

Civic Education Teachers' Strategies for Preventing Violence at State Junior High School 2 Bajeng Barat

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Informasi artikel

Received: 2 Januari 2025;

Revised: 10 Januari 2025;

Accepted: 26 Januari 2025.

Keywords:

Prevention;

Violence;

Teacher;

Civic Education.

: ABSTRACT

This study aims to examine: (1) the efforts made by Civic Education teachers to prevent violence during the learning process, and (2) the inhibiting factors that affect those efforts. This research employs a qualitative approach with data collection techniques including interviews, observations, and documentation. The informants consist of two Civic Education teachers and seven students from State Junior High School 2 Bajeng Barat. The findings indicate that teachers prevent violence through class agreements, giving advice, creating a conducive learning atmosphere, and providing positive reinforcement. The inhibiting factors include diverse student characteristics, students' lack of understanding regarding violence, family environmental background, and limited school facilities. Preventing violence requires the active involvement of all school stakeholders, including participatory engagement from students. Teachers are also expected to possess effective communication and classroom management skills. These findings are expected to serve as input for the development of learning strategies that are inclusive, supportive, and free from violence.

Kata kata kunci:

Pencegahan;

Kekerasan;

Guru;

Pendidikan

Kewarganegaraan.

ABSTRAK

Strategi Guru Pendidikan Kewarganegaraan dalam Mencegah Kekerasan di SMP Negeri 2 Bajeng Barat. Penelitian ini bertujuan untuk mengetahui: (1) Upaya yang dilakukan oleh guru Pendidikan Kewarganegaraan dalam mencegah terjadinya kekerasan selama proses pembelajaran, dan (2) Faktor-faktor penghambat yang memengaruhi upaya tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Informan dalam penelitian ini terdiri dari dua orang guru Pendidikan Kewarganegaraan dan tujuh orang siswa di Sekolah Menengah Pertama Negeri 2 Bajeng Barat. Hasil penelitian menunjukkan bahwa upaya guru dalam mencegah kekerasan selama pembelajaran dilakukan melalui kesepakatan kelas, pemberian nasihat, penciptaan suasana belajar yang kondusif, serta pemberian penguatan positif. Sementara itu, faktor-faktor penghambat terdiri atas karakter siswa yang beragam dan kurangnya pemahaman tentang kekerasan, latar belakang lingkungan keluarga, serta keterbatasan fasilitas sekolah. Upaya pencegahan kekerasan memerlukan peran aktif seluruh pihak sekolah, termasuk keterlibatan siswa secara partisipatif. Guru juga dituntut untuk memiliki keterampilan komunikasi dan pengelolaan kelas yang efektif. Hasil penelitian ini diharapkan dapat menjadi masukan bagi pengembangan strategi pembelajaran yang ramah dan bebas dari kekerasan.

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How to Cite : Rahmia, Umar, F., Khiyarudami, K. I., & Bakhtiar, B. (2025). Civic Education Teachers' Strategies for Preventing Violence at State Junior High School 2 Bajeng Barat. *De Cive : Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 5(1), 30–37.
<https://doi.org/10.56393/decive.v5i1.3010>



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Introduction

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential. The ultimate goal of education is to shape individuals who are intellectually, spiritually, morally, and skillfully equipped to live as responsible members of society, the nation, and the state. Schools, as formal educational institutions, play a strategic role in realizing these goals. One of the fundamental prerequisites for quality education is the creation of a safe, comfortable, and violence-free learning environment (October, 2024; Zafi, et.al., 2024).

The 1945 Constitution of the Republic of Indonesia, Article 28B, Paragraph (2), asserts that every child has the right to protection from all forms of violence and discrimination. Furthermore, Article 54 of the Child Protection Act stipulates that children within educational settings must be protected from physical violence, psychological abuse, sexual crimes, and other harmful acts committed by educators, education personnel, peers, or other parties. Although legal protections for children have been formally established, violence continues to occur frequently in school environments (Sujarwo, et.al., 2021).

Data from SIMFONI-PPA (Online Information System for the Protection of Women and Children) recorded 1,993 cases of violence against children from January to February 2024. This number indicates an increasing trend compared to the previous year. The National Commission for Child Protection reported 3,547 complaints of child violence in 2023, while the Indonesian Child Protection Commission recorded 2,355 violations of child protection from January to August 2023, with 861 incidents occurring in educational institutions. These cases include sexual violence (487 cases), physical and/or psychological abuse (236 cases), bullying (87 cases), violations of educational infrastructure provisions (27 cases), and policy-related violations (24 cases). Additionally, the Ministry of Women's Empowerment and Child Protection recorded 2,325 cases of physical violence against children in 2023.

One concrete example occurred at State Junior High School 2 Bajeng Barat. Based on student disciplinary records from 2022 to 2024 and initial interviews with the school counselor, various forms of violence were reported, including fights among students, bullying, extortion, insults, name-calling, and inter-school brawls. This situation reflects a troubling reality where schools ideally safe and nurturing spaces become sites of threat and violence. Thus, the active role of teachers is crucial in preventing such incidents and fostering a positive school climate (Gultom, Suparno, & Wadu, 2023).

Teachers, as educators and mentors, play a vital role in preventing school violence. Civic Education teachers, in particular, bear a greater responsibility as they are entrusted with shaping students' attitudes and instilling moral values. These teachers stand at the forefront of character education, as Civic Education integrates values related to ethics, social responsibility, and citizenship. Moreover, teachers are responsible for managing classrooms to ensure a conducive and inclusive learning environment. A violence-free learning setting is essential for achieving educational objectives effectively. Based on this context, this study focuses on the efforts made by Civic Education teachers in preventing violence at State Junior High School 2 Bajeng Barat and identifies the inhibiting factors that influence the effectiveness of those efforts.

Method

This study employed a qualitative approach with a descriptive research design. This approach was chosen to allow the researcher to gain an in-depth understanding of the efforts made by Civic Education teachers in preventing violence at State Junior High School 2 Bajeng Barat. Qualitative research does not merely focus on collecting facts but also seeks to comprehend the meaning behind those facts within their real-life context. The data collection techniques used in this study included in-depth interviews, direct observations, and documentation of relevant materials. The sources of data consisted of two Civic Education teachers and seven students. Data analysis was conducted using the interactive model of Miles and Huberman, which involves three stages: data reduction, data display,

and conclusion drawing. To ensure the validity of the data, methodological triangulation and source triangulation were applied. Methodological triangulation was conducted by comparing the results of interviews with those of observations, while source triangulation was performed by comparing the interview data obtained from teachers with that from students.

Results and discussion

Efforts to prevent violence by civic education teachers during the learning process. Efforts to prevent violence refer to all actions or strategies implemented to prevent the occurrence of violence. Article 54, paragraph (1) of Law No. 35 of 2014 concerning Child Protection states, "Children within educational institutions and environments are entitled to protection from physical violence, psychological violence, sexual crimes, and other crimes committed by educators, education personnel, fellow students, and/or other parties." Based on this article, it is clear that students in educational settings must be protected from all forms of violence, whether perpetrated by fellow students or by educators. Therefore, teachers are obligated to take preventive measures to ensure that violence does not occur against students while they are in the school environment, particularly during the learning process. The following are the preventive measures implemented by Civic Education teachers during the learning process, as identified in the findings of this study.

Class agreements are one of the alternatives that teachers can use to create effective learning. The implementation of class agreements can lead to a disciplined classroom environment, preventing chaos or violence that could disrupt students' learning focus. A class agreement contains rules that must be followed by students, with sanctions imposed if the rules are violated. Based on the results of interviews with informants, one of the efforts made by Civic Education teachers to prevent violence during the learning process is the establishment of a class agreement that is introduced at the beginning of the semester. This agreement is part of the school's code of conduct, applicable across all subjects, and includes a points system that is enforced whenever a violation occurs. Additionally, sanctions are imposed on students who violate the agreement, ranging from educational sanctions such as memorizing the Preamble to the Constitution and the 1945 Constitution to stricter sanctions, such as calling in the parents if violations persist. The goal of the class agreement is to ensure a conducive learning process. With a class agreement and clear sanctions, students are expected to be motivated not to engage in deviant behavior because they understand the consequences of violating the established agreement (Kaluma, 2023; Laoli, & Lase, 2023).

The findings of this study are in line with the views of Rusi Rusmiati et al., who argue that teachers and students can collaboratively create a class code of conduct to facilitate a conducive learning environment. Furthermore, the creation of class agreements is also consistent with the study conducted by Rizqi and Rochman. They state that when a student engages in bullying, the teacher can establish a class agreement and engage in discussions to understand the issues faced by the student involved in bullying. With such a class agreement in place, it is expected that both physical and non-physical violence will be minimized during the learning process. Violence in the classroom can hinder the learning process, instill fear, and reduce students' self-confidence. Therefore, the existence of a class agreement, along with clear sanctions, can help raise students' awareness of avoiding violence, knowing that there are consequences if they break the established agreement (Nikolaidis, & Thompson, 2021).

The role of the teacher as an advisor can be performed during the learning process. As an advisor, the teacher provides advice to students by reminding and conveying messages about how to behave, how to respect one another, and how to refrain from committing violence against others. Based on the results of interviews and observations, Civic Education teachers provide advice and motivate students as an effort to prevent violence during the learning process. The advice given includes encouraging students to uphold the value of tolerance, advising students to befriend others regardless of their backgrounds, and reminding them to behave well and avoid bullying behaviors. This advice is delivered

at the beginning and during the middle of the lessons. The giving of advice is consistent with the teacher's role as a mentor. A teacher's presence at school is not only focused on the cognitive aspect of students but also aims to guide and shape students' character, helping them grow into mature, capable, and responsible individuals (Arifudin, & Ali, 2022; Gultom, 2024).

The findings of this study align with the views of Smith, who states that violence prevention efforts can be carried out by motivating students. Providing advice reflects the role of the teacher as a motivator and mentor. As a motivator, the teacher must be able to provide stimuli and encouragement for students to behave well, which can be done by instilling in students the negative consequences of violence. As a mentor, the teacher does not solely focus on the development of students' knowledge but also takes responsibility for guiding them to become individuals of good character, toward becoming a complete person, through educational methods and direction (Arifudin, & Ali, 2022; Gultom, 2024).

Providing advice is crucial in preventing violence. Teachers are not only responsible for developing students' knowledge but also for shaping the character of students. Teachers play a role in guiding students to understand the difference between good and bad behavior. Through wise advice, teachers can instill values such as tolerance and the avoidance of bullying. In addition, as a mentor, the teacher's role is to instill the norms that prevail in the school environment, such as respecting others, avoiding intimidation, and resolving conflicts peacefully. With consistent advice, students will better understand the importance of healthy social interaction without resorting to violence.

Creating a conducive learning environment is related to the teacher's role as a classroom manager. Classroom management aims to create and maintain a pleasant classroom atmosphere that boosts students' motivation to learn. Based on the research findings, Civic Education teachers strive to create a conducive learning atmosphere to prevent violence during the learning process by conducting ice-breaking activities before starting the lesson and in the middle of the lesson if students begin to feel bored. Additionally, the teacher consistently smiles and tells jokes to lighten the classroom atmosphere. This is consistent with Smith's view, which states that one of the violence prevention efforts a teacher can make is by creating a conducive classroom atmosphere through good personal relationships during learning. Teachers create a conducive classroom atmosphere by fostering good relationships between themselves and the students, as well as among the students themselves. These positive relationships contribute to a comfortable, safe learning environment that supports both academic and socio-emotional development.

Moreover, Civic Education teachers also assign group tasks to students to promote cooperation and reduce individual competition that may lead to violence. The findings of this study align with the research conducted by Murni Naiborhu and Manahan Manullang, which states that creating study groups can effectively prevent violence during the learning process. Each member of a study group should ideally possess different skills and come from diverse backgrounds. This approach encourages students to cooperate, respect each other, and strengthen friendships during learning. With the presence of study groups, students interact intensively, allowing them to get to know one another better and build a sense of camaraderie. Positive relationships between students and between teachers and students can reduce the potential for conflict and aggressive behavior.

Reinforcement is an important aspect that teachers can apply to modify students' behavior, with the aim of increasing the likelihood of students repeating positive behavior. Based on the research findings, it was found that the efforts of Civic Education teachers in preventing violence include providing reinforcement in the form of rewards such as money, food, and pens. These rewards are given to students who display positive behavior during the learning process, such as completing tasks assigned by the teacher. In addition, based on the observations made, the Civic Education teacher also provides verbal reinforcement such as saying "good" and "smart," as well as non-verbal reinforcement like giving thumbs up and clapping hands. The teacher also provides reinforcement by getting closer to the

students, such as standing near the student or walking toward the student when explaining material or asking questions (Salsabilla, et.al., 2022).

This research aligns with George Homans' Exchange Theory. This theory suggests that human actions are influenced by the benefits and costs involved. In this theory, Homans introduces two main concepts: rewards and punishments. Rewards are given to someone who performs a positive action, and with the provision of rewards, positive behaviors are more likely to be repeated. Conversely, punishments are given to someone who performs a negative action or undesirable behavior. It is hoped that by providing punishment, individuals will refrain from repeating their negative behavior. Therefore, this theory can be applied by Civic Education teachers in preventing violence during the learning process, by providing rewards for students' positive behavior to encourage its repetition and giving punishments or sanctions for negative behaviors to deter students from repeating harmful actions.

Providing reinforcement is crucial in preventing violence during the learning process because it creates a more supportive, inclusive, and conducive environment for students' development. When teachers offer praise, recognition, or positive feedback, students feel valued and more emotionally connected to the teacher. This fosters mutual respect, which can reduce the risk of conflicts. Compared to harsh punishments, which are often ineffective and can increase student aggression, positive reinforcement has a more constructive impact. When applied consistently, this reinforcement approach can help create a safer, violence-free learning environment in schools (Roca-Campos, et.al., 2022; Sibisi, et.al., 2024).

The factors hindering Civic Education teachers' efforts to prevent violence during the learning process encompass various difficulties or obstacles that affect the effectiveness of the violence prevention measures implemented by the teacher. Based on interviews conducted by the researcher with informants, several hindering factors were identified that affect Civic Education teachers' efforts to prevent violence during the learning process.

Table 1. Factors Influencing Violence Prevention Efforts in Schools

Category of Factors	Sub-Factors	Explanation	Implications/Recommended Strategies
Student-Related Factors	Diverse student characteristics	Students possess unique traits in understanding and complying with rules. Those with disciplined and empathetic dispositions tend to follow teachers' guidance, whereas those who are impulsive or defiant are more challenging to engage in violence prevention efforts.	Teachers are advised to provide additional attention to students who display aggressive or less empathetic behavior to understand the root causes.
	Normalization of violence among students	Some students perceive violent behavior as humorous or normative. This supports findings by Harger, Thornberg, and Delby, who argue that bullying within peer groups is often accepted as normal and may be viewed as a justified response to deviant behavior.	Teachers should educate students by clearly defining violent behavior, offering concrete examples, and explaining its impact on victims.
Family Environment Factors	Dysfunctional or unhealthy family dynamics	A lack of affection and attention in the family setting can lead students to seek alternative ways to gain attention, including engaging in violent behavior to attract notice from peers or teachers.	Teachers should identify students from such backgrounds and adopt empathetic approaches to provide emotional support within the school environment.

Student-related factors. The first factor comes from the students themselves, specifically their differing character traits. Each student has a unique character in understanding and adhering to rules. Some students with disciplined and empathetic traits may easily follow the teacher's guidance, while others who tend to be impulsive or rebellious might be more challenging to direct in violence prevention efforts. The results of this study align with research conducted by Riza Ayu Dewijayanti, which states that classes or groups of students with diverse characteristics, backgrounds, and needs pose a challenge to the prevention efforts. If the teacher's approach fails to accommodate this diversity, the implementation of such efforts may not achieve the desired impact. To address this, teachers can give extra attention to students who are more aggressive or less empathetic in order to understand the underlying causes of their behavior. Another factor hindering prevention efforts is students' understanding of violence, which leads them to normalize violent incidents, perceiving them as jokes. This aligns with the opinions of Harger, Thornberg, and Delby, who argue that bullying within peer groups at school is often seen as normal behavior and can be accepted as a response to deviant behavior. To address this, teachers can educate students by providing clear understanding about what constitutes violence, including concrete examples and its effects on the victim. Additionally, teachers should emphasize that violence in any form should not be considered as a joke.

Family environment factors. The second factor relates to the family environment, where an unhealthy family environment can cause students to feel deprived of love and attention. As a result, they may resort to violence as an alternative way to gain attention from peers or teachers. Additionally, the behavior of parents at home serves as a model for students. If parents are accustomed to using harsh language, students are likely to imitate this behavior, which can lead to verbal violence at school. This research aligns with the views of Melisa and Luthfy Yustika, who state that an unfavorable environment can cause children to imitate the behavior they encounter in that environment. Therefore, if a child grows up in an environment where violent behavior (bullying) is seen as acceptable, it is highly likely that the child will become a perpetrator of bullying. The family environment plays a crucial role in shaping the student's personality. If this environment is positive and supportive, the child is likely to develop into a good individual, and the opposite is true as well. Furthermore, parental attention is also key in shaping a child's character. By offering love, listening to, and properly guiding the child, parents can help prevent violent behavior in children.

Inadequate facilities. The third factor affecting teachers' efforts to prevent violence is inadequate facilities. Based on the research findings, a lack of facilities, such as benches, causes students to compete for seats, which often leads to fighting. This aligns with Afriza's argument that learning outcomes are influenced by the environment in which students study. A good learning environment is characterized by positive impacts on the efforts to achieve learning objectives and an improvement in the learning duration. Adequate and well-maintained facilities are a key requirement for a conducive classroom. Additionally, students should not feel cramped in class and should be able to move freely. This is crucial to prevent conflicts and disruptions during lessons (Afriza, 2014). Adequate school facilities are a key factor in creating a safe and conducive learning environment. Good facilities not only support the learning process but also play an important role in preventing violence by teachers. Therefore, improving the school's infrastructure should be a priority to prevent violence and create a better learning environment.

Conclusion

Based on the research results and discussion on the efforts of Civics Education (PKn) teachers in preventing violence during the learning process, it can be concluded that PKn teachers implement several efforts to prevent violence in the classroom. These efforts include establishing class agreements, giving advice, creating a conducive learning environment, and applying reinforcement. Establishing class agreements aims to instill responsibility and discipline in students. Giving advice serves to correct

students' behavior that does not meet expectations. Additionally, teachers strive to create a pleasant and conducive learning environment so that students feel comfortable and safe. Reinforcement, such as rewards or praise for positive student behavior, is provided to encourage positive behavior change. However, several factors act as barriers to these efforts. The first factor is the students, with different characters and a lack of understanding about violence. Some students still consider violence as normal or as a joke. The second factor is the family environment, where a dysfunctional family or parents who provide insufficient attention can trigger violent behavior in students. The third factor is inadequate school facilities, such as a lack of chairs or classrooms that are insufficient, which may cause students to fight over space, leading to potential physical violence. Therefore, efforts to prevent violence require more attention to these factors to create a safe and conducive learning environment.

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