

The Role of the Violence Prevention and Handling Team (TPPK) in Controlling Bullying at Elementary School 21 Pekanbaru

by Kasmanto Rinaldi

Submission date: 10-May-2024 05:09PM (UTC+0700)

Submission ID: 2310850880

File name: CONFERENCE_WILDAN-ENGLISH.docx (285.66K)

Word count: 6335

Character count: 37485



International Conference on Law and Social Science

Editorial Office: Faculty of Law, Universitas Islam Riau, Pekanbaru, Indonesia.

Phone:

E-mail:

Website

The Role of the Violence Prevention and Handling Team (TPPK) in Controlling Bullying at Elementary School 21 Pekanbaru

M. Wildan Alfarizi^a, Kasmanto Rinaldi^b

^aUniversitas Islam Riau / Faculty of Social and Political Sciences
walfarizi673@gmail.com

^bUniversitas Islam Riau / Faculty of Social and Political Sciences
kasmanto_kriminologriau@soc.uir.ac.id

Abstract:

Bullying in schools is a complex and detrimental issue that can have negative impacts on the mental, emotional, and physical well-being of students. This problem involves aggressive behavior, intimidation, and repeated oppression by one individual or a group against another individual who is perceived as weaker or vulnerable. This research explores the role of the Violence Prevention and Handling Team (TPPK) in controlling bullying behavior at Elementary School 21 Pekanbaru. The research method employed is qualitative descriptive, involving interviews with informants. The research findings indicate that the consistency of educators, police counseling, the establishment of TPPK, and a positive school culture play significant roles in preventing student misconduct. These findings align with collaborative approaches and positive values within the school environment. These steps can serve as guidelines for other schools in their efforts to prevent student misconduct. The consistent involvement of educators, parents, police counseling activities, and the formation of TPPK have proven successful in preventing student misconduct. Collaboration among stakeholders, such as teachers, police, and the school team, has also proven effective in prevention efforts.

Keywords: *Peran TPPK, kolaborasi indisipliner, Bullying , sekolah dasar*

I. Introduction

School is a place where students are taught, guided, and nurtured both mentally and physically. The hope is that schools are able to create future generations with strong character and noble morals. This is particularly important in Elementary Schools (SD). The abundance of violations occurring in schools such as wearing uniforms against regulations, using cell

phones, arriving late, and absenteeism are the result of weak social control.¹.

Character education is not only about right and wrong, but also about instilling habits concerning societal values and norms that enable individuals to discern between good and bad, thereby reducing the tendency towards adolescent delinquency.

¹ Meyrizal, R., & Rinaldi, K. (2023). The Effort of Counseling Guidance Teacher in Overcoming Student Fights at SMPN 14 Pekanbaru. *AMIN: International Journal of Islamic Education and Knowledge Integration*, 1(1), 1-9. **DOI:**

Particularly, social control is needed, which is a mechanism used by individuals or groups to exert influence, persuade individuals, or even entire groups within society to behave in accordance with prevailing social norms, thus fostering order and preventing violations by its members.

Primary education is of particular concern because it is the educational level where most bullying cases and acts of violence occur. Bullying victims are often reported to experience various psychological, psychosomatic, and behavioral problems, including low self-esteem, difficulties sleeping, anxiety, depression, and other emotional symptoms, hyperactivity, and post-traumatic stress symptoms.

One external factor affecting students' interest in learning is disturbance from other students, often referred to as bullying. The increasing number of fights and violence among students in schools, along with the growing coverage in print and electronic media, serves as evidence of declining humanitarian values. Violence issues not only tarnish the image of education as a place believed to foster humanization processes but also raise questions and even legal demands from various parties. Those most affected by this are highly critical of the quality of education provided in schools today. Bullying phenomena occurring within the school environment are supported by evidence of cases of violence or bullying perpetrated by teachers against students or classmates.

The most likely age group to be victims of bullying is adolescence, between the ages of 13 and 18, which is considered a crucial period in one's life, particularly in personal development. Adolescence is generally the peak of previous developmental stages, where what was

permissible in the earlier stages is tested and proven, and in the subsequent stage, individuals will have a more mature personality. Therefore, when bullying behavior occurs in the school environment, it affects students' interest in learning and their academic performance, which is a crucial factor in the learning process.

One of the hottest phenomena in education today is bullying in schools, whether perpetrated by teachers against their students or by students against their peers. The increasing number of bullying victims each year, coupled with the lack of public attention to the seriousness of the consequences of bullying on adolescents, is also supported by the response of teachers and parents in addressing bullying, which shows bias towards the perpetrators. Teachers and parents tend to trust the perpetrators, blame the victims, and prefer the perpetrators over the victims of bullying.

Law No. 20 of 2003 concerning the National Education System, Article 1 paragraph 1, states, "Education is a conscious and planned effort to create a learning atmosphere so that learners can actively and focus on developing their potential to have spiritual beliefs, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state."

Another issue in the 21st century, especially experienced by teachers, is the implementation of character education because the teacher's task is not only to educate learners but also to transform them into knowledgeable and characterful individuals, with the hope that they will become individuals with integrity, character, creativity, curiosity, and continuous enthusiasm, while also respecting others.

Preventing delinquency or violence is an effort to ensure that children do not engage in criminal activities and the like, whether in school or outside the school environment. Violation is an act that contravenes the law or regulations, which can only be determined after there are regulations governing it.²

A mechanism in the form of prevention against social deviation that encourages and fosters society to act and behave in accordance with prevailing norms and values is the definition of social control. Appropriate social control is expected to have an impact on the orderliness of society that exhibits deviant behavior. Adolescents are considered the future generation who must always be nurtured and guided, so that they do not have the potential to engage in behavior that violates social norms. The government makes various efforts to prevent and enforce the law³.

Efforts in preventing delinquency also emphasize the need to build a strong foundation for character development and positive values in children from an early age. This involves active participation from various parties, including parents, educators, social institutions, and the broader community, aiming to create an environment that supports and demonstrates good behavior and teaches the importance of obedience to rules and laws. In addition, investments in education, social

development, and the cultivation of skills and awareness of the consequences of negative behavior are also integral parts of delinquency prevention strategies. With a holistic and collaborative approach, it is hoped that we can shape a generation that is more responsible, disciplined, and respectful of rules, thus reducing the risk of legal violations both within and outside the school environment. Because one of the efforts to minimize fighting among students is closely related to the role of families, schools, and communities.⁴

However, in reality, not all students exhibit good behavior, and there are many challenges faced by teachers in educating them. One of the main challenges in this regard is the delinquency of students leading to bullying.

The word "bullying" comes from the Latin word "bull," which means a bull that enjoys roaming around, depicting strength or superiority. In Bahasa Indonesia, etymologically, the word "bully" means harassment or intimidation, someone who harasses the weak. Meanwhile, according to the terminology, the definition of bullying according to Ken Rigby as cited in Astuti is "a desire to hurt. This desire is manifested in action, causing someone to suffer. This action is carried out directly by an individual or a group that is stronger, irresponsible, usually repetitive, and done with a sense of pleasure"⁵.

² Kasmanto Rinaldi. (2021). Pengabdian Kepada Masyarakat: Studi Kasus SNPKM. *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat*, 3, 216–222

³ Rinaldi, K., & Tutrianto, R. (2023). *INDONESIAN TERRORISM PRISONERS' TREATMENT: A CASE STUDY AT NUSAKAMBANGAN CLASS IIA CORRECTIONAL INSTITUTION*. *Al-A'raf: Jurnal Pemikiran Islam dan Filsafat*, 20(1), 63-88. <https://doi.org/10.22515/ajpif.v20i1.6417>

⁴ Rinaldi, K. (2022). Penerapan Sanksi Terhadap Siswa/Siswi yang Melakukan Pelanggaran di Luar Sekolah. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, 3 (1), 84-94.

<https://doi.org/10.37339/jurpikat.v3i1.812>

⁵ Ariesto, A. (2009). Pelaksanaan Program Antibullying Teacher Empowerment. Retrieved April, 2022, from <http://lib.ui.ac.id/file?file=digital/123656-SK%20006%2009%20Ari%20p%20-%20Pelaksanaan%20programLiteratur.p>

Bullying behavior in the school environment can create an unsupportive atmosphere for the development of students, both academically and socially. Bullying behavior can hurt individual students, making them feel unsafe, uncomfortable, unwanted, and/or rejected by their environment. This, of course, will have an impact on various psychological aspects of individual students and disrupt the comfort of activities at school. The causes of bullying are diverse, ranging from an unsupportive family environment, such as constant fighting, exposure to non-educational films, toxic family and/or community environments, and even teachers who may not fully understand what constitutes bullying and how to address bullying behavior in school.

Based on data from katadata.co, bullying cases at the elementary school level in 2023 were very high, reaching 25%. This figure is already comparable to bullying cases at the junior high school level. Data from the Organisation for Economic Cooperation and Development (OECD) concludes that bullying in Indonesia reached 41.1%, making Indonesia the fifth highest-ranking out of 78 countries with the highest incidence of bullying (Hartika Sari Butar Butar, 2022). In addition to experiencing bullying, students in Indonesia reported that 22% were insulted and had their belongings stolen. Furthermore, 18% were pushed by their peers, 15% experienced intimidation, 19% were ostracized, 14% were threatened, and 20% had negative rumors spread about them by bullies⁶.

After highlighting cases of bullying in the school environment, involving both teachers and students, continue to persist. Phenomena like this seem unstoppable. This condition should serve as a stark warning for the national education system. Every child has the right to feel safe at school, at home, and even in society. Acts of bullying in schools are not a normal part of a child's development process into adulthood.

With the prevalence of bullying in the school environment, the government has issued regulations related to the prevention and handling of violence in schools. This is stipulated in the regulation of the Minister of Education, Culture, Research, and Technology No. 46 of 2023 concerning the Prevention and Handling of Violence in the Education Unit environment, which explains that it is appropriate for schools to establish rules and form a Violence Prevention and Handling Team (TPPK) to address violence in schools. Then, in accordance with this regulation, every school must establish a task force (satgas) responsible for handling violence that occurs in schools.

Previous research conducted by Arepsi Junindra, Hasanatul Fitri, Desyandri, and Irda Murni titled "The Role of Teachers in Bullying Behavior in Elementary Schools" emphasizes that teachers play a crucial role in anticipating bullying cases in elementary schools by guiding, advising, directing, nurturing, and setting a good example in schools. In previous research conducted by Annisya Diannita, Fina Salsabela, Leni Wijati, and Anggun Margaretha Sutomo Putri titled "The Effect of Bullying on Students at the Junior High School Level," the focus is on discussing the factors influencing bullying behavior. In their research, Annisya Diannita et al. stated that the factors causing bullying itself are

⁶ Ramadhanti, R., & Hidayat, MT (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar
<https://doi.org/10.31004/basicedu.v6i3.2892>

due to differences in social aspects, environmental factors, and even family backgrounds. Bullying can affect the physical and mental condition of victims. Therefore, efforts are needed to minimize and address bullying behavior. These efforts are made by schools through education and counseling guidance. Meanwhile, the role of parents is to provide moral and religious education and foster open communication between children and parents.

Previous research conducted by Yuli Siswati and Meidi Saputra titled "The Role of School Anti-Bullying Task Forces in Addressing the Bullying Phenomenon in High Schools" revealed that bullying in schools can take the form of physical, verbal, or cyberbullying with motives such as joking, seniority, and self-protection due to students' lack of understanding of bullying behavior. In response to findings from previous research, the author is interested in further examining the role of violence prevention and handling teams (TPPK) in controlling bullying in schools.

II. Legal Materials and Methods

The legal basis used in this study is Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in the Education Unit environment. Regarding bullying articles in schools, both physical and verbal bullying articles, Article 76C of Law 35/2014 will be analyzed and linked to the discussion.

The research method used in this study is qualitative method. The research utilizes a descriptive method. Qualitative descriptive writing aims to provide an overview of a phenomenon or actual problem, including assessments of attitudes or opinions towards an object. Qualitative research uses observation, interview, and documentation techniques in collecting data

in the field. The research location is at Elementary School 21 Pekanbaru. The author chose the qualitative method to gain an in-depth understanding of teachers' strategies in handling, controlling, and preventing cases of misconduct in nurturing character in children at Elementary School 21 Pekanbaru (SDN 21 Pekanbaru). Informants were selected using purposive sampling, where individuals considered influential and able to provide relevant information were chosen as informants. The informants in this writing consist of homeroom teachers.

III. Result and Discussion

RESULT

Based on the research results and interviews with one of the teachers (Mrs. Kartika), the author found that at Elementary School 21 Pekanbaru, "there is no significant misconduct or crime that causes victims." Mrs. Kartika explained that at Elementary School 21 Pekanbaru, the educators consistently provide input and advice together every day to the students, aiming to ensure that they remain disciplined.

In addition to the consistent role of educators in providing input and advice, the counseling organized by the police regarding bullying also plays an important role in shaping the character of students so that they are aware of the impact of such actions. With this counseling, it is hoped that students can better understand the importance of respecting and valuing each other and preventing bullying behavior in the school environment.

The author argues that bullying cases often occur in schools, but sometimes the perception of bullying among educators differs. Cases of teasing between student A

and other students are sometimes not considered bullying by teachers as long as it is still safe. And there are teachers who consider this bullying, which will result in unsafe and uncomfortable situations for one of the students. Furthermore, some schools consider bullying to be not very dangerous. Therefore, in this regard, the author assumes that bullying at Elementary School 21 Pekanbaru does exist, but is not considered by some teachers as long as it is not harmful.

At Elementary School 021 Pekanbaru, success in preventing misconduct is categorized as successful because educators have implemented several consistent approaches in providing input and advice to students, such as anti-bullying counseling.

Bullying in School

According to Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in the Education Unit Environment, violence is defined as any action, behavior, and/or decision towards an individual that results in physical, intellectual, or mental pain, injury, or death, sexual/reproductive suffering, partial or complete dysfunction of one or more body parts, loss of opportunities to receive education or employment safely and optimally, loss of opportunities for the fulfillment of human rights, fear, loss of self-confidence, loss of ability to act, helplessness, economic loss, and/or similar forms of loss.

Bullying is a form of using power to hurt an individual or group of people, whether verbally, physically, or psychologically, causing the victim to feel

oppressed, traumatized, and powerless.⁷ Bullying is a pattern of negative behavior that is repeated over time and has negative intentions. This attitude often originates from the perpetrator experiencing similar behavior or simply imitating others around them.

There is a brief explanation regarding the types of bullying. Verbal bullying is a form of bullying behavior perceived through the sense of hearing. Examples of verbal bullying include name-calling, shouting, insulting, publicly embarrassing, and slander. In interviews, it appears that victims are being mocked for their physical appearance, which falls under verbal bullying. This statement is consistent with the theory proposed by Barbara.⁸ Verbal bullying behavior can take the form of insults, name-calling, teasing, persuading others to insult, and spreading rumors. Verbal bullying is the easiest form of bullying to carry out, and verbal bullying can be the precursor to other behaviors and may escalate into further violence.

Physical bullying is a form of bullying behavior that can be directly observed because it involves direct contact between the perpetrator and the victim. This view is supported by the theory proposed by [nama peneliti]. Physical bullying is a form of disruptive behavior that is visible to the naked eye due to direct contact between the bully and the victim. Examples of physical

⁷ Sejiwa. 2008. *Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak*. Jakarta : Grasindo
Sehnert, K.W. 1997. *Mengendalikan Stres dalam Rumah Tangga dan Pekerjaan*. Bandung: Yayasan Kalam Hidup.

<http://36.66.181.23/inlislite33/opac/detail-opac?id=45305>

⁸ Coloroso, Barbara. 2006. *Penindas, Tertindas, dan Penonton. Resep Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU*. Jakarta: Serambi.
<http://laser.umm.ac.id/catalog-detail-copy/070001355/>

bullying include slapping, stepping on someone's feet, pulling hair, kicking, pushing, and so on. Physical bullying experienced by victims involves violence such as hitting and pushing the victim, and this behavior is distressing as it can affect the victim's self-confidence in socializing with their environment. This statement is supported by previous research by Mudjijanti, which suggests that playing with peers is no longer enjoyable if disruptive behavior begins to occur, instead it becomes frightening and injurious to the victim who receives such disruptive treatment⁹.

AR experienced as a victim of harassment needs to be noticed by various parties, however, AR is not daring to report it to his parents, and he tends to be indifferent and casually says it's normal, even though what he experienced is very dangerous for himself. As Dewi stated, not all children/students who experience bullying respond seriously; in fact, some are indifferent in responding to it as if it were normal and common.¹⁰

From the research conducted, there are disruptive behaviors where the perpetrator engages in disruptive actions ranging from joking to actually harming the victim. After hiding the victim, the perpetrator then leaves feeling relieved because they have done what they wanted. However, the victim only remains silent without any resistance. It is stated that children who are victims of bullying have a smaller body posture compared to other friends, physically or psychologically weaker/different. In this case, AR as the victim of the bully has a physical difference,

namely having crooked teeth, thus being treated differently by his playmates.¹¹

According to the American Psychiatric Association (APA), bullying is an aggressive behavior characterized by 3 conditions:

- (a) Negative behavior aimed at harming or endangering
- (b) Behavior that is repeated over a period of time
- (c) An imbalance of power or authority between the parties involved

According to Coloroso, bullying is an act of threat carried out repeatedly by a stronger party against a weaker one, done intentionally and aimed at harming the victim verbally or nonverbally¹².

The rampant occurrence of bullying is underpinned by several factors. Rosen et al. explain some factors leading to bullying in their book, including internal and external factors. Internal factors stem from the perpetrator's temperament and psychological factors influencing the intensity of aggressive behavior. Perpetrators exhibit intuitive behavior and lack self-regulation skills. When engaging in violence, perpetrators do not feel guilty or empathetic towards the victim. Thus, individuals engaging in bullying behavior have low social skills¹³.

Furthermore, Menesini et al. investigated external factors contributing to

⁹ Mudjijanti, M. M. (2012). School Bullying dan peran guru dalam mengatasinya. *Krida Rakyat*, 2(2).

¹⁰ Dewi, P. Y. A. (2020). Perilaku School Bullying pada Siswa Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 39-48.

¹¹ Yulia, P., & Dewi, A. (2020). Perilaku Bullying di Sekolah Pada Siswa Sekolah Dasar. 1(1), 39-48.

¹² Barbara Coloroso, *Stop Bullying (Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU)*, (Jakarta: PT. Ikrar Mandiriabadi, 2007).
<http://opac.perpusnas.go.id/DetailOpac.aspx?id=59554>

¹³ Rosen, L. H., DeOrnellas, K., & Scott, S. R. (2017). *Bullying in School: Perspectives from School Staff, Students, and Parents*. Texas: Springer.
<http://dx.doi.org/10.1057/978-1-137-59298-9>

bullying behavior, one of which is parenting style. This includes how parents engage in violent behavior towards them and parenting patterns with low control but high warmth. Additionally, observing parents' actions towards others or witnessing others' actions and then engaging in aggression they observed. Thus, the social environment is one of the underlying factors prompting individuals to engage in violent behavior.

Currently, bullying or harassment in schools remains a problem at various levels of the Indonesian education system and even globally. This includes primary schools (SD). In terms of developmental processes, primary school students are vulnerable to bullying. At the primary school level, students do not fully understand and comprehend deeply about bullying behavior. In primary schools, students engage in activities purely for enjoyment. They feel free to do whatever they want to their peers in their environment. Primary school students also do not fully understand how to reject bullying behavior, what constitutes bullying, and the impacts of bullying. This should be understood by all teachers and students to prevent future problems that may affect the mental health of students and the education system.

The issue of bullying behavior by primary school students knows no place or gender. It is important for schools to identify situations or conditions that may trigger bullying. Some situations that may trigger bullying in the school environment are:

1. Social or Physical Differences. Differences in social, physical, or academic aspects often trigger bullying. Someone perceived as different from the majority may become a target.
2. Lack of Supervision. Environments where perpetrators feel they can act

without supervision or consequences often lead to bullying. Unsupervised areas of the school, such as empty corridors, can be places where perpetrators carry out bullying.

3. Trends and Habits. If bullying has become a trend or habit among certain groups of students, individuals who want to be accepted into those groups may engage in bullying.
4. Emotional Insecurity. Students who feel emotionally insecure may try to gain a sense of power by bullying others. (Rahmatullah, 2023: 19)

Based on the data from the National Assessment Survey of 2022, 34.51 percent of students (1 in 3) If there is a possibility of sexual violence, then 26.9% of students (one-quarter) are at risk of receiving physical punishment and 36.31% (one-third) of students are at risk of experiencing bullying. These findings are also supported by the results of the National Survey on the Experiences of Children and Adolescents in 2021 by the Ministry of Women's Empowerment and Child Protection (SNPHAR, KPPPA). The findings indicate that 20% are male and 25.4% are female. Girls aged 13 to 17 admitted to experiencing one or more types of violence in the last 12 months. Data from reports received by the Indonesian Child Protection Commission (KPAI) regarding child protection, specifically in 2022, also show that the highest category of victims of sexual crimes are children who experience physical and/or psychological violence, as well as children who experience physical and/or psychological violence as victims of child pornography and cybercrime. The total is 2,133 individuals.

When analyzed using Psychological Distress, the tendencies experienced by victims due to bullying are described as high anxiety, depression, self-harm ideation,

suicidal ideation, discomfort in carrying out daily activities, seclusion in their room, continuous crying, sleeping all day, and lacking the motivation to engage in daily activities. Bullying victims experience depression and extreme pressure because they cannot release their emotions and lack the courage to confront the perpetrator.¹⁴

Therefore, the researcher associates one of the theories in criminology, namely the anomie theory proposed by Emile Durkheim. Emile Durkheim described a state of "Deregulation" in society, interpreted as a lack of adherence to the rules existing in society, leading to deviation and differences in behavior. According to Emile Durkheim, the theory has three perspectives:

1. Human beings are social creatures (man is a social animal).
2. The existence of humans as creatures (human being a social animal).
3. Humans tend to live in colonies, and their survival depends greatly on society as a colony

In the case of bullying crimes that occur among students of Elementary School 21 Pekanbaru, the anomie theory regarding such crimes constitutes deviant behavior and contradicts the rules in place within the school environment. Formally, students are taught about character education development, but empirical facts do not always align with this, leading to disruptions in the social order within their peer groups. If the peer environment is good, the likelihood of bullying is very low. Conversely, if the peer environment is poor, the likelihood of bullying is very high.

The Role of the Violence Prevention and Handling Team

Welfare is a condition in which a person's basic needs are met. Teachers play an important role in protecting and ensuring the welfare of children while they are at school. There are efforts that teachers must make to guarantee the welfare of children, which will later become aspects of their development and growth. In Indonesia, there are still cases of violence in schools. The existence of such violence indicates that there are still obstacles in child welfare and protection services, and children are at risk of experiencing negative impacts on their growth and development.

The government has also begun efforts to address issues related to child protection and welfare. Children are the future generation who deserve more attention to their welfare. One of the aspects to be considered regarding child protection and rights in the child protection law is how we treat children to ensure their well-being, protection, and fulfillment in life. Therefore, the researcher conducted this study to determine the latest regulations from the government regarding the establishment of Violence Prevention Teams in schools, which align with the role of teachers in providing protection and welfare for children. In carrying out child protection and welfare at school, efforts have been made such as forming Violence Prevention and Handling Teams (TPPK), which involve teachers and representatives of parents. Teachers play a role in enhancing efforts and paying attention to nutritional health, cognitive development, socio-emotional development, safe learning environments, and cooperation with parents in the educational process. The role of teachers in protecting early childhood ensures that children feel healthy, safe, comfortable,

¹⁴ Choirunnisa, C., & Kudus, W. A. (2022). Dampak Bullying terhadap Psikologis Remaja di Kecamatan Rangkasbitung. *ARZUSIN*, 2(3), 205-218
<https://doi.org/10.58578/arzusin.v2i3.400>

loved, supported, and have the opportunity to develop optimally.

In the current technological era, education is a basic need and a human right for every citizen. Educational institutions are expected to effectively fulfill their roles and advantages in leadership, teaching and learning processes, curriculum development and objectives, school climate, communication, as well as parental and community involvement. The role of a teacher is equally important with good fighting spirit, faith, piety, discipline, work ethic, nationalism, forward-looking perspective, and internal and external welfare. Child welfare is an important aspect in the development and growth of early childhood education, especially among teachers.

They play an important role in ensuring the health of children. Teachers are expected to educate children to exhibit and practice the behaviors taught to them. For example, acting ethically, demonstrating noble morals, being responsible, disciplined, and having good character. The school environment is designed to provide comfort to children by providing a school that supports anti-violence activities conducted by all members of the School Environment. Violence that arises in the educational environment or between educational institutions can lead to criminal acts and will certainly cause trauma to students. The occurrence of violence in educational institutions because of mistakes usually made in the family environment that does not prevent such behavior, so that the child ends up in the educational environment, directly the child receives violence from the environment as a victim or even perpetrates violence as a perpetrator.

In carrying out their duties to provide protection services for children,

ensuring that the learning environment is safe and comfortable, all educators are ensured to have a friendly, caring attitude and cultivate polite attitudes and mutual affection, always ready to handle if there are children experiencing accidents or being victims of violence at school, ensuring that all children can seek help if they are in dangerous situations, and also ensuring that children do not experience physical or psychological violence, from peers, teachers, or people around the institution.

Therefore, in accordance with the issuance of Regulation of the Minister of Education, Culture, Research, and Technology No. 46 of 2023 concerning Prevention and Handling of Violence in the educational environment, which explains that it is proper for schools to establish rules and form Violence Prevention and Handling Teams (TPPK) to address acts of violence in schools. Many people still consider and normalize bullying in schools, whereas violence is not a normal thing for the development process of a child into adulthood.

Researchers show that coercive behavior, or what we commonly call "intimidation," usually will not disappear on its own and often worsens over time, so it needs to be addressed directly. A safe school will provide protection for students from violence, theft, bullying, and even from the sale or use of drugs on school grounds. Highlighting the importance of partnerships between schools and external parties, such as the police, which can help increase students' awareness of the negative impacts of delinquent behavior (Brown, 2020). Strategic steps that can be taken to prevent violence include increasing educational activities such as legal counseling, aimed at ensuring that teachers understand the concept of child protection from a legal perspective, so that teachers who carry out

their duties as mentors understand and differentiate disciplinary tasks towards students from violence against children with a legal approach (Awaliya Nur Fadhilah, Munjin. 2021).

The next activity of the community service team is to establish the Violence Prevention and Handling Team (TPPK). Based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Procedure for the Establishment of Violence Prevention and Handling Teams (TPPK), it is as follows:

A. The TPPK consists of an odd number and a minimum of 3 members, consisting of the following elements:

1. Educators (excluding the head of the educational unit)
2. School committee or representative of parents/guardians
3. (optional) representation of educational staff as administrative personnel

B. For non-formal schools, TPPK members consist of educators (excluding the head of the educational unit).

C. Membership Requirements of TPPK:

1. Never proven to have committed violence.
2. Never proven to have been sentenced to a criminal penalty with a threat of 5 years or more imprisonment.
3. Never and/or currently undergoing a disciplinary sanction at the intermediate or severe employee level

Therefore, schools must anticipate by providing Education Unit-level measures to prevent and address cases of bullying or violence. One of these measures is through the Violence Prevention and Handling Team

(TPPK). In carrying out its duties, TPPK has the following functions:

1. Providing recommendations for violence prevention plans to the educational unit.
2. Advising the head of the educational unit regarding all comfortable and safe facilities within the educational unit.
4. Conducting policy and program socialization related to violence prevention and handling together with the educational unit.
5. Handling findings of alleged violence within the educational unit's environment.
6. Following up on and receiving reports of alleged violence.
7. Notifying parents/guardians of students involved in disputes.
8. Reviewing reports of alleged violence.
9. Providing recommendations for sanctions to the educational unit based on examination results.
10. Accompanying victims and/or reporters of violence within the educational unit's environment.
11. Facilitating assistance by experts or services needed by victims, reporters, and/or witnesses.
12. Referring victims to services according to their needs.
13. Providing educational advice for children in cases where students involved in violence are minors facing legal proceedings.
14. Reporting task implementation to the head of the Education Department through the head of the educational unit at least once a year.

The Violence Prevention and Handling Team (TPPK) naturally possesses authorities in executing its duties, which are as follows:

1. Summoning and obtaining statements from reporters, victims, witnesses, respondents, parents/guardians, companions, and/or experts.

2. Coordinating with relevant parties in violence prevention and handling; and
3. Coordinating with other educational units regarding reports of violence involving victims, witnesses, reporters, and/or respondents from the respective educational unit.

In addition to the aforementioned methods, there are also Prevention and Handling Efforts for Acts of Violence as stipulated in Permendikud Article 8 No. 82 of 2015, which outlines violence prevention efforts:

1. Creating an educational unit environment free from acts of violence;
2. Establishing a safe, comfortable, and enjoyable educational unit environment, far from acts of violence, including conducting activities aimed at preventing acts of violence.
3. Ensuring the safety, security, and comfort of students during school activities or learning sessions within the school premises or activities outside the educational unit.
4. Obligatory immediate reporting to parents/guardians, including seeking initial information if there are suspicions or signs of impending acts of violence involving students as victims or perpetrators.
5. Establishing cooperation with institutions such as [insert relevant institutions].
6. Obligatory installation of a violence complaint service board in the educational unit's foyer.

According to Fadilah Muhni Waliah, education should be easily accessible to students, parents/guardians, teachers/educators, and the community. At the very least, it should include:

- a) Complaint application
- b) Short message service (SMS) facility
- c) Nearest police station telephone number
- d) Local Education Office telephone number

- e) School telephone number¹⁵

In this context, the author concludes that the formation of students' character undertaken by schools should involve habitual practices and exemplary behavior. Additionally, students' aspirations in character formation should not only emphasize religious aspects but also encompass the development of positive social traits. Thus, TPPK could serve as a reference for schools in cultivating students' good character. By establishing TPPK, it is hoped that both teachers and students will not merely memorize but also comprehend the significance inherent in TPPK, thereby mitigating behavioral issues within the school environment.

IV. Conclusion and Suggestion

Every individual engages in interactions with one another, especially within the family. From childhood to adolescence and into adulthood, every individual deserves love, facilities, treatment, and teachings of positive values as signs of social beings. As socialization interactions broaden with maturity, some adolescents may stray from the ethical values they have been taught. Based on this fact, there arises a growing perspective among adolescents, while some are hindered, resulting in behaviors that discriminate against others based on physical appearance, race, ethnicity, religion, and differing family economic backgrounds. In reality, many students in schools experience differential treatment

The importance of psychological well-being for adolescents can help tackle various life challenges such as bullying, encompassing both positive and negative affect dimensions that are interrelated. In

¹⁵ Fadilah Mughni Waliah, Pencegahan Dan Penanggulangan Tindak Kekerasan Di Lingkungan Satuan Pendidikan Pada UPT Satuan Pendidikan SMPN 1 Bontomarannu, Artikel OJS.2020 <http://eprints.unm.ac.id/id/eprint/19977>

line with Adina Pramithasari (2019), adolescent emotions play a crucial role, as emotions are interrelated between positive and negative affects. Students will find it easier to interpret life and engage in activities due to a positive outlook on life. If adolescents can maintain good relationships with family and friends, coupled with improved academic achievement, psychological well-being in adolescents will also improve. Managing negative emotions also supports coping with the current situation. In line with Purnamasyary, Meiyanto, & Khasan (2020) regarding emotion regulation, individuals in situations managing negative or positive emotions must remain calm and focused to cope with and express emotions. Additionally, the dimension of problem-solving skills, such as creating independence and students' learning skills, is needed to adapt to situations (Zhang, Wang, Yang, & Wang, 2020).

Based on the research findings, the author concludes that bullying cases in the education sector are not new, and these cases still occur frequently in educational environments. Bullying is not only carried out non-verbally but can also be done verbally. This action is prohibited by law because it is repeated intentionally to harm and make someone uncomfortable. It requires more moral cultivation and understanding towards individuals.

From the analysis conducted during socialization and interviews at Elementary School 21 Pekanbaru, it can be concluded that the consistent role of educators, seminars organized by the police, the establishment of the Violence Prevention and Handling Team (TPPK), and a positive school culture are the main factors that have successfully prevented misconduct in the school. These findings are consistent with previous studies indicating that

approaches involving various parties and positive values within the school environment can be effective in creating a safe environment conducive to student development. Thus, these steps can serve as guidelines for other schools in efforts to prevent student misconduct.

In this research, the following recommendations are provided:

1. Consistent Role of Educators: The consistent role of educators is one of the fundamental factors in preventing misconduct in schools. Their discipline and commitment in jointly supervising and guiding students play a key role in creating a supportive and safe environment.
2. Establishment of the Violence Prevention and Handling Team (TPPK): The existence of the TPPK Team provides a systematic approach in handling cases of violence and misconduct in schools. This team assists in providing prompt and effective responses to situations requiring special attention.
3. Awareness Campaigns by the Police: These activities have a significant impact on raising awareness of rules, laws, and the consequences of violent behavior. They help students understand more deeply the importance of obedience to norms and laws.

Collaborative Approach: This approach emphasizes that involving various parties, including educators, law enforcement, and specialized teams in schools, has a greater impact on preventing student misconduct compared to separate approaches.

V. References

- Ariesto, A. (2009). Pelaksanaan Program Antibullying Teacher Empowerment. Retrieved April, 2022, from <http://lib.ui.ac.id/file?file=digital/123656-SK%20006%2009%20Ari%20p%20-%20Pelaksanaan%20programLiteratur.p>
- Barbara Coloroso, Stop Bullying (Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU), (Jakarta: PT. Ikrar Mandiriabadi, 2007). <http://opac.perpusnas.go.id/DetailOpac.aspx?id=59554>
- Choirunnisa, C., & Kudus, W. A. (2022). Dampak Bullying terhadap Psikologis Remaja di Kecamatan Rangkasbitung. ARZUSIN, 2(3), 205-218
- Coloroso, Barbara. 2006. Penindas, Tertindas, dan Penonton. Resep Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU. Jakarta: Serambi. <http://laser.umm.ac.id/catalog-detail-copy/070001355/>
- Dewi, P. Y. A. (2020). Perilaku School Bullying pada Siswa Sekolah Dasar. Edukasi: Jurnal Pendidikan Dasar, 1(1), 39-48.
- Fadhilah Mughni Waliah, Pencegahan Dan Penanggulangan Tindak Kekerasan Di Lingkungan Satuan Pendidikan Pada UPT Satuan Pendidikan SMPN 1 Bontomarannu, Artikel OJS.2020 <http://eprints.unm.ac.id/id/eprint/19977>
- Febriana, T. F., & Rahmasari, D. (2021). Gambaran Penerimaan Diri Korban Bullying. Jurnal Penelitian Psikologi, 8(5) <https://ejournal.unesa.ac.id/index.php/character/article/view/41313> <http://dx.doi.org/10.1057/978-1-137-59298-9> <https://doi.org/10.58578/arzusin.v2i3.400>
- Kasmanto Rinaldi. (2021). Pengabdian Kepada Masyarakat: Studi Kasus SNPKM. Prosiding Seminar Nasional Pengabdian Kepada Masyarakat, 3, 216-222
- Meyrizal, R., & Rinaldi, K. (2023). The Effort of Counseling Guidance Teacher in Overcoming Student Fights at SMPN 14 Pekanbaru. AMIN:International Journal of Islamic Education and Knowledge Integration, 1(1), 1-9. DOI:
- Mudjijanti, M. M. (2012). School Bullying dan peran guru dalam mengatasinya. Krida Rakyat, 2(2).
- Nuraini, R. 2019. Dirjen Pendis: Pendidikan Karakter Tantangan Abad 21 dan Kuncinya Guru. <https://jpp.go.id/humaniora/sosialbudaya/336107-dirjen-pendis-pendidikan-karakter-tantangan-abad-21-dankuncinya-guru> Diakses pada 30 Mei 2020.
- Ramadhanti, R., & Hidayat, MT (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar <https://doi.org/10.31004/basicedu.v6i3.2892>
- Rinaldi, K. (2022). Penerapan Sanksi Terhadap Siswa/Siswi yang Melakukan Pelanggaran di Luar Sekolah. JURPIKAT (Jurnal Pengabdian Kepada Masyarakat) , 3 (1), 84-94. <https://doi.org/10.37339/jurpikat.v3i1.812>
- Rinaldi, K., & Tutrianto, R. (2023). INDONESIAI TERRORISM PRISONERS' TREATMENT: A CASE STUDY AT NUSAKAMBANGAN CLASS IIA CORRECTIONAL INSTITUTION. Al-A'raf: Jurnal Pemikiran Islam dan Filsafat, 20(1), 63-88. <https://doi.org/10.22515/ajpif.v20i1.6417>
- Rosen, L. H., DeOrnellas, K., & Scott, S. R. (2017). Bullying in School: Perspectives from School Staff, Students, and Parents. Texas: Springer.
- Sejiwa. 2008. Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak. Jakarta : Grasindo

Sehnert, K.W. 1997. Mengendalikan Stres dalam Rumah Tangga dan Pekerjaan. Bandung: Yayasan Kalam Hidup.
<http://36.66.181.23/inlislite33/opac/detail-opac?id=45305>

Yulia, P., & Dewi, A. (2020). Perilaku Bullying di Sekolah Pada Siswa Sekolah Dasar. 1(1), 39–48.
<https://doi.org/10.55115/edukasi.v1i1.526>