



The Role of Junior High Schools in Addressing Bullying: A Protective Framework for Victims

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Abstract

Bullying is a form of aggressive behavior often driven by anger or emotional distress, causing harm to others, particularly children. Legal protection for children in Indonesia is provided under Law No. 35 of 2014, amending Law No. 23 of 2002 on Child Protection, and reinforced by Permendikbudristek No. 46 of 2023 on the Prevention and Handling of Violence in Educational Units. These frameworks highlight the critical role of schools, especially educators, in safeguarding students. This research analyzes the role of junior high schools in addressing bullying and enforcing legal protections for child victims, using empirical legal research and a qualitative approach. Data were collected through interviews, observations, and document analysis at SMPN 17 South Tangerang City. The findings show that schools contribute significantly to bullying prevention through character education, anti-bullying initiatives, and collaboration with parents and external agencies. However, the implementation of legal protection for victims remains limited and needs to be strengthened.

A. Introduction

Schools play a strategic role in fostering a safe and supportive environment for students, functioning as formal educational institutions that facilitate both academic and character development. The role of teachers and educators is central to students' overall growth. According to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 46 of 2023 on the Prevention and Handling of Violence in Educational Settings, Article 6(1)(c) identifies bullying as a form of violence that must be



addressed within educational institutions. Furthermore, Article 9 defines bullying as repeated physical or psychological abuse arising from power relations.¹

Beyond academic and extracurricular instruction, Indonesian schools also emphasize character education (PPK)², which has been formally integrated into the national education system. This effort is reinforced by Presidential Regulation No. 87 of 2017 on Strengthening Character Education, which aims to instill Pancasila values, cultivate moral character, and enhance students' potential and competencies. Moral and character education are essential in preventing bullying, as they promote empathy, respect for diversity, and awareness of the harmful effects of such behavior.

However, bullying remains a significant challenge in Indonesia's education system, with cases reported across elementary, secondary, and tertiary levels.³ These incidents can severely disrupt students' learning processes and have long-term psychological impacts on victims.⁴

Bullying in schools constitutes a serious issue with profound psychological and social consequences, including reduced self-confidence, trauma, and depression. Such behavior disrupts students' learning processes, impairs social interaction, and diminishes emotional well-being.⁵ Bullying typically involves repeated acts of domination, intimidation, or harm by individuals or groups and is often normalized within school settings in Indonesia. Despite the persistence of such cases, many schools have not optimally implemented preventive measures, particularly through character education initiatives.

According to data from the Indonesian Child Protection Commission (KPAI), 143 cases of violence in educational settings were reported in 2023.⁶ The Human Right National Commissioner/*Komnas HAM* also categorizes bullying as a degrading act against a child's dignity, with legal implications depending on the severity. Generally, bullying reflects aggressive behavior stemming from unresolved emotions, such as anger or frustration, which ultimately harms others. Early adolescence (ages 12–15) is a particularly vulnerable developmental phase, during which students are forming self-identity and learning to navigate complex social dynamics. Bullying during this stage—especially when perpetrated by peers—can have lasting psychological effects.⁷

To address this, a comprehensive and collaborative approach is necessary, involving teachers, students, and parents. The establishment of student-led anti-bullying groups can empower students to actively contribute to a safe and inclusive school climate.⁸ Furthermore, strong school-parent partnerships are essential for effective prevention and response strategies, including awareness campaigns and joint discussions on bullying. Support programs such as

¹ *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 46 tahun 2023, (4 Agustus 2023), terdapat di situs <<https://peraturan.bpk.go.id/Details/285721/permendikbudriset-no-46-tahun-2023>>, di akses pada tanggal 10 Oktober 2024 <<https://peraturan.bpk.go.id/Details/285721/permendikbudriset-no-46-tahun-2023>>, di akses pada tanggal 10 Oktober 2024.

² *Materi Perpres Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter*, Sekretariat Kabinet Republik Indonesia, (6 September 2017), terdapat di situs <<https://setkab.go.id/inilah-materi-perpres-no-87-tahun-2017-tentang-penguatan-pendidikan-karakter/>>, diakses pada tanggal 10 Oktober 2024.

³ Mutia Farah, Almuhajir, dan Said Alwi, "Strategi Kepala Sekolah dalam Penanggulangan Bullying di Sekolah", *Jurnal Review Pendidikan dan Pengajaran*, Vol. 7, No. 4, 2024, hlm 135251.

⁴ Salsabila Hasna, Kaamilah Nurnazhiifa, Lara Sati, dan Husen Windayana, "Peran Layanan Khusus Bimbingan dan Konseling dalam Mencegah Bullying di Sekolah Dasar", *Aulad: Journal of Islamic Elementary School*, Vol. 4, No. 3, 2021, hlm 290.

⁵ Rachma Ayu Widya, "Upaya Pencegahan Bullying di Lingkup Sekolah", *Jurnal Hukum dan Pembangunan Ekonomi*, Vol. 10, No. 2, 2022, hlm 243.

⁶ *Data Kasus Perlindungan Anak dari Pengaduan ke KPAI Tahun 2023*, Bank Data KPAI, (12 Desember 2019), terdapat di situs <<https://bankdata.kpai.go.id/tabulasi-data/data-kasus-perlindungan-anak-dari-pengaduan-ke-kpai-tahun-2023>> diakses pada tanggal 15 September 2024.

⁷ *Bullying, Antara Etika dan Hukum*, Komnas HAM, (1 Oktober 2015), terdapat di situs <<https://www.komnasham.go.id/index.php/news/2015/10/1/210/bullying-antara-etika-dan-hukum>>, diakses pada tanggal 15 September 2024.

⁸ Novianti Evin, dan Duma Lumban Tobing, "Pemberdayaan Kelompok Remaja dalam Pencegahan Perilaku Bullying di SMA X Baros Serang Banten", *Jurnal Abdimas UMTAS*, Vol. 4, No. 1, 2020, hlm 240.

counseling and psychological services are also critical for assisting victims in overcoming trauma and regaining emotional stability. However, schools face numerous challenges in handling bullying cases, including the need for a nuanced understanding of educational law and student rights when applying sanctions or interventions.

To address the persistent issue of bullying in schools, a holistic and sustainable approach is essential to create a safe and supportive educational environment.⁹ Schools must take an active role in protecting students by implementing clear anti-bullying policies and intervention programs. These policies should include explicit rules prohibiting bullying, as well as transparent procedures for reporting and handling incidents. Effective socialization of these rules to all school stakeholders—teachers, students, and parents—is critical to ensure shared responsibility in maintaining a safe learning atmosphere. This approach not only empowers victims to report incidents but also fosters a culture of awareness and accountability. Through this, students are assured of institutional support and a clear reporting mechanism should they experience bullying.¹⁰

In Indonesia, the legal foundation for child protection, including within educational settings, is provided by Law No. 35 of 2014, amending Law No. 23 of 2002 on Child Protection. Article 54(1) of this law affirms that children in and around educational institutions must be protected from physical and psychological violence perpetrated by educators, school staff, peers, or other parties. This provision guarantees children's right to a safe and conducive educational environment and places a legal obligation on schools to ensure such protection. When aligned with character education programs, this legal framework reinforces efforts to prevent and address bullying. However, implementation challenges remain, including low public awareness, limited school commitment, and weak enforcement. As such, the integration of legal protection with psychological support and educational initiatives is necessary to ensure comprehensive and effective protection for child victims of bullying.

B. Discussion

1. The Role of Junior High Schools in Handling Bullying of Children

Schools play a crucial role in addressing bullying, which, as outlined in Chapter 2, is defined as a deliberate and repeated act of aggression directed toward individuals or groups perceived as weaker. This behavior can manifest in physical, verbal, or social forms, often with the intent to humiliate, harm, or intimidate the victim. In such incidents, individuals assume specific roles that contribute to the dynamics of the bullying event.¹¹ The case of bullying at SMPN 17 South Tangerang City highlights the school's responsibility not only as a site of formal education but also as a foundational space for shaping the character of the nation's youth. Schools are entrusted with the task of guiding students to become individuals of integrity, capable of navigating an increasingly complex and evolving society.¹²

In this broader context, the role of schools extends beyond delivering academic content; they are also responsible for instilling values, attitudes, and appropriate behavioral responses. National education serves to develop individual capacities and to cultivate a dignified national character and civilization.¹³ This vision is supported by Presidential Regulation No. 87 of 2017 on Strengthening Character Education, particularly Article 1 paragraph (1), which underscores the importance of holistic character development encompassing emotional, intellectual, and

⁹ Asiyah Nur dan Nefi Darmayanti, "Strategi Guru Bimbingan dan Konseling dalam Menangani Korban Bullying di Sekolah", *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, Vol. 5, NO. 6, 2024, hlm 2316.

¹⁰ Indonesia, *Undang-Undang Nomor 35 Tahun 2014 atas Perubahan Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 297 Tahun 2014, Pasal 54 ayat (1).

¹¹ Torang Syamsir, *Organisasi dan Manajemen : Perilaku, Struktur, Budaya dan Perubahan Organisasi*, (Bandung: Alfabeta, 2014), hlm 86.

¹² Halimah Ai Hiyatul, "Pengaruh Mutu Layanan Guru dan Biaya Pribadi Terhadap Kepuasan Siswa Pada Smp Swasta Se-Kota Tasikmalaya", Tesis, Univeristas Pendidikan Indonesia, 2013, hlm 1.

¹³ Kurniawan Prasetyo Yunan, dkk, "Ketidaktegasan Lembaga Pendidikan dalam Memberikan Perlindungan Hukum Terhadap Kasus Bullying di Lingkungan Sekolah", *Jurnal Fakultas Hukum Universitas Pancasila*, 2024.

physical dimensions.¹⁴ Therefore, schools must function as organized institutions that strategically, effectively, and efficiently utilize resources to support students' personal growth and maturity.¹⁵

Based on the results of observations conducted by the researchers, it was found that SMPN 17 South Tangerang City has implemented a policy aimed at character development through a scheduled weekly agenda. This initiative is designed to instill moral values, discipline, and a sense of responsibility in students through a range of programs, including positive habituation, self-reflection, and social activities that support the cultivation of good character. However, in light of the bullying incident that occurred at the school—an issue that reflects the broader problem of bullying within Indonesia's education system—greater attention must be given to the implementation of Ministerial Regulation of Education, Culture, Research, and Technology (PERMENDIKBUDRISTEK) No. 46 of 2023. As outlined in Articles 3 and 6(1), the regulation emphasizes the core principles and identifies various forms of violence, including bullying, that must be prevented and addressed within educational institutions. Specifically, Article 9 defines bullying as a form of physical and/or psychological violence carried out repeatedly due to an power relational issues.¹⁶ The incident at SMPN 17 underscores the urgent need for schools to function not only as centers of academic and extracurricular learning but also as institutions that instill moral values, empathy, and mutual respect among students. Schools must adopt clear legal protection policies and design comprehensive mechanisms to prevent, respond to, and eliminate bullying. Interviews with several students and counseling teachers at SMPN 17 revealed that while the school has begun implementing anti-bullying measures—such as warning the perpetrators, summoning parents, and applying escalating disciplinary actions—there are still challenges that hinder the full realization of an effective anti-bullying strategy.

In serious cases of bullying, the student affairs office—along with external agencies such as law enforcement and the child protection office—may become involved. This intervention is intended to provide protection for the victim and create a deterrent effect for the perpetrator. Legal foundations for such protection are reflected in Government Regulation No. 2 of 2002 concerning the Protection of Victims and Witnesses in Gross Human Rights Violations. Article 1 paragraph (2) defines victims as “individuals or groups of people who have suffered as a result of gross human rights violations requiring physical and mental protection from threats, interference, terror, and violence from any party.”¹⁷ Law No. 11 of 2012 on the Juvenile Criminal Justice System, Article 1 paragraph (4), defines a child victim as a person under the age of 18 who experiences physical, mental, and/or economic harm resulting from a criminal offense.¹⁸

In response to these legal imperatives, schools—such as SMPN 17 South Tangerang City—have taken proactive steps by organizing coaching sessions, seminars, and outreach programs that involve external stakeholders including the police, prosecutor's office, BKKBN, and child protection institutions. Furthermore, school policies should be aligned with the provisions of PERMENDIKBUDRISTEK No. 46 of 2023, particularly Articles 15 and 18 paragraphs (1) and (2), which emphasize the role of educational institutions in establishing and implementing

¹⁴ *Materi Perpres Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter*, Sekretariat Kabinet Republik Indonesia, (6 September 2017), terdapat di situs <<https://setkab.go.id/inilah-materi-perpres-no-87-tahun-2017-tentang-penguatan-pendidikan-karakter/>>, diakses pada tanggal 10 Oktober 2024.

¹⁵ Yusuf Munir, *Pengantar Ilmu Pendidikan*, (Palopo: Lembaga Penerbit Kampus IAIN Palopo, 2018), hlm 52.

¹⁶ *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 46 tahun 2023, (4 Agustus 2023), terdapat di situs <<https://peraturan.bpk.go.id/Details/285721/permendikbudriset-no-46-tahun-2023>>, di akses pada tanggal 10 Oktober 2024.

¹⁷ Indonesia, *Peraturan Pemerintah Nomor 2 Tahun 2002 tentang Tata Cara Perlindungan terhadap Korban dan Saksi dalam Pelanggaran Hak Asasi Manusia yang Berat*, Lembaran Negara Nomor 6 Tahun 2002, Pasal 1 ayat (2).

¹⁸ Indonesia, *Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak*, Lembaran Negara Nomor 153 Tahun 2012, Pasal 1 ayat (4).

preventive and responsive measures against violence.¹⁹ These include forming a Violence Prevention and Handling Team (TPPK), conducting regular evaluations, and fostering a school culture grounded in the values of Pancasila. Through the structured formation of such teams and programs, it is hoped that bullying can be addressed in a more systematic and collaborative manner. This not only ensures compliance with regulatory frameworks but also contributes to the creation of a safe and nurturing learning environment. The integration of Pancasila values further reinforces the importance of respecting the rights of others and understanding the legal and ethical consequences of bullying, thereby promoting a culture of non-violence and mutual respect among students and educators alike.

According to interviews with the counseling teacher, Mrs. (D), she plays a crucial role in safeguarding students by receiving and managing reports of bullying. The process of addressing bullying begins with Mrs. (D) listening to the victim's account, mediating between the victim and the perpetrator, and, when necessary, issuing a warning in accordance with school regulations. The counseling teacher is tasked with providing a safe space for victims to report incidents, offering support, and helping to identify solutions. In some instances, Mrs. (D) also ensures that perpetrators receive guidance to prevent recurrences of the behavior. As a mediator, she coordinates with the parents to facilitate the victim's recovery and ensures that the issue is handled comprehensively.

However, the research reveals significant challenges in addressing bullying cases that occur outside the school environment, particularly when the perpetrators are alumni or when the situation involves intimidation that complicates the process. These external factors often create an environment of fear among victims, discouraging them from reporting incidents.

The research conducted at SMPN 17 South Tangerang City identifies several factors contributing to bullying behavior within the school environment. These factors include:

- a. Seniority: Students often perpetuate seniority as a latent practice, viewing it as a form of entertainment, a means of seeking revenge, expressing envy, gaining popularity, maintaining tradition, or asserting power.
- b. Perceived Superiority: Some students bully others because they believe they possess certain advantages, such as superior physical appearance.
- c. Family Issues: Students from broken homes or those experiencing family problems may express their frustrations through bullying behavior toward their peers.
- d. Bullying as Entertainment: For some, bullying is used as a form of humor or entertainment, further normalizing the behavior.
- e. Popularity: Bullying may be employed as a strategy to gain social status or popularity among peers.
- f. Economic Disparities: Economic differences can sometimes lead to bullying, as students from more privileged backgrounds may feel entitled to assert power over others.

Based on the researcher's hypothesis, while the school has made efforts to address bullying, the role of schools in handling such cases requires a more assertive and systematic approach. Despite the school's efforts, bullying at SMPN 17 South Tangerang City continues to occur repeatedly, even after warnings have been issued to the perpetrators. This indicates a need for more robust measures to ensure the protection of victims and the long-term effectiveness of interventions. To improve the handling of bullying cases, it is essential to evaluate and strengthen current policies. This should involve collaboration with all relevant stakeholders, including parents and law enforcement officials, particularly when the bullying extends beyond the school environment, as seen in cases involving alumni or external threats

¹⁹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 46 tahun 2023, (4 Agustus 2023), terdapat di situs <<https://peraturan.bpk.go.id/Details/285721/permendikbudriset-no-46-tahun-2023>>, di akses pada tanggal 10 Oktober 2024.

2. Implementation of Legal Protection Sanctions for Children against Bullying in Junior High Schools

Legal protection is a fundamental right that must be afforded to every child in order to prevent violence, including bullying. According to Law Number 35 of 2014 concerning Child Protection, the purpose of this law, in alignment with the theory of dignified justice, is to uphold the dignity of individuals through justice. This implies that humans must be treated with respect and not subjected to harm, ensuring their well-being within the state regardless of the circumstances.²⁰ Furthermore, Law Number 4 of 1979 concerning Child Welfare, in Articles 2, paragraph (3) and (4), asserts that “children are entitled to care and protection, both while in the womb and after birth. Children have the right to protection from environments that can endanger or hinder proper growth and development.”²¹

In the context of bullying at SMPN 17 South Tangerang City, Law Number 35 of 2014, which amended Law Number 23 of 2002 on Child Protection, provides a clear mandate in Article 1, paragraph (2), stating that Child Protection involves “all activities to ensure and protect children and their rights so that they can live, grow, develop, and participate optimally in accordance with the dignity of humanity, and receive protection from violence and discrimination.”²² In this regard, legal protection should encompass both preventive measures at the school level and sanctions against perpetrators to avert further incidents of violence. As educational institutions, schools have a responsibility to enforce regulations that safeguard children from both physical and psychological harm. Every child possesses inherent dignity and the right to be respected, and such rights should be upheld without the need for request or external intervention.²³

Based on interviews with the counseling teacher, Mrs. (D), at SMPN 17 South Tangerang City, it is evident that the school has a policy in place to address bullying, which includes sanctions for perpetrators. These sanctions range from warnings to educational and corrective actions, with involvement from external parties such as the police, the Attorney General's Office, the BKKBK, and the Child Protection Office. These sanctions are grounded in the school's internal policies, which are aligned with Law Number 35 of 2014 concerning Child Protection. Specifically, Article 54 of this law stipulates that children in educational environments are entitled to protection from various forms of violence, including physical, psychological, and sexual offenses, as well as other crimes. This protection is the responsibility of educators, educational personnel, government officials, and the community.²⁴ However, the implementation of these sanctions is not fully effective, as they are not always followed by stricter legal actions. Some bullying cases that result in physical or psychological harm are not pursued in the legal domain, despite meeting the criteria for legal violations.

According to interviews with students who have been victims of bullying, there is a strong desire for the school to adopt stronger measures against perpetrators, in line with Law Number 31 of 2014, which amended Law Number 13 of 2006 concerning Witness and Victim Protection. Article 1, paragraph (3) of this law defines victims as “individuals who experience physical, mental suffering, and/or economic losses due to a criminal act.”²⁵ In response to

²⁰ Indonesia, *Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 109 Tahun 2002, Pasal 3.

²¹ Indonesia, *Undang-Undang Nomor 4 Tahun 1979 tentang Kesejahteraan Anak*, Lembaran Negara Nomor 32 Tahun 1979, Pasal 2 ayat (3) dan (4).

²² Indonesia, *Undang-Undang Nomor 35 Tahun 2014 atas Perubahan Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 297 Tahun 2014, Pasal 1 ayat (2).

²³ Kurniawan Yunan Prasetyo, dkk, “Keadilan Restoratif (Diversi): Suatu Upaya Harmonisasi Perlindungan Hukum Terhadap Anak Tindak Pidana Sebagai Pelaku dan Korban”, *Jurnal Advances in Economics, Business and Management Research*, Vol. 140, 2020, hlm 710.

²⁴ Indonesia, *Undang-Undang Nomor 35 Tahun 2014 atas Perubahan Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 297 Tahun 2014, Pasal 54.

²⁵ Indonesia, *Undang-Undang Nomor 13 Tahun 2006 tentang Perlindungan Saksi dan Korban*, Lembaran Negara Nomor 64 Tahun 2006, Pasal 1 ayat (3).

bullying incidents, Mrs. (D), the counseling teacher, ensures that perpetrators are made aware of the legal consequences of their actions to deter the recurrence of such incidents. Victims of bullying are afforded legal protection through the school's policies, which emphasize children's rights as outlined in Article 9, point (1a) of Law Number 35 of 2014. This article asserts that every child has the right to protection within educational units from sexual crimes and violence perpetrated by educators, educational personnel, peers, or other parties.²⁶ Victims of bullying are entitled to compensation for their losses, as stipulated in Article 71D of Law Number 35 of 2014, which guarantees that every child who is a victim has the right to seek restitution from the perpetrator through legal channels.²⁷

In addition, the school collaborates with child protection agencies to provide further assistance when necessary. Mrs. (D), the counseling teacher, plays a crucial role in ensuring that the victim feels safe and receives the necessary support for mental and emotional recovery. This indicates that, despite the school's efforts to provide protection, there is still potential to strengthen the enforcement of sanctions in alignment with prevailing laws and regulations, particularly in terms of creating a deterrent effect for the perpetrators. However, the school faces several challenges, including limited supervision of alumni, who are often difficult to track and are sometimes involved in bullying cases, as well as the reluctance of victims to report incidents due to threats or social pressure.

Based on the researcher's hypothesis, while the application of sanctions within the school is already in place, it is crucial to involve external authorities in handling severe bullying cases. The implementation of legal protection for children must be reinforced, ensuring that any bullying incidents with significant impact are addressed through legal proceedings, both within and outside the school environment. This would provide a deterrent effect for perpetrators and ensure maximum protection for victims.

C. Conclusion

Based on the results of the research conducted on the role of junior high schools in handling bullying as a form of protection for victims, the following conclusions can be drawn:

1. The role of junior high schools in addressing bullying against children has been carried out in accordance with applicable regulations. Schools have a significant responsibility in handling and preventing bullying behavior. This anti-bullying policy has been implemented through various actions, such as issuing warnings, providing coaching, and involving law enforcement officials. Students involved in bullying can face penalties, including violation points or expulsion. However, the effectiveness of these measures still faces several challenges, including underlying factors such as seniority, family conditions (broken homes), and economic disparities, which complicate the handling of bullying cases. Additionally, threats from alumni perpetrators and the reluctance of victims to report incidents further hinder effective action. Therefore, the role of schools in creating a safe and supportive environment needs to be enhanced through a more systematic and assertive approach.
2. The implementation of child legal protection sanctions against bullying at this junior high school has been carried out in line with school policies that refer to statutory regulations, specifically Law Number 35 of 2014, which amends Law Number 23 of 2002 concerning Child Protection. However, the enforcement of sanctions against bullying perpetrators remains suboptimal, particularly in providing a deterrent effect. Some bullying cases, which meet the legal criteria for violations, are not followed through with legal action. Furthermore,

²⁶ Indonesia, *Undang-Undang Nomor 35 Tahun 2014 atas Perubahan Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 297 Tahun 2014, Pasal 9 butir (1a).

²⁷ Indonesia, *Undang-Undang Nomor 35 Tahun 2014 atas Perubahan Undang-Undang No. 23 Tahun 2002 tentang Perlindungan Anak*, Lembaran Negara Nomor 297 Tahun 2014, Pasal 71D.

bullying cases involving alumni perpetrators are difficult to address due to challenges in tracing their involvement. While external parties, including the BKKBN, prosecutors, child protection agencies, and particularly the police, have provided support in handling these cases, there is still a need for improvement in order to ensure more effective and optimal protection for victims.

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