societal contexts. For instance, violence in schools often manifests through punitive measures intended to deter students perceived as recalcitrant by educators via verbal abuse or physical aggression; at times, punishment is administered through pinching, twisting, or kicking. Such actions unequivocally contravene both fundamental human rights and extant statutory regulations.

A critical imperative in contemporary schooling is that institutions must transcend the mere dissemination of knowledge; they must serve as conduits for producing graduates capable of social adaptation. Schools are institutional frameworks expected to preempt negative behaviors that threaten child safety (Froehlich, Brokjøb, Nikitin, & Martiny, 2023; Husnunnadia & Slam, 2024). As universal public facilities, schools provide the experiential foundation necessary to equip the youth for future societal integration.

In 2021, over 689 million primary school students and 513 million secondary school students were positioned to develop their potential and enrich their lives daily. Schools serve as critical loci for children to cultivate their capacities (Morris & Rohs, 2023; Nur Azizah Putri, Hikmatul Fadilah Nasution, Nova Ramadhani, & Rosita Dongoran, 2025). However, UNICEF findings indicate that schools do not invariably provide positive experiences (Ahun, Aboud, Wamboldt, & Yousafzai, 2023; Putri, Yuniarti, & Soelistijono, 2025). Various negative treatments, such as punitive threats, humiliation, intimidation, or peer and teacher violence, persist within schools. These adverse conditions are not limited to the academic environment; domestic and societal settings also pose challenges that hinder regular attendance, completion, or the attainment of prescribed learning standards.

Violence within educational units remains a critical issue in school management. In response to this urgency, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has formulated specific regulations through Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Environments. Despite this juristic foundation, the implementation of such policies requires comprehensive measures for optimal realization across every educational institution. This is predicated on the premise that the intensification of violence prevention and management necessitates a framework that is precise, rapid, responsive, effective, and efficient.

To bridge the discrepancy (gap) between policy formulation and practical implementation, information technology intervention is considered an urgent necessity. As a solution to these problematics, this study proposes an innovative reporting instrument via the SiPPKe application (School Violence Prevention and Handling System). This Android-based software is specifically engineered to streamline reporting bureaucracies by facilitating direct connectivity between reporters and core authorities (the handling task force). Through this systematic integration, SiPPKe is projected to ensure a quick response to every grievance, thereby aligning with the principles of efficacy and efficiency within the violence management framework in schools.

An analysis of Scopus-indexed international scientific publications from 2018 to 2024 reveals only 28 research titles addressing bullying and applications; notably, no comprehensive application currently manages the entire continuum from prevention to the handling of violence in schools. Furthermore, regarding the new Kemendikbudristek regulations, no Android application is yet compatible with the mandates for preventing and handling violence in educational units.

This research aims to develop the SiPPKe application for the prevention and handling of violence in schools. Specifically, the research questions (RQ) are delineated as follows:

RQ1 : How can an appropriate instrument be developed for the early detection of potential violence in schools?

RQ2 : How can an Android application be developed to provide mapping data on violence vulnerability in schools?

RQ3 : How can an Android application serve as an educational medium for students regarding violence prevention in schools?

RQ4 : How can the effectiveness of an Android application in the prevention and handling of violence in schools be evaluated?

RESEARCH METHODOLOGY

This study employs the Research and Development (R&D) methodology. Research and Development is conceptualized as a systematic process utilized to develop and validate products specifically designed for educational and instructional applications (Bennett, Borg, & Gall, 1984; Sugiyono, 2022). The development trajectory in this research is predicated on the ten-stage framework proposed by *Borg and Gall* encompassing: (1) research and information collecting; (2) planning; (3) developing the preliminary form of the product; (4) preliminary field testing (expert validation); (5) main product revision based on preliminary findings; (6) limited field testing; (7) operational product revision following limited testing; (8) main field testing; (9) final product revision; and (10) dissemination and implementation. Accordingly, the operational procedures undertaken in this study are distilled into five strategic phases: (1) comprehensive analysis of the model to be developed; (2) formulation of the initial model; (3) validation and subsequent iterative revision; (4) small-scale field testing followed by model refinement; and (5) large-scale field testing culminating in the final model revision.



Figure 1. *Borg and Gall Model*

Data collection for this research was executed through a multi-methodological approach, comprising a comprehensive literature review, field interviews, and the administration of structured questionnaires. The subsequent data processing phase integrated both quantitative and qualitative analytical frameworks. Quantitative analysis encompassed descriptive statistics—including frequency distributions, measures of central tendency (mean, median, and

mode), percentages, and standard deviation—alongside rigorous psychometric evaluations to ascertain the validity and reliability of the assessment instruments. Concurrently, qualitative data were processed in accordance with the interactive model to ensure a systematic progression through data collection, data display, data reduction, and the formulation of verified conclusions (Miles, Huberman, & Saldana, 2019).

This research, specifically during the data collection phase, was conducted across forty-eight state senior high schools situated in East Jakarta. The research subjects comprised: (1) information technology experts specializing in educational management; (2) educators from state senior high schools in East Jakarta, utilizing a quota sampling of five teachers each institution; and (3) students from state senior high schools in East Jakarta, with a quota sampling of thirty students each school.

RESULTS AND DISCUSSION

Results

The preliminary stage of this research involved conducting a comprehensive literature review. This systematic review was undertaken to identify and examine pertinent references concerning the appropriate instruments for the early detection of potential violence within educational institutions. The synthesized results of this literature search are presented in the table below:

Table 1. Journal Search Results on Early Detection Instruments for Violence

No	Search Keywords	Number of Articles
1	Instrument violence at school	2
2	Assessment violence at school	14
3	Instrument violence for student	3
4	Instrument harassment student	1

Table 2. List of Journals on Violence Assessment at School

No	Author	Year	Title	Journal
1	D.H. Barzman	2017	A Pilot Study on Developing a Standardized and Sensitive School Violence Risk Assessment with Manual Annotation	Psychiatric Quarterly

No	Author	Year	Title	Journal
2	D. Álvarez-García	2015	Adaptation and validation of the CUVE ³ -EP questionnaire for the assessment of school violence in dominican republic primary schools	Anales de Psicología
3	T. McCuddy	2023	Arming Teachers as a Response to School Violence: Using a Risk Assessment Model to Understand Student Perceptions	Journal of School Violence
4	S.U. Landa	2017	Assessment of distorted thoughts about women and violence in basque-speaking secondary school students	Revista de Psicodidactica
5	S. Ubillos-Landa	2017	Assessment of Distorted Thoughts About Women and Violence of Basque-speaking Secondary School Students	Revista de Psicodidactica
6	A. Adhia	2022	Assessment of Variation in US State Laws Addressing the Prevention of and Response to Teen Dating Violence in Secondary Schools	JAMA Pediatrics
7	C.K. Wangamati	2022	Assessment of whole school approach intervention to reduce violence affecting children in and around schools in Kenya and Tanzania: Protocol for a before-and-after, mixed-methods pilot study	BMJ Open
8	D. Barzman	2018	Automated Risk Assessment for School Violence: a Pilot Study	Psychiatric Quarterly
9	M. Park	2023	Psychiatric Education for Threat Assessment of Targeted Gun Violence in K-12 Schools	Academic Psychiatry
10	N. Mishra	2021	Screening for violence risk assessment of juveniles in a reformatory school in a capital city	Journal of Indian Academy of Forensic

No	Author	Year	Title	Journal
			of Central India	Medicine
11	J. Kerere	2024	Student Attempts of Violence Following a School Threat Assessment	Journal of School Violence
12	N.G. Calderón-González	2022	The Assessment of Students about the School Climate, Coexistence, and Violence in Middle Schools in Northwestern Mexico	Revista Electronica Educare
13	D.G. Cornell	2020	Threat assessment as a school violence prevention strategy	Criminology and Public Policy
14	P. Skřivánková	2023	Violence risk and personality assessment in adolescents by Structured Assessment of Violence Risk in Youth (SAVRY) and high school personality questionnaire (HSPQ): Focus on protective factors strengthening	Frontiers in Psychiatry

The assessment of violence potential constitutes a form of risk evaluation conducted when an individual exhibits the potential to commit or engage in violent behavior. The term "violence potential assessment" is occasionally employed to distinguish this process from physical assessments concerning the vulnerability of facilities to violent incidents. The practice of assessing violence potential has evolved to encompass the identification, evaluation, and management of violent threats (Broyd, Boniface, Parsons, Murphy, & Hafferty, 2023; Challinor et al., 2026). Within the school environment, the term "threat assessment" often excludes the emphasis on conflict resolution and interpersonal problem-solving before they escalate into violence. Specifically in academic settings, threat assessment might be more accurately characterized as "safety assessment and intervention" or "behavioral assessment and intervention."

According to the results of the nationwide Youth Risk Behavior Survey (Kann et al., 2018) 24% of students reported involvement in physical altercations within the past 12 months, with 9% reporting such incidents occurring on school premises. Approximately 19% of secondary school students reported being victims of bullying at school within the same period. Furthermore, 6% reported being threatened or injured with a weapon on school

grounds during the past year. Notably, approximately 7% of students reported school absenteeism for at least one day within the last 30 days due to concerns regarding their personal safety.

Based on the aforementioned literature review, several assessment scales have been utilized by previous researchers, such as the Comprehensive School Threat Assessment Guidelines (CSTAG), School Safety Scales (SSS), and School Safety Surveys, among others. These scales served as the foundation for the development of the instrument for the early detection of violence potential in schools (Jackson & Viljoen, 2024). To facilitate the development of this instrument, it is imperative to first establish a Assessment Instrument Guidelines for Early Detection of Potential Violence in Schools as delineated below.

Table 3. Assessment Instrument Guidelines for Early Detection of Potential Violence in Schools

No	Variabel	Indicator	Sub-indicator
1	Perceptions of violence	Perception of the seriousness of violent acts	Physical violence
			Psychological violence
			Bullying
			Sexual violence
			Discrimination
			Intolerance
	Perceptions of experiences of violence	Perceptions of violence	Physical violence
			Psychological violence
			Bullying
			Sexual violence
			Discrimination
			Intolerance
2	Familiarity with Programmes and Services	Familiarity with violence prevention programmes	Strengthening governance
			Education
		Familiarity with	Provision of infrastructure
			Receiving and following up on

		violence response programmes	reports/findings
			Investigating reports of alleged violence
			Imposing sanctions on perpetrators
			Assistance for victims
			Referrals
3	Programme and Strategy Effectiveness	Effectiveness of violence prevention programmes and strategies	Prevention programmes
			Dissemination of programmes and policies
		Effectiveness of programmes and strategies for addressing violence	Receiving and following up on reports/findings
			Investigating reports of alleged violence
			Imposing sanctions on perpetrators
			Assistance for victims
			Referrals

The above grid has been adapted and developed based on applicable regulations and refers to Tucker's opinion in his publication entitled: The Violence Prevention/Social Skills Needs Assessment Survey: Year 1 of the School Safety Survey. Mereka berasal dari The Louis de la Parte Florida Mental Health Institute, University of South Florida.

Based on the above grid, an assessment instrument was developed using a semantic differential scale ranging from 1 to 5. The assessment instrument is as follows.

Table 4. Research Instruments

NO	STATEMENT		RESPONSES					
1	I understand if my friends get involved in fights.	Strongly disagree	1	2	3	4	5	Strongly agree
2	For the sake of the	Strongly	1	2	3	4	5	Strongly

NO	STATEMENT		RESPONSES					
	school's honour, I support my friends who get involved in fights.	disagree						agree
3	For me, getting involved in fights is normal.	Strongly disagree	1	2	3	4	5	Strongly agree
4	The abuse that students inflict on other students is very cruel behaviour.	Strongly disagree	1	2	3	4	5	Strongly agree
5	I consider fighting to be normal behaviour for secondary school students.	Strongly disagree	1	2	3	4	5	Strongly agree
6	Violence among students resulting in death is a very cruel act.	Strongly disagree	1	2	3	4	5	Strongly agree
7	It is normal for students to be excluded by their friends at school.	Strongly disagree	1	2	3	4	5	Strongly agree
8	Every student has the right to refuse an invitation, even if it is a good one.	Strongly disagree	1	2	3	4	5	Strongly agree
9	Students may ignore other students.	Strongly disagree	1	2	3	4	5	Strongly agree
10	Insulting each other is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
11	Talking about the faults of other students is normal behaviour.	Strongly disagree	1	2	3	4	5	Strongly agree
12	Name-calling among students is normal.	Strongly disagree	1	2	3	4	5	Strongly agree
13	It is normal for one student to intimidate another.	Strongly disagree	1	2	3	4	5	Strongly agree
14	It is acceptable to terrorise	Strongly	1	2	3	4	5	Strongly

NO	STATEMENT	RESPONSES						
	students who are disliked by their peers.	disagree					agree	
15	Students whose behaviour is unpleasant may be humiliated in public.	Strongly disagree	1	2	3	4	5	Strongly agree
16	Extortion among students is normal.	Strongly disagree	1	2	3	4	5	Strongly agree
17	Bullying is normal behaviour for high school students.	Strongly disagree	1	2	3	4	5	Strongly agree
18	Harassing others about their physical appearance is normal.	Strongly disagree	1	2	3	4	5	Strongly agree
19	Exposing one's genitals in front of others is normal.	Strongly disagree	1	2	3	4	5	Strongly agree
20	Making suggestive comments is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
21	Whistling with sexual undertones is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
22	Staring at the opposite sex with sexual undertones is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
23	Sending messages (text, video, audio) with sexual undertones is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
24	Taking photos of the opposite sex with sexual undertones is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree

NO	STATEMENT		RESPONSES					
25	Recording members of the opposite sex in a sexual manner is normal behaviour among students	Strongly disagree	1	2	3	4	5	Strongly agree
26	Spreading sexually suggestive photos/videos of the opposite sex is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
27	Persuading or inviting others to engage in sexually suggestive behaviour is normal behaviour among students.	Strongly disagree	1	2	3	4	5	Strongly agree
28	Touching, stroking, groping,	Strongly disagree	1	2	3	4	5	Strongly agree
29	holding, hugging, and kissing are normal behaviours among students.	Strongly disagree	1	2	3	4	5	Strongly agree
30	Socialising with friends of different religions is very enjoyable.	Strongly disagree	1	2	3	4	5	Strongly agree
31	Forcing students to practise religious teachings is good behaviour.	Never	1	2	3	4	5	Very often
32	Physical violence occurs among students at your school.	Never	1	2	3	4	5	Very often
33	Psychological violence occurs among students at your school.	Never	1	2	3	4	5	Very often
34	Bullying occurs among students at your school.	Never	1	2	3	4	5	Very often
35	Discriminatory behaviour	Never	1	2	3	4	5	Very

NO	STATEMENT		RESPONSES					
	towards students occurs at your school.							often
36	Students prefer to socialise with friends of the same religion.	Never	1	2	3	4	5	Very often
37	The school implements a violence prevention programme.	Never	1	2	3	4	5	Very often
38	The school conducts anti-violence awareness campaigns.	Never	1	2	3	4	5	Very often
39	The school teaches students not to engage in any form of violence.	Never	1	2	3	4	5	Very often
40	The school teaches students anti-violence values in the classroom.	Never	1	2	3	4	5	Very often
41	The school teaches students anti-violence behaviour as part of their daily routine at school.	Never	1	2	3	4	5	Very often
42	Anti-violence posters are displayed at the school.	Nothing	1	2	3	4	5	Very many
43	CCTV cameras are available in every corner of the school or in areas prone to violence.	Nothing	1	2	3	4	5	Very many
44	The school has a special safe room for reporting acts of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
45	I know how to report if I am a victim of violence at school.	Highly inappropriate	1	2	3	4	5	Very suitable
46	I know how to report acts of violence if a friend is a victim of violence at	Highly inappropriate	1	2	3	4	5	Very suitable

NO	STATEMENT		RESPONSES					
	school.							
47	Every report of violence is followed up by the TPPK.	Highly inappropriate	1	2	3	4	5	Very suitable
48	The TPPK investigates every report of violence made by students.	Highly inappropriate	1	2	3	4	5	Very suitable
49	The headmaster sanctions perpetrators of violence who are proven guilty.	Highly inappropriate	1	2	3	4	5	Very suitable
50	TPPK provides assistance to students who are victims of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
51	TPPK provides referrals (for further handling) for students who are victims of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
52	The school's violence prevention programme has successfully reduced acts of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
53	All students understand the reporting procedures in the event of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
54	All students are aware of the school rules to prevent violence at school.	Highly inappropriate	1	2	3	4	5	Very suitable
55	All students follow the school rules that prevent violence.	Highly inappropriate	1	2	3	4	5	Very suitable
56	Reporting acts of violence to the TPPK is easy.	Highly inappropriate	1	2	3	4	5	Very suitable
57	Every report is followed up properly by TPPK.	Highly inappropriate	1	2	3	4	5	Very suitable
58	Every perpetrator who is	Highly	1	2	3	4	5	Very

NO	STATEMENT		RESPONSES					
	reported is investigated by TPPK.	inappropriate						suitable
59	Every witness related to the violence is investigated by TPPK.	Highly inappropriate	1	2	3	4	5	Very suitable
60	The sanctions imposed on perpetrators deter them from repeating their actions.	Highly inappropriate	1	2	3	4	5	Very suitable
61	The imposition of sanctions makes other students afraid to commit acts of violence.	Highly inappropriate	1	2	3	4	5	Very suitable
62	TPPK assistance to victims makes victims feel safe.	Highly inappropriate	1	2	3	4	5	Very suitable

Validity testing is usually conducted by calculating the correlation coefficient between the scores of items in the instrument and the total score, using a correlation table (r table) to determine whether the relationship is significant. The validity test results are shown in the following table.

Table 5. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Statement No. 1	214.81	226.240	.335	.938
Statement No. 2	214.75	227.843	.244	.938
Statement No. 3	214.82	225.678	.395	.937
Statement No. 4	216.16	230.384	-.027	.941
Statement No. 5	214.98	222.926	.507	.937
Statement No. 6	216.34	228.863	.055	.940
Statement No. 7	214.95	223.816	.443	.937
Statement No. 8	215.66	228.790	.097	.939
Statement No. 9	215.43	226.743	.279	.938
Statement No. 10	214.95	223.126	.498	.937

Statement No. 11	215.05	222.464	.506	.937
Statement No. 12	215.07	221.918	.539	.936
Statement No. 13	214.95	223.145	.497	.937
Statement No. 14	214.86	224.769	.417	.937
Statement No. 15	214.99	222.699	.500	.937
Statement No. 16	214.84	223.979	.504	.937
Statement No. 17	214.81	224.541	.492	.937
Statement No. 18	214.73	226.964	.368	.937
Statement No. 19	214.72	227.467	.320	.938
Statement No. 20	215.11	223.847	.411	.937
Statement No. 21	214.77	226.214	.386	.937
Statement No. 22	214.76	226.569	.353	.937
Statement No. 23	214.71	227.237	.381	.938
Statement No. 24	214.72	226.955	.381	.937
Statement No. 25	214.72	227.345	.354	.938
Statement No. 26	214.71	227.581	.338	.938
Statement No. 27	214.72	227.065	.368	.938
Statement No. 28	214.78	225.916	.407	.937
Statement No. 29	216.05	234.670	-.262	.941
Statement No. 30	215.44	225.891	.222	.938
Statement No. 31	215.08	220.834	.603	.936
Statement No. 32	215.11	220.733	.592	.936
Statement No. 33	215.10	220.373	.631	.936
Statement No. 34	214.99	221.126	.615	.936
Statement No. 35	215.13	220.597	.586	.936
Statement No. 36	215.27	223.694	.419	.937
Statement No. 37	215.10	222.241	.362	.938
Statement No. 38	215.08	223.196	.359	.938
Statement No. 39	214.99	222.724	.400	.937

Statement No. 40	215.05	221.660	.446	.937
Statement No. 41	215.14	220.837	.485	.937
Statement No. 42	215.32	223.598	.255	.939
Statement No. 43	214.72	229.206	.096	.938
Statement No. 44	215.20	221.028	.438	.937
Statement No. 45	215.10	221.158	.490	.937
Statement No. 46	215.06	222.073	.473	.937
Statement No. 47	215.36	218.580	.587	.936
Statement No. 48	215.25	215.837	.704	.935
Statement No. 49	214.98	220.727	.587	.936
Statement No. 50	215.21	218.627	.637	.936
Statement No. 51	215.21	218.212	.667	.936
Statement No. 52	215.33	221.530	.485	.937
Statement No. 53	215.37	218.056	.553	.936
Statement No. 54	215.20	217.448	.633	.936
Statement No. 55	215.22	217.755	.619	.936
Statement No. 56	215.31	217.587	.665	.936
Statement No. 57	215.31	218.872	.622	.936
Statement No. 58	215.31	220.736	.540	.936
Statement No. 59	215.34	220.948	.559	.936
Statement No. 60	215.37	218.251	.573	.936
Statement No. 61	215.31	218.943	.542	.936
Statement No. 62	215.30	218.646	.541	.936

Based on the table above, it is known that of the 62 statements, 57 were declared valid because their validity coefficient values were greater than the table r (0.113), and 5 statements were invalid, namely items 4, 6, 8, 29, and 43. The reliability test results are as follows.

Table 6. Reliability Statistics

Cronbach's Alpha	N of Items
.938	62

Given that Cronbach's Alpha value is 0.938, the instrument for detecting potential violence in educational units can be declared reliable. With a Cronbach's Alpha value of 0.938 and a sample size of $N = 327$, the measurement instrument used has an excellent level of reliability. A Cronbach's Alpha value close to 1 indicates high internal consistency, meaning that the items in this instrument are interrelated and together measure the same concept in a stable manner. In reliability analysis, a value above 0.7 is considered good enough, so the figure of 0.938 indicates that this instrument is highly reliable for measuring the variables under study. With a sufficiently large sample size, these results also provide additional confidence that the reliability of the instrument is not affected by small sample sizes. Therefore, this instrument can be used with confidence that the results will be consistent if the study is repeated under similar conditions.

Discussion

Based on gender, the respondents were predominantly female, with 211 respondents (64.52%), while male students numbered 115 (35.18%). The majority of respondents were from Year 11 (53.82%), followed by Year 10 with 37.92%, and Year 12 with 8.26%.

Table 7. Indicators of Perceived Severity of Violence

Indicators of Perceived Severity of Violence		
No	Sub-indicator	Average
1.	Physical violence	83.32
2.	Psychological violence	89.17
3.	Bullying	95.80
4.	Sexual violence	96.84
5.	Discrimination	64.91
6.	Intolerance	89.07
Average		86,52

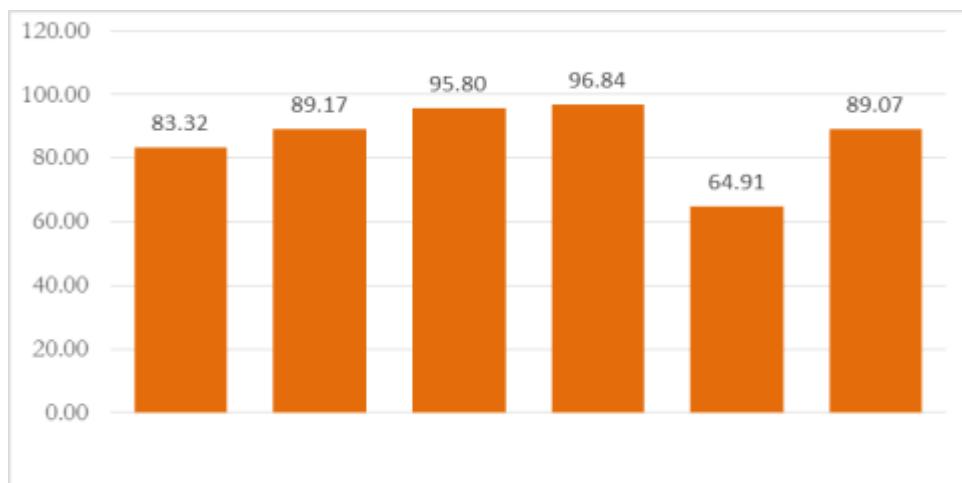


Figure 2. Comparison Between Sub-indicators of Perceptions Regarding the Seriousness of Acts of Violence

In Jakarta and other regions of Indonesia, perceptions of discrimination among students can arise from unfair treatment based on race, ethnicity, or socio-economic background. This discrimination often triggers psychological stress, which in turn increases the risk of aggressive behaviour or withdrawal from social interaction in the school environment (Nakhaie, 2022)

In addition, a report from the Global Partnership for Education highlights the high rate of physical violence in Indonesian schools, where 27% of students report experiencing physical punishment. Students' perception of the normalisation of violence reduces their motivation to learn and their sense of safety at school, and exacerbates negative psychological effects such as fear or anxiety, which can trigger aggressive responses as a form of self-protection.

Table 8. Indicators of Perceptions Regarding Experiences of Violence

Indicators of Perceptions Regarding Experiences of Violence

No	Sub-indicators	Average
1.	Physical violence	89.07
2.	Psychological violence	88.23
3.	Bullying	88.53
4.	Sexual violence	91.28
5.	Discrimination	87.84
6.	Intolerance	84.33
Average		88,21

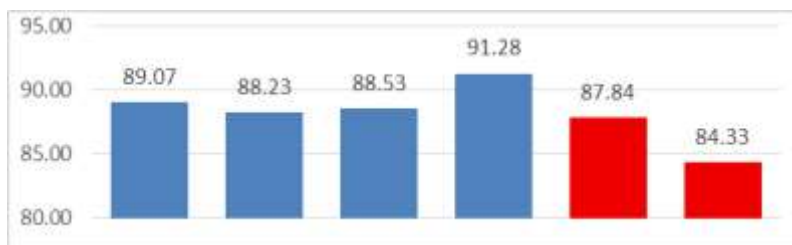


Figure 3. Comparison Between Sub-indicators of Perceptions of Experiences of Violence

It is known that the most vulnerable forms of violence are intolerance and discrimination. The findings of this study are in line with secondary data on intolerance and discrimination. Data on discrimination and intolerance in schools can be obtained through reports from the Ministry of Education and Culture, the Indonesian Child Protection Commission (KPAI), and non-governmental organisations (NGOs) that focus on education and children's rights issues.

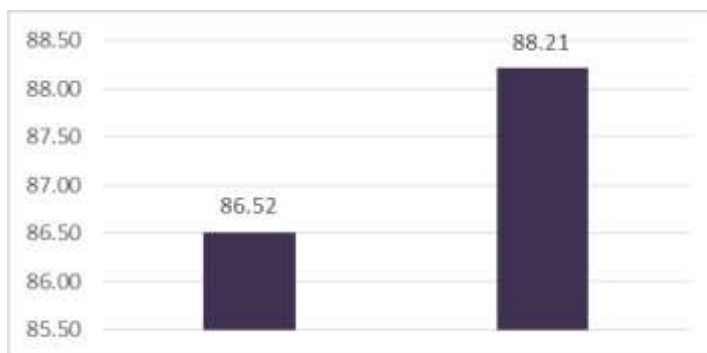


Figure 4. Comparison Between Indicators of Perceptions of Violence

Perceptions of experiences of violence are higher than perceptions of the seriousness of violent acts. Perceptions of experiences of violence are often felt more strongly than objective perceptions of the seriousness of the violent acts themselves. This logic can be understood through several psychological and sociological perspectives that explain how direct or emotional experiences can influence how a person assesses an event. People who experience violence or intimidation, whether verbal or non-physical, tend to be more sensitive to the risk of violence around them, even if the violence is not objectively significant (Lindert, Karippacheril, Rodriguez Caillava, & Nishikawa Chavez, 2020). Eksposur yang berulang pada berita kekerasan, terutama di media sosial, membuat orang cenderung menganggap pengalaman kekerasan pribadi sebagai indikasi bahwa kekerasan adalah masalah yang meluas dan berbahaya.

Experiences of violence often leave trauma that can distort a person's perception of the threat of violence. Individuals who have experienced violence tend to have an exaggerated perception of the possibility and risk of violence, because the trauma response reinforces feelings of fear and insecurity. This trauma causes individuals to perceive violence as a greater and more serious threat, even when the violent act does not have a significant impact.

Thus, perceptions of violent experiences tend to be stronger than objective assessments of the severity of the violence itself. Emotional experiences, media influence, cognitive biases and trauma play a major role in shaping these perceptions.

Description of Data Variables Familiarity with Programmes and Services

Indicators of familiarity with violence prevention programmes

The familiarity with violence prevention programmes in this study was measured using three sub-indicators, namely governance strengthening, education, and provision of infrastructure. The research data collected based on each sub-indicator is shown in the table below.

Table 9. Overview of Familiarity with Violence Prevention Programmes

No	Sub-indicators	Average
1.	Strengthening governance	88.76
2.	Education	89.60
3.	Provision of infrastructure	88.99
Average		89,12

Based on this data, it is necessary to strengthen governance in preventing violence in schools. Analysis of weak governance in schools in preventing violence shows that various institutional and managerial factors affect the effectiveness of schools in creating a safe environment. Several aspects related to these governance weaknesses include a lack of consistent preventive policies, minimal training for teachers and staff in handling violence, and limitations in utilising available resources for prevention (Jackson & Viljoen, 2024).

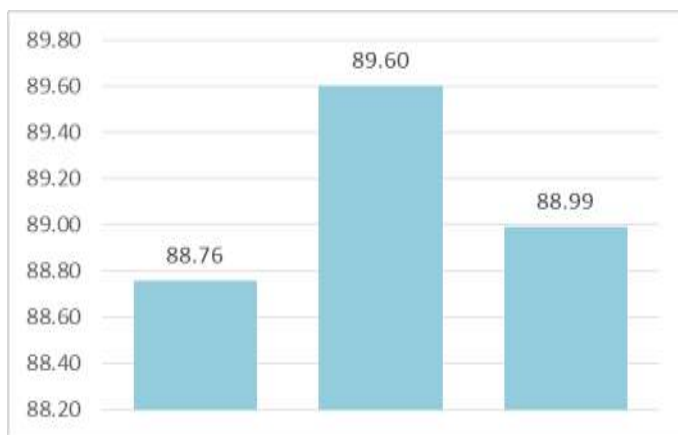


Figure 5. Comparison Between Familiarity With Violence Prevention Programmes

Indicators of familiarity with violence response programmes

Familiarity with violence prevention programmes in this study was measured using five sub-indicators, namely receiving and following up on reports/findings, investigating reports of alleged violence, imposing sanctions on perpetrators, providing assistance to victims, and referrals. The research data collected based on each sub-indicator is described below.

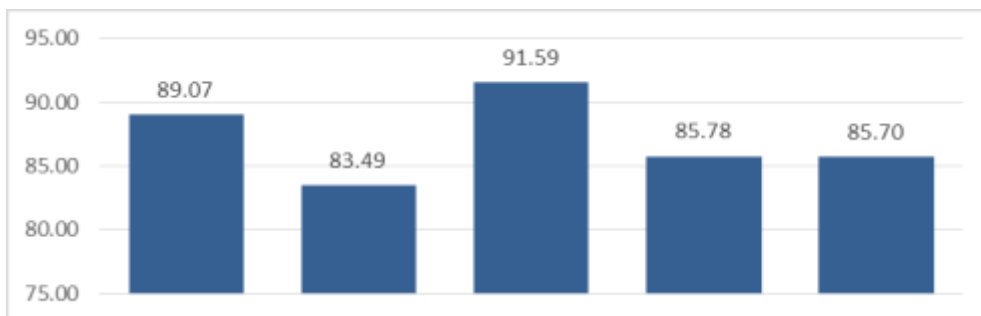


Figure 6. Comparison Between Familiarity With Violence Management Programmes

It is known that the average score for familiarity with the violence handling programme is 87.13 (on a scale of 1 to 100). The highest score was for imposing sanctions on perpetrators. The lowest sub-indicators were referral (85.70) and victim support (85.78). Based on this data, there is a need to improve handling related to referral and victim support in cases of violence.

One of the main causes is the lack of a transparent and secure reporting system for victims. Most schools do not have clear and accessible procedures

for reporting cases of violence, which often causes victims or witnesses of violence to feel afraid to report the incident (Jackson & Viljoen, 2024). In addition, many schools do not provide adequate training to teachers and staff on how to handle reports of violence in an objective and sensitive manner. Many teachers are not trained in detecting signs of violence or do not know how to properly manage incoming reports, which in turn hinders further investigation of these cases.

Without the involvement of an independent third party, reports of violence often do not receive serious attention. To address this issue, it is important for schools to develop a safe and confidential reporting system, provide ongoing training for school staff in dealing with violence, and ensure closer supervision by education authorities. This will help strengthen victims' trust in the reporting system and ensure that acts of violence are dealt with seriously and objectively.

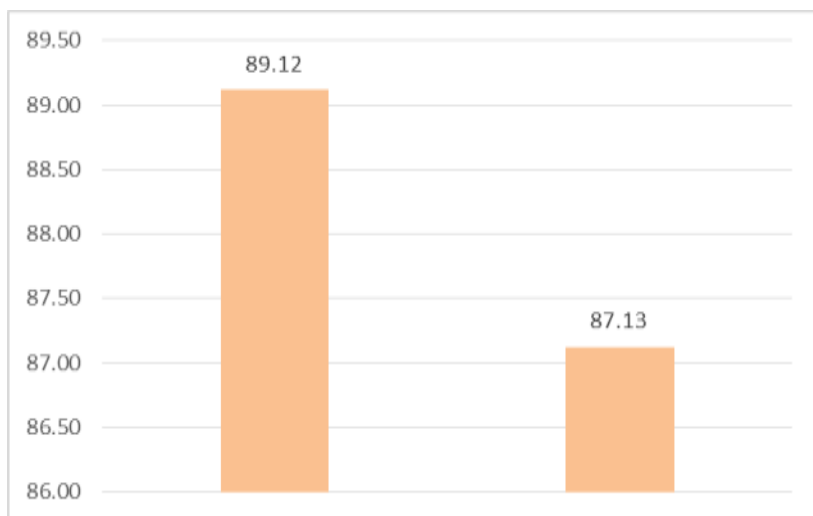


Figure 7. Comparison Between Familiarity Indicators and Violence Prevention and Handling Programmes

Although there are a number of national policies governing the prevention of violence in schools, budgetary and resource constraints are often a major obstacle to implementing effective violence management. Without sufficient resources, schools find it difficult to provide adequate rehabilitation programmes for victims and perpetrators of violence, and to ensure that appropriate measures are in place to prevent further violence.

Therefore, although violence prevention efforts have become a major focus in education policy, the handling of violent acts that occur in schools is

still far from adequate. There is a need for improved training for teachers and school staff, the provision of sufficient resources to deal with violence comprehensively, and the strengthening of policies that focus more on recovery and rehabilitation for victims and perpetrators of violence.

Description of Program and Strategy Effectiveness Variable Data

Indicators of the effectiveness of violence prevention programmes and strategies

It is known that the average score for the effectiveness of violence prevention programmes and strategies is 83.60 (on a scale of 1 to 100). The highest score was for programme and policy dissemination. The lowest sub-indicator was for prevention programmes (82.72). Based on this data, there is a need to improve violence prevention programmes in educational institutions.



Figure 8. Deskripsi Data Efektivitas Program dan Strategi Pencegahan Kekerasan

Prevention of violence in secondary schools in Jakarta has not been effective due to various obstacles, both institutional and resource constraints. Many schools do not yet have clear and organised prevention policies, resulting in uneven and inconsistent implementation across schools (Kovalenko, Abraham, Graham-Rowe, Levine, & O'Dwyer, 2022). In addition, the lack of training for teachers and school staff reduces their ability to recognise and deal with violence appropriately (Baumgarten, Simmonds, & Mason-Jones, 2023; Reswita & Bernadet Buulolo, 2023). Another factor hindering the effectiveness of these efforts is the limited budget and human resources available to implement comprehensive prevention programmes, such as ongoing training and counselling services (Bolton et al., 2023). Without sufficient support from

the government and society, efforts to prevent violence cannot have a significant impact on creating a safe school environment.

Indicators of the effectiveness of programmes and strategies for addressing violence

It is known that the average score for the effectiveness of programmes and strategies for handling violence is 83.98 (on a scale of 1 to 100). The highest score is for providing assistance to victims. The lowest sub-indicator is imposing sanctions on perpetrators (82.65). Based on this data, it is necessary to improve the assistance provided to victims of violence in schools..

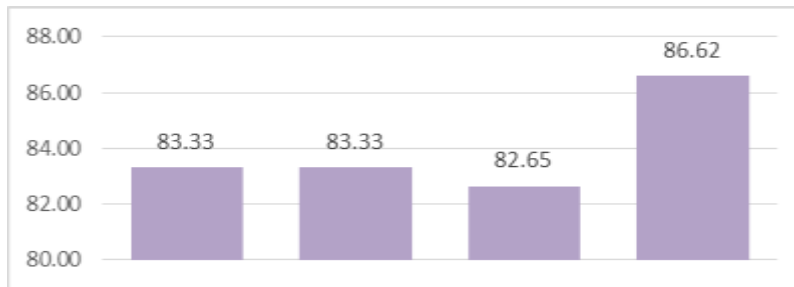


Figure 9. Description of Data on the Effectiveness of Programmes and Strategies for Addressing Violence

The inconsistent application of sanctions can create the perception that acts of violence in schools are not taken seriously by the authorities. (Lumato & Mwila, 2022; Mahbubi & Laely, 2025). Many schools tend to impose light or disproportionate sanctions for acts of violence, such as transferring classes or issuing warnings, which do not deter perpetrators. The inability of schools to impose sanctions that are appropriate to the type of violence that occurs, whether physical or psychological, is also an obstacle, because each type of violence requires a different and more systematic approach in its handling (Stewart & Ezell, 2024). Without clear and consistent sanctions, perpetrators of violence will not feel any direct consequences for their actions, rendering prevention efforts less effective.

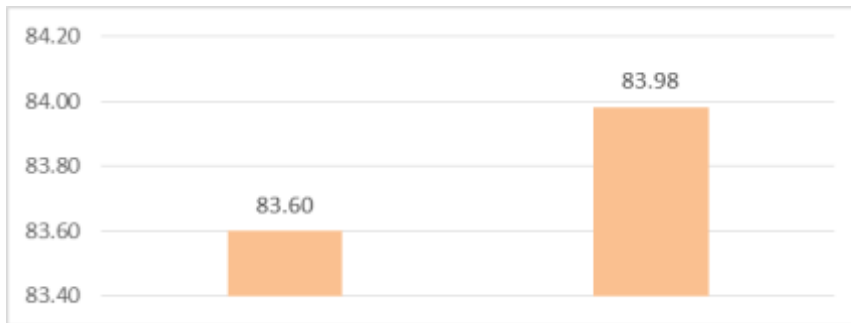


Figure 10. Comparison of Indicators in the Variable of Effectiveness of Programs and Strategies for Handling Violence

Teachers are often not trained to identify signs of violence or to intervene preventively in social problems at school (Kirika & Hecker, 2022; Perry et al., 2024). Thus, although the handling of violence that has already occurred may be more visible, efforts to prevent violence from the outset remain suboptimal due to the lack of a systematic and planned approach in policy and training.

Relationships Between Variables

This section analyses the relationship between variables related to perceptions of violence, students' familiarity with the TPPK (Violence Prevention and Handling Team) programme and services, and the effectiveness of the TPPK programme and strategies. The pattern of relationships between variables is described as follows.

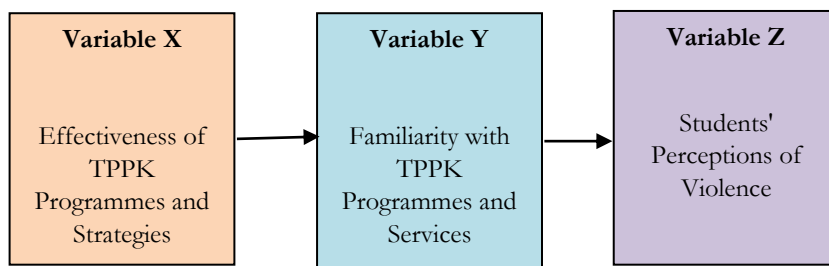


Chart 1. Relationships Between Research Variables

Table 10. Correlation

		Perceptions of violence	Familiarity with TPPK Programmes and Services	Effectiveness of TPPK Programmes and Strategies
Spearman's rho	Perceptions of violence	1.000	.407**	.422**
	Correlation Coefficient			
	Sig. (2-tailed)	.	.000	.000
	N	327	327	327
Familiarity with TPPK Programmes and Services	Perceptions of violence	.407**	1.000	.785**
	Correlation Coefficient			
	Sig. (2-tailed)	.000	.	.000
	N	327	327	327
Effectiveness of TPPK Programmes and Strategies	Perceptions of violence	.422**	.785**	1.000
	Correlation Coefficient			
	Sig. (2-tailed)	.000	.000	.
	N	327	327	327

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between the effectiveness of the TPPK programme and strategy and familiarity with the TPPK programme and services was found to have a correlation coefficient of 0.422 with a coefficient of determination of 17.8%. This means that the familiarity of students with the TPPK programme and services was caused by the effectiveness of the TPPK programme and strategy by 17.8%. The rest was caused by other factors.

The effectiveness of the Criminal Bullying and Violence (TPPK) programme and strategy in influencing students' familiarity with existing services is highly dependent on programme design that prioritises active student involvement. The success of the TPPK programme is not only measured by a reduction in violence, but also by the extent to which students feel comfortable and confident in utilising the services provided (Butler, Quigg, Wilson, McCoy, & Bates, 2024; Suhendri, Widiharto, Prasetyo, & Setiawan, 2025). Violence prevention programmes that actively involve students in planning and implementation have a greater impact on their familiarity with the programme, as they feel they have a stake in the process. A participatory approach and dialogue between students, teachers and school staff increases ownership of the

programme and reduces barriers to reporting cases of violence (Rizzo et al., 2023; Willmott, Mathew, Saleme, & Rundle-Thiele, 2023).

Comparison of Data Based on Respondent Groups

It is known that the average score of men's perception of violence is higher than that of women. Similarly, male students' familiarity with TPPK programmes and services is higher than that of female students.

Table 11. Ranks

	Gender	N	Mean Rank	Sum of Ranks
Perceptions of violence	Male	115	170.30	19585.00
	Female	212	160.58	34043.00
	Total	327		
Familiarity with TPPK Programmes and Services	Male	115	174.50	20068.00
	Female	212	158.30	33560.00
	Total	327		

Male students' perception of violence as being more prevalent than female students' may be due to various social, cultural, and psychological factors that shape how they understand and assess aggressive behaviour. Socially, male students tend to be more exposed to cultural expectations that promote masculinity, such as physical strength, courage, and toughness, which are often associated with violent behaviour or permissive attitudes towards aggression. This can lead them to view violence as a normal part of social interaction, particularly in competitive or conflict situations, reinforcing their perception of violence as commonplace or even necessary in maintaining status or self-esteem.

Male students' familiarity with TPPK (Violence Prevention and Handling Team) programmes and services at school is higher than that of female students. This may be due to various factors, including access to information, social roles, and the approach used in delivering the programme. In general, male students may be more frequently involved in activities or discussions that focus on issues of violence and safety, such as through organisations or communities they participate in at school. Many of the outreach and educational activities organised by TPPK in schools are often tailored to the interests of male students, such as conflict management simulations or open discussions about physical and mental violence, which makes them more exposed to these programmes than female students. The combination of a more male-focused approach, social role perceptions, and less inclusive ways of

conveying information makes male students more familiar with TPPK programmes and services than female students.

Table 12. Test Statistics 1

	Perceptions of violence	Familiarity with TPPK Programmes and Services
Mann-Whitney U	11465.000	10982.000
Wilcoxon W	34043.000	33560.000
Z	-.889	-1.490
Asymp. Sig. (2-tailed)	.374	.136

a. Grouping Variable: Gender

Based on the table above, there are significant differences (sig value > 0.05) between male and female students in terms of: (2) perceptions of violence; and (2) familiarity with TPPK programmes and services. Furthermore, a comparison between students based on sub-district revealed that there were significant differences between one region and another, as shown in the following Kruskal-Wallis H test results table.

Table 13. Test Statistics 2

	Perceptions of violence	Familiarity with TPPK Programmes and Services
Kruskal-Wallis H	9.239	1.736
df	2	2
Asymp. Sig.	.010	.420

a. Kruskal Wallis Test

b. Grouping Variable: Classes

Based on the table above, it is evident that there are significant differences (sig value > 0.05) between students in one sub-district and those in another sub-district in terms of: (1) perceptions of violence; and (2) familiarity with TPPK programmes and services.

Application Design Development

The developed Android application is named SiPPKe, whose full form is Sistem Pencegahan dan Penanganan Kekerasan at school. This application has four main functions, namely: (1) assessment of early detection of potential violence in schools; (2) education on the prevention and handling of violence in schools; (3) reporting of acts of violence by victims or witnesses; and (4)

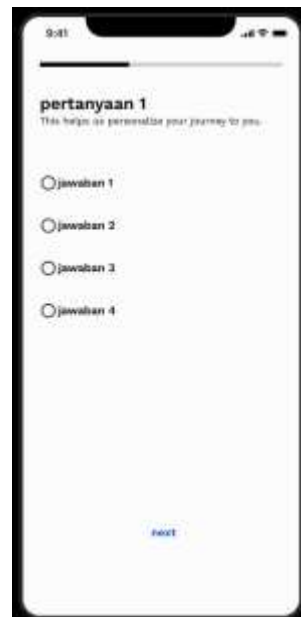
management of the handling of acts of violence from the receipt of reports to the decision on sanctions.

Users of this application consist of students, teachers, educational staff, administrators, and members of the TPPK (Violence Prevention and Handling Team) at schools. Students who install the application can use it to access information about the prevention and handling of violence and to report if they become victims or know of friends who have become victims. The education feature includes education in the form of articles, infographics, and videos. The same applies to teacher users (non-TPPK members) and educational staff. For administrator and TPPK member users, the available features include data analysis of assessment results (required as a basis for developing programmes), report reception, report processing, investigation, and final decision-making. For this last feature, the Android application can function as a case management information system for acts of violence.

Figure 11. Initial design of the application to be developed



SiPPKe login screen



Assessment Display in SiPPKe



Report Handling Menu Display



Report Completeness Menu Display



Video Format Education Menu Display



Infographic Format Education Menu Display

CONCLUSION

The development of an early detection tool for potential violence in educational institutions has been successfully implemented and has demonstrated excellent validity and internal consistency (reliability). The measurement tool has been successfully transformed into an Android-based application called SiPPKe (Violence Prevention and Handling System). As a digital intervention model, the SiPPKe application has proven to be capable of comprehensively accommodating four essential functions, namely as an instrument for mapping the risk of violence, an educational medium for school members, a quick response-based reporting medium, and a case management information system that is directly integrated with the Violence Prevention and Handling Team (TPPK).

From a socio-psychological and programme effectiveness perspective, the research findings confirm that the effectiveness of the TPPK strategy has a positive correlation and significant determination on the level of familiarity of students in utilising complaint services. However, the mapping results reveal a cognitive bias whereby students' perceptions of experiences of violence are felt to be stronger than the objective seriousness of the violent acts themselves, an anomaly influenced by residual trauma and environmental exposure. The level of acceptance and understanding of violence prevention is also influenced by gender and regional demographic disparities, with male students having higher familiarity and perception levels due to biased social interventions. On the other hand, the current management of violence still has crucial gaps, mainly in the weakness of the referral system and the lack of psychological assistance for victims.

As a form of future scientific development, further research is recommended to conduct continuous efficacy tests after the implementation of the SiPPKe application to measure the significance of the decline in violence in schools in real terms. Given that the effectiveness of the system depends on user participation, the next study needs to develop a prevention intervention model that focuses on the active involvement of students in programme design. In addition, to address the identified governance weaknesses, action research is recommended on the design of intensive training modules for teachers and educational staff to strengthen their capacity in assisting victims and determining proportionate sanctions.■

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