

The Role of Senior High Schools in Strengthening the Legal Effectiveness of Child Bullying Prevention in Batam City

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KEYWORDS	ABSTRACT
Keywords: Bullying; Legal Effectiveness; Senior High School; Child Protection. Conflict of Interest Statement: . Copyright © 2026 Vifada Assumption Journal of Law. All rights reserved.	Purpose: The increasing incidence of bullying in Senior High Schools in Batam City indicates the suboptimal effectiveness of existing prevention measures. This study aims to analyze the effectiveness of anti-bullying regulations and the role of schools in implementing bullying prevention policies. Research Design and Methodology: This study employed an empirical juridical method with sociological and statutory approaches, based on Soerjono Soekanto's theory of legal effectiveness and Philipus M. Hadjon's theory of legal protection. Data were collected through interviews, observations, and institutional profiling. Informants included senior high school teachers, officials of the Batam City UPTD for Women and Children Protection, and officers of the Regional Policewomen and Children Protection Unit. The data were analyzed qualitatively, supported by an assessment of five legal effectiveness indicators. Findings and Discussion: The findings show that only legal substance and community factors were effective. Law enforcement, facilities and infrastructure, and legal culture remained ineffective due to limited case-handling capacity, inadequate confidential reporting mechanisms, and insufficient involvement of professional counselors or psychologists. Implications: Schools should establish dedicated anti-bullying units, strengthen teacher training, involve professional counselors, and provide secure anonymous digital reporting systems. Effective bullying prevention therefore requires not only adequate regulations but also coordinated institutional implementation and sustained cooperation among schools, families, child protection agencies, and law enforcement authorities.

Introduction

The phenomenon of bullying in educational settings, particularly at the Senior High School level, remains a growing social issue in various regions across Indonesia.¹ According to data from the Ministry of Women's Empowerment and Child Protection, the number of bullying cases involving children increased steadily from 2019 to 2022, as follows:

Table 1.
Reported Cases of Child Bullying Victims According to the Ministry of Women's Empowerment and Child Protection (2019-2022)

Year	Number of Victims
2019	11.057 victims

¹ Tyas Sri Eka Santoso et al., "Penegakan Hukum Terhadap Perlindungan Anak Dari Kekerasan Fisik Dan Non-Fisik Atau Perudungan (Bullying) Di Indonesia Dalam Perspektif Sosiologi Hukum," *Advances In Social Humanities Research* 1, no. 9 (2023): 1177-85, <https://doi.org/10.46799/adv.v1i9.125>.

2020	11.278 victims
2021	14.517 victims
2022	21.241 victims

Source: Sitompul, 2023².

Bullying in schools manifests in various forms, including physical, verbal, and psychological abuse. According to a 2023 report by *Sekolah Relawan*, physical bullying was the most prevalent, accounting for 55.5% of cases, followed by verbal bullying at 29.3%, and psychological bullying at 15.2%.³ In addition, a 2024 report by the Indonesian Teachers Union Federation (*Federasi Serikat Guru Indonesia*, FSGI) recorded 36 cases of violence in educational institutions, with a total of 144 students identified as victims. This data indicates that bullying in schools remains prevalent and inadequately addressed. Bullying not only results in physical injuries but also leads to psychological disorders, such as anxiety, depression, and in severe cases, suicidal ideation among victims.⁴ This phenomenon poses a serious threat to the overall development of students as children within the school environment and undermines the fundamental role of education as a safe and nurturing space.⁵

In the digital era, bullying has evolved into cyberbullying, which is perpetrated through social media, messaging applications, and other online platforms. Advances in information technology have contributed to the wider reach and faster dissemination of bullying acts, making children more vulnerable to forms of violence that are hidden or not immediately visible.⁶ The phenomenon of cyberbullying has become the most prevalent form of bullying within educational settings in Indonesia, with similar increases also observed in countries such as the United States and Australia. This situation demands active involvement from various stakeholders, particularly educational institutions, which serve as the primary environment for students' social interaction.⁷

The issue of bullying has garnered attention across various regions, including urban areas such as Batam City. As a rapidly developing city located along an international trade route, Batam faces significant challenges in addressing bullying within school environments.⁸ The intersection of cultural diversity, socioeconomic disparities, and high access to digital technology renders students in Batam particularly vulnerable to both conventional and digital forms of bullying. Many schools still perceive bullying as a trivial issue rather than a serious violation of children's rights. This situation reflects the suboptimal role of educational institutions in effectively preventing and addressing bullying.⁹ The lack of seriousness in addressing bullying has the potential to escalate into further violence and negatively impact the overall quality of education. Therefore, it is essential to critically examine the role of schools in combating bullying to create a safe and healthy learning environment for students.

Although Indonesia has juridically established regulations that guarantee children's rights to protection from bullying within the school environment, there remains a significant gap between the normative provisions (*das Sollen*) and their practical implementation (*das Sein*). Law Number 35 of 2014 concerning Child Protection explicitly states that every child has the right to be protected from physical, psychological, and sexual violence, including those occurring within educational

² Sitompul, 2023

³ Zuhri Ruslan dan Kiki Rezkiani, "How Bullying Can Happen? Systematic Literature Review of Bullying at the Elementary School Level," *Journal Of Education And Teaching Learning (JETL)* 5, no. 2 (22 Mei 2023): 40-59, <https://doi.org/10.51178/jetl.v5i2.1308>.

⁴ Appludnopsanji, Hari Sutra Disemadi, dan Nyoman Serikat Putra Jaya, "Reformasi Sistem Peradilan Pidana Indonesia Berwawasan Pancasila," *Kertha Wicaksana* 15, no. 1 (2021): 1-10, <https://doi.org/10.22225/kw.15.1.2807.1-10>.

⁵ Asyul Fikri et al., "Sosialisasi Kepada Siswa SMKN 1 Kempas Mengenai Stop Bullying Pencegahan Tindak Kekerasan Di Sekolah Jadilah Sahabat Bukan Pelaku Bullying Oleh Mahasiswa Kukerta Universitas Riau," *Perigel: Jurnal Penyuluhan Masyarakat Indonesia* 2, no. 3 (30 September 2023): 86-98, <https://doi.org/10.56444/perigel.v2i3.1075>.

⁶ Prasasti Dyah Nugraheni, "The New Face of Cyberbullying in Indonesia: How Can We Provide Justice to the Victims?," *The Indonesian Journal of International Clinical Legal Education* 3, no. 1 (2021): 57-76, <https://doi.org/10.15294/ijicle.v3i1.43153>.

⁷ Lonna Yohanes Lengkong et al., "Penyuluhan Hukum Pidana Penyalahgunaan Media Sosial di Desa Dalihan Natolu Kecamatan Silaen Kabupaten Toba Sumatera Utara," *Bantenese: Jurnal Pengabdian Masyarakat* 5, no. 1 (22 Juni 2023): 212-27, <https://doi.org/10.30656/ps2pm.v5i1.6756>.

⁸ Sifa Fadilah dan Muhammad Rayhan Bambang Putra, "Etika Guru Dalam Mendidik Siswa Yang Melakukan Pembullying Di Lingkungan Sekolah," *Nusantara: Jurnal Pendidikan, Seni, Sains dan Sosial Humanioral* 1, no. 2 (2023): 1-25, <https://doi.org/10.11111/nusantara.xxxxxxx>.

⁹ Indra Aisyah dan Junifer Dame Panjaitan, "Perlindungan Hukum Bagi Anak KOrban Kekerasan Dalam Rumah Tangga: Analisis UU No 35/2014 Tentang Perubahan UU No 23/2002 Perlindungan Anak," *Blantika: Multidisciplinary Journal* 2, no. 3 (30 Januari 2024): 267-74, <https://doi.org/10.57096/blantika.v2i3.100>.

institutions.¹⁰ In addition, Ministerial Regulation of Education, Culture, Research, and Technology Number 46 of 2023 affirms the obligation of schools to prevent and address violence within educational environments.¹¹ However, the implementation of these regulations remains suboptimal within school environments, particularly at the Senior High School level in Batam City. Many schools still lack a comprehensive understanding of the reporting mechanisms, support systems, and appropriate procedures for addressing bullying cases. As a result, incidents of bullying often go unrecorded and are not handled in accordance with established protocols.

This gap is further exacerbated by the low level of legal awareness within Senior High Schools, both among educators and students. Numerous bullying cases are resolved informally, without following legal procedures or providing adequate psychological support, which fails to create a deterrent effect for perpetrators or facilitate proper recovery for victims. Moreover, some educators continue to normalize bullying, dismissing it as a typical aspect of adolescent development.¹² Such a perspective stands in direct contradiction to the principles of child protection guaranteed under both national law and international legal instruments. On the other hand, students who become victims are often reluctant to report incidents due to fear of stigmatization, threats from the perpetrators, or a lack of trust in the school's reporting and response mechanisms.¹³ This indicates that the reporting and protection mechanisms within schools have not been functioning effectively.

In addition to weaknesses in the implementation of legal regulations, schools have also not fully optimized the development of a legal culture that upholds the values of justice, equality, and non-violence within the school environment. According to Lawrence M. Friedman's legal system theory, legal culture plays a crucial role in ensuring that legal norms are effectively applied in everyday life.¹⁴ Legal culture encompasses awareness, values, and attitudes toward the law that must be cultivated within the school environment to ensure the effective implementation of legal norms. However, legal values have not been fully embedded in the education system whether in the curriculum, extracurricular activities, or day-to-day interactions within schools. The weak integration of character education grounded in legal principles has resulted in students lacking the moral resilience to reject or confront a culture of violence.¹⁵ Therefore, strengthening the role of schools as pioneers in fostering early legal awareness is of paramount importance.

Based on this reality, the present study offers a novel contribution by focusing on the strategic role of senior high schools in enhancing the effectiveness of bullying prevention among children in Batam City. Unlike previous studies that primarily concentrated on the sociological and psychological aspects of bullying, including research examining victim characteristics, this study emphasizes the proactive and institutional role of schools in addressing the issue¹⁶. As well as studies that explore the

¹⁰ Kartika Hardiyanti dan Yana Indawati, "Perlindungan Bagi Anak Korban Cyberbullying: Studi Di Komisi Perlindungan Anak Indonesia Daerah (KPAID) Jawa Timur," *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, dan Pendidikan* 2, no. 4 (30 Maret 2023): 1179-98, <https://doi.org/10.54443/sibatik.v2i4.763>.

¹¹ Wiwit Kanti et al., "Upaya Sekolah dalam Mengatasi Perilaku Bullying Siswa SMP," *Attractive : Innovative Education Journal* 5, no. 3 (2023): 425-433, <https://doi.org/10.51278/aj.v5i3.881>.

¹² Lia Fitriyani, Dadi Mulyadi Nugraha, dan . Supriyono, "Perudungan Pada Remaja Di Masa Pandemi Covid-19," *Harmony: Jurnal Pembelajaran IPS dan PKN* 6, no. 1 (6 Juni 2021): 26-34, <https://doi.org/10.15294/harmony.v6i1.46680>.

¹³ Nanang Setiadi et al., "Peran Guru Kelas dan Orangtua pada Sekolah Ramah Anak untuk Mencegah dan Mengatasi Perundungan," *Taman Cendekia: Jurnal Pendidikan Ke-SD-an* 7, no. 01 (4 Juni 2023): 16-26, <https://doi.org/10.30738/tc.v7i01.13971>.

¹⁴ Syamsarina Syamsarina et al., "Kesadaran Hukum dan Kepatuhan Hukum: Analisis Faktor yang Mempengaruhi Kesadaran Hukum dan Kepatuhan Hukum Masyarakat," *Jurnal Selat* 10, no. 1 (31 Oktober 2022): 81-90, <https://doi.org/10.31629/selat.v10i1.5216>.

¹⁵ Fadhlin Ade Candra dan Fadhilatu Jahra Sinaga, "Peran Penegak Hukum dalam Penegakan Hukum di Indonesia," *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT* 1, no. 1 (11 Agustus 2023): 41-50, <https://doi.org/10.56832/edu.v1i1.15>.

¹⁶ Ampuan Situmeang et al., "Hentikan Bullying dan Hate Speech di Kalangan Pemuda di SMA K Yos Sudarso Batam," *The 4th National Conference of Community Service Project* 2022 4, no. 1 (2022): 522-28, <https://doi.org/10.37253/nacospro.v4i1.7000>; Santoso et al., "Penegakan Hukum Terhadap Perlindungan Anak Dari Kekerasan Fisik Dan Non-Fisik Atau Perundungan (Bullying) Di Indonesia Dalam Perspektif Sosiologi Hukum"; Glenn Kevin Cailla, "Perlindungan Hukum Terhadap Korban Pembullying Pelajar di Indonesia," *JERUMI: Journal of Education Religion Humanities and Multidisciplinary* 1, no. 2 (1 Desember 2023): 694-99, <https://doi.org/10.57235/jerumi.v1i2.1473>; Rasinih Rasinih dan Nandang Sambas, "Perlindungan Hukum Anak Korban Bullying Ditinjau Dari Aspek Viktimologis Upaya Perlindungan Anak," *Bandung Conference Series: Law Studies* 3, no. 1 (27 Januari 2023), <https://doi.org/10.29313/bcsls.v3i1.5029>; Anggi Nur Prasetyo, "Perlindungan Hukum Terhadap Anak Dari Kasus Perundungan Di Sekolah," 27 November 2022, <https://doi.org/10.31219/osf.io/v45us>.

underlying factors contributing to bullying behavior from the perpetrators' perspective.¹⁷ As well as studies examining the role of government in formulating child protection policies.¹⁸ Distinct from previous studies, the novelty of this research lies in strengthening the role of schools as active and accountable legal actors in bullying prevention, particularly in Batam City.

This study holds both theoretical and practical significance in strengthening the body of legal literature on child protection within the education sector. Theoretically, it highlights the role of schools in enhancing the effectiveness of bullying prevention in educational settings. Practically, it offers strategic recommendations for schools to implement legally grounded and justice-oriented bullying prevention measures. However, the study is limited by its geographic scope, focusing solely on senior high schools in Batam City, and therefore its findings may not yet be generalizable at the national level. Furthermore, the qualitative approach employed is primarily descriptive in nature. Nonetheless, the findings remain relevant as a foundational reference for developing education policies that are more responsive to bullying issues. As a follow-up, broader and more in-depth research using quantitative and participatory approaches is necessary to develop a child protection model that can be adopted at the national level. Based on the aforementioned background, the research questions addressed in this study are as follows: (1) How effective is the implementation of regulatory frameworks for the prevention of bullying among children in Senior High Schools in Batam City?; and (2) What is the role of Senior High Schools in enhancing the effectiveness of bullying prevention among children in Batam City?.

Literature Review

Bullying is a form of repeated physical, verbal, psychological, social, or digital aggression involving an imbalance of power between the perpetrator and the victim. In the school environment, bullying cannot be regarded merely as an ordinary conflict between students because it may affect children's psychological well-being, academic performance, social development, and sense of security.¹⁹ Schools therefore have a legal and institutional responsibility to prevent violence, provide accessible reporting mechanisms, protect victims and witnesses, and ensure appropriate intervention for perpetrators. This responsibility is consistent with child protection principles that require educational institutions to safeguard children from physical and psychological violence.²⁰ Accordingly, the effectiveness of bullying prevention depends not only on the existence of legal regulations but also on their consistent implementation within school governance.

This study applies Soerjono Soekanto's theory of legal effectiveness and Philipus M. Hadjon's theory of legal protection. Soekanto explains that legal effectiveness is influenced by five interrelated factors: legal substance, law enforcement, facilities and infrastructure, society, and legal culture.²¹ These factors are used to assess the clarity of anti-bullying policies, the competence of teachers and relevant authorities, the availability of counseling and reporting facilities, community participation, and attitudes toward bullying within schools. Hadjon's theory complements this framework by

¹⁷ Ruslan dan Rezkiyani, "How Bullying Can Happen ? Systematic Literature Review of Bullying at the Elementary School Level"; Muh. Hasby Fathurrahman Salewangeng, Muhadar Muhadar, dan Nur Azisa, "Implementasi Penegakan Hukum Tindak Pidana Perundungan (Bullying) Oleh Anak Di Kota Watampone," *UNES Law Review* 5, no. 4 (2023): 4543-50, <https://doi.org/10.31933/unesrev.v5i4.764>; Bobby Raynhot Sitinjak, "Tinjauan Yuridis Terhadap Kasus Bullying di Sekolah dalam Perspektif Hukum Pidana," *Jurnal Hukum Legalita* 6, no. 1 (2024): 20-26, <https://doi.org/10.47637/legalita.v6i1.1250>; Patriot Pattola Palallo dan Miftahul Jannah, "Tinjauan Kriminologis Terhadap Perundungan Anak Di Kota Makassar," *Qawaniin Jurnal Ilmu Hukum* 4, no. 2 (28 Maret 2024): 79-93, <https://doi.org/10.56087/qawaniinjih.v4i2.302>.

¹⁸ Nashriyah Nashriyah, Alfiatunnur Alfiatunnur, dan Tya D.J. Hermawan, "Examining the efforts of the Aceh Government in dealing with child victims of sexual violence," *Gender Equality: International Journal of Child and Gender Studies* 7, no. 2 (30 September 2021): 273, <https://doi.org/10.22373/equality.v7i2.10903>; Eugenia Fedia Leviani Karisa, "Praktik Penanggulangan Tindakan Bullying Pada Anak Melalui Komisi Perlindungan Anak Indonesia Daerah (KPAID) Kota Yogyakarta" (Universitas Atma Jaya Yogyakarta, 2023).

¹⁹ Na Zhao et al., "School bullying results in poor psychological conditions: evidence from a survey of 95,545 subjects," *Frontiers in Psychology* 15 (2024): 1279872, <https://doi.org/10.3389/fpsyg.2024.1279872>.

²⁰ M Nurul Ikhsan Saleh, Farida Hanum, dan Rukiyati Rukiyati, "Stakeholders' perspectives on whole-school approaches to prevent and address bullying and cyberbullying in Indonesian high schools," *Social Sciences & Humanities* 12 (2025): 102336, <https://doi.org/10.1016/j.ssaho.2025.102336>.

²¹ Made Fajar Ari Wibawa Putra dan A.A.A.Ngurah Tini Rusmini Gorda, "Effectiveness of KPAI's Role in Legal Protection of Children as Victims of Bullying Crime," *JUSTISI* 10, no. 2 (4 Februari 2024): 257-72, <https://doi.org/10.33506/js.v10i2.2837>.

distinguishing preventive and repressive legal protection.²² Preventive protection includes education, supervision, teacher training, early detection, and secure reporting systems, while repressive protection involves case handling, victim recovery, sanctions, and coordination with child protection and law enforcement institutions.²³

Previous studies have generally examined bullying from educational, psychological, and social perspectives, emphasizing school climate, student awareness, parental involvement, peer support, counseling services, and anonymous reporting mechanisms.²⁴ Although these studies demonstrate the importance of comprehensive school-based prevention, limited research has systematically evaluated bullying prevention through all five factors of legal effectiveness while also examining preventive and repressive legal protection.²⁵ This study fills that gap by analyzing the role of senior high schools in Batam City and involving information from teachers, child protection officials, and law enforcement personnel. Its novelty lies in integrating legal effectiveness and legal protection theories to assess school regulations, institutional capacity, reporting mechanisms, professional support, legal culture, and inter-agency coordination.²⁶ The study consequently offers a socio-legal basis for strengthening anti-bullying task units, teacher competence, professional counseling, and secure digital reporting systems.

Research Design and Methodology

This study employs an empirical juridical research method, which combines normative analysis (*das Sollen*) of existing laws and regulations with empirical observation (*das Sein*) of bullying prevention practices within the school environment.²⁷ The empirical juridical research method is employed in this study because it offers a comprehensive understanding of legal effectiveness, encompassing both normative aspects and their implementation in the social context of senior high schools in Batam City. This research adopts a statutory approach to examine normative provisions related to child protection, human rights, and the obligations of educational institutions in preventing violence. In addition, a sociological approach is utilized to analyze the dynamics of legal norm implementation through interactions among schools, law enforcement authorities, and child protection institutions.²⁸

This study used primary and secondary data. Primary data were obtained through semi-structured interviews and observations at five senior high schools in Batam City, the Batam City UPTD PPA, and the Women and Children Protection Unit of the Batam City Police. Informants were selected purposively based on their authority, experience, and direct involvement in bullying prevention and case handling. Secondary data consisted of relevant legislation, books, journal articles, legal dictionaries, and encyclopedias.²⁹ Data were collected through interviews, direct observation, and literature review. Data validity was ensured through source and technique triangulation by comparing information from school personnel, child protection officials, police officers, field observations, and

²² Wida Nur Hanita, Aris Prio Agus Santoso, dan Kresna Agung Yudhianto, "Implementasi Pasal 54 Undang-Undang No 35 Tahun 2014 Pada Anak Yang Menjadi Korban Bullying di Kota Surakarta," *Amandemen: Jurnal Ilmu pertahanan, Politik dan Hukum Indonesia* 1, no. 4 (8 Agustus 2024): 39-57, <https://doi.org/10.62383/amandemen.v1i4.480>.

²³ Qomariah Qomariah, "Perlindungan Hukum Bagi Korban Bullying di Lingkungan Sekolah," *Legal Studies Journal* 4, no. 2 (16 Maret 2025): 103-13, <https://doi.org/10.33650/ljs.v4i2.10913>.

²⁴ Bunyamin Maftuh et al., "Does school climate matter in cyberbullying behaviour among high school student? A mediation and moderation analysis," *Jurnal Cakrawala Pendidikan* 43, no. 1 (31 Januari 2024): 28-43, <https://doi.org/10.21831/cp.v43i1.65213>.

²⁵ Syofian Hari Prasetyo dan Lukas Purwoto, "Pengaruh Iklim Sekolah dan Pemantauan Orang Tua terhadap Perilaku Perundungan Pelajar," *Jurnal Pendidikan dan Kebudayaan* 10, no. 1 (22 Juni 2025): 65-88, <https://doi.org/10.24832/jpnk.v10i1.4215>.

²⁶ Triana Rejekiningsih dan Muhammad Muslim Hidayatulloh, "Anti-Bullying LMS Design for a Safe Learning Environment in Higher Education," *JTP - Jurnal Teknologi Pendidikan* 27, no. 2 (28 Agustus 2025): 539-55, <https://doi.org/10.21009/jtp.v27i2.58701>.

²⁷ David Tan, "Metode Penelitian Hukum: Mengupas Dan Mengulas Metodologi Dalam Menyelenggarakan Penelitian Hukum," *Nusantara: Jurnal Ilmu Pengetahuan Sosial* 8, no. 8 (2021): 2463-78, <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/5601/3191>.

²⁸ Hari Sutra Disemadi, "Lenses of Legal Research: A Descriptive Essay on Legal Research Methodologies," *Journal of Judicial Review* 24, no. 2 (30 November 2022): 289, <https://doi.org/10.37253/jjr.v24i2.7280>.

²⁹ Antony Antony, Lu Sudirman, dan Ampuan Situmeang, "Legal Research Methodology as a Critical Epistemological Framework for Legal Argumentation and Legal Development," *Bareleng Journal of Legal Studies* 4, no. 1 (2026): 21-49, <https://doi.org/10.37253/barjoules.v4i1.12379>.

legal documents. The data were analyzed using an integrated qualitative-quantitative juridical approach. Qualitative analysis involved data reduction, categorization, and legal interpretation, while quantitative analysis descriptively assessed the implementation of the five indicators of legal effectiveness.³⁰ The findings were then compared with applicable legal norms to evaluate the effectiveness of school-based bullying prevention.

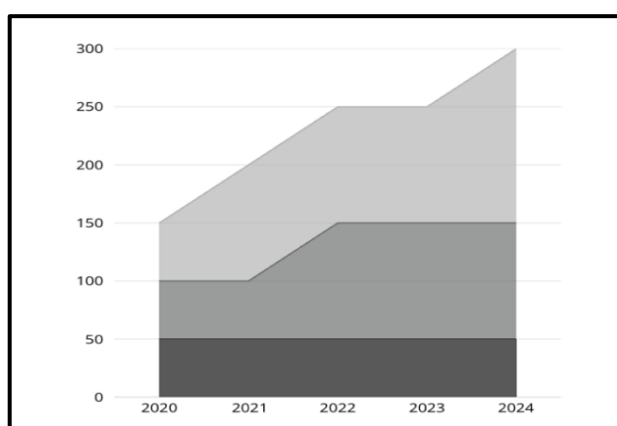
Findings and Discussion

The Effectiveness of Implementing Regulatory Measures for the Prevention of Child Bullying in Senior High Schools in Batam City

This Normatively, the protection of children from bullying is regulated under the Child Protection Law, which guarantees the child's right to protection from physical, psychological, and social violence, and affirms the responsibility of the state, society, and families in creating a safe environment.³¹ This regulation serves as the legal foundation for educational institutions to prevent and address bullying. To strengthen this framework, the government issued Minister of Education, Culture, Research, and Technology Regulation (*Permendikbudristek*) Number 46 of 2023 on the Prevention and Handling of Violence in Educational Settings, which mandates the establishment of violence response teams, the implementation of awareness campaigns, character education programs, and the provision of accessible reporting mechanisms.³² This regulation also outlines formal procedures for handling cases and mandates that schools provide support for victims through guidance and counseling teachers, who play a critical role in student intervention and rehabilitation.

However, the implementation of anti-bullying policies within educational environments continues to face various challenges and obstacles, which have contributed to the rising number of bullying cases from year to year.³³ Based on interviews with the Women's and Children's Protection Technical Implementation Unit (UPTD PPA) of Batam City, the data indicate that the incidence of bullying among high school students in Batam remains high and has increased annually, reflecting the weak effectiveness of policy implementation at the school level. The details of these cases are presented in Figure 1 below.

Figure 1.
Number of Bullying Cases Among Senior High School Students in Batam City, 2020-2024



Source: UPTD for Women's and Children's Protection (PPA) Batam City (2024)

³⁰ Kornelius Benuf dan Muhamad Azhar, "Metodologi Penelitian Hukum sebagai Instrumen Mengurai Permasalahan Hukum Kontemporer," *Gema Keadilan* 7, no. 1 (1 April 2020): 20-33, <https://doi.org/10.14710/gk.2020.7504>.

³¹ Ayu Efrita Dewi et al., "Analisis Yuridis Mengenai Perlindungan Dan Pencegahan Tindak Pidana Perdagangan Orang," *Jurnal Ilmu Hukum* 1, no. 2 (2023): 194-200, <https://doi.org/10.62017/syariah.v1i2.483>.

³² Nia Aprilla, Syafriani Syafriani, dan Zurahmi Z R, "Penyuluhan tentang Kenakalan Remaja," *Jurnal Medika: Medika* 3, no. 1 (8 Januari 2024): 25-29, <https://doi.org/10.31004/kwh3bz58>.

³³ Suparjo Adi Uwarno, Zainul Arifin, dan Muta'allim Muta'allim, "Pencegahan Aksi Perundungan dengan Penguatan Karakter Berbasis Kecerdasan Emosional bagi Peserta Didik," *Salwatuna: Jurnal Pengabdian Masyarakat* 4, no. 2 (18 Juni 2024): 110-21, <https://doi.org/10.59106/salwatuna.v4i2.246>.

Based on interviews with the Women and Children Protection Technical Implementation Unit (UPTD PPA) of Batam City, it was revealed that bullying cases at the senior high school level have shown a significant increase. Approximately ± 150 reports were recorded in 2020, rising to ± 200 cases in 2021, ± 250 cases in both 2022 and 2023, and reaching ± 300 cases in 2024. The most prevalent forms of bullying include cyberbullying, verbal bullying, and physical bullying, with cyberbullying ranking the highest, typically perpetrated by fellow students. In-depth interviews further indicated that the primary triggers of bullying within schools are family disharmony, lack of parental attention, and unstable economic conditions. While the UPTD PPA has conducted assessments and applied a familial approach to case handling, its efforts are hindered by operational and facility limitations. Moreover, the monitoring and evaluation of anti-bullying programs remain inconsistent across schools, reinforcing the conclusion that regulation without effective implementation has yet to ensure meaningful child protection within educational settings.

Based on interviews with representatives from the Regional Police of the Riau Islands Province (*Polda Kepri*), it was revealed that reports of bullying in school environments have increased over the past five years. The majority of these reports were submitted directly by victims or their families, rather than by schools, due to a lack of trust in internal resolution mechanisms. This reflects the weakness of school-based response systems and the absence of professional and consistent procedures, leading many bullying cases to escalate to legal proceedings. In terms of law enforcement, the handling of bullying cases still faces significant challenges, such as limited evidence and difficulty in presenting witnesses due to social pressure. Furthermore, data indicate that the high prevalence of bullying is influenced by the negative impact of social media, inadequate supervision from teachers and parents, and an unsupportive social environment. The Women and Children Protection Unit (PPA) of *Polda Kepri* also reported that police involvement remains largely reactive. Therefore, cross-sector collaboration between schools and law enforcement agencies is essential to strengthen prevention efforts and ensure prompt, appropriate, and accountable handling of bullying incidents.

The researcher also conducted interviews and direct observations at several senior high schools in Batam City. The names of the schools in this study have been anonymized to maintain institutional confidentiality and protect the parties involved in accordance with the ethical principles of empirical research. Through these observations and interviews with school representatives, including teachers and principals, data regarding the number of bullying cases were obtained as follows:

Tabel 2.
Number of Bullying Cases in Senior High Schools in Batam City

School	Number of Cases per Year
A Senior High School	Approximately 20-30 reports (Online Bullying)
B Senior High School	Approximately 10-20 reports (Online Bullying)
C Senior High School	Approximately 20-30 reports (Verbal Bullying)
D Senior High School	Approximately 10-30 reports (Online Bullying)
E Senior High School	Approximately 15-30 reports (Online Bullying)

Source: Interview Findings, 2024.

Based on the data obtained from relevant sources, it can be concluded that bullying remains prevalent within school environments, with online bullying emerging as the most dominant form. This indicates that the implementation of anti-bullying policies in the education sector has not yet been fully effective. In addition to collecting empirical data, the researcher also applied Soerjono Soekanto's theory of legal effectiveness to analyze the various factors influencing the effectiveness of anti-bullying policy implementation in each senior high school in Batam City.³⁴

The researcher conducted interviews with teachers at A Senior High School and carried out direct observations to assess the implementation of anti-bullying policies within the institution. It was found that the number of reported bullying cases ranged from 20 to 30 per year, with online bullying being the most prevalent form. The school emphasizes an educational and humanistic approach by promoting

³⁴ Rahel Siahaan, Winsherry Tan, dan Emiliya Febriani, "Pemenuhan Hak Anak Sebagai Korban dalam Sistem Pengadilan Tindak Pidana Kekerasan Seksual," *Legal Standing: Jurnal Ilmu Hukum* 9, no. 3 (26 April 2025): 640-53, <https://doi.org/10.24269/lis.v9i3.11362>.

extracurricular activities and character-building programs, favoring dialogue-based interventions rather than immediate sanctions.³⁵ This reflects a commendable level of normative awareness; however, the absence of a written standard operating procedure means that responses largely depend on teachers' discretion and intuition. Moreover, the limited availability of guidance and counseling staff insufficient for a student population exceeding one thousand poses a significant challenge and highlights weaknesses in both enforcement mechanisms and supporting infrastructure. The school maintains communication with parents, most of whom demonstrate support and a willingness to participate in the counseling process.³⁶ From a community perspective, this indicates a relatively effective approach. Nonetheless, in terms of cultivating an anti-bullying culture, A Senior High School is still in the process of developing a collective school ethos that internalizes anti-bullying values.

Table 3.
Analysis of Factors Influencing the Effectiveness of Anti-Bullying Regulation at A Senior High School Based on Soerjono Soekanto's Theory of Legal Effectiveness

Factors Influencing	Effective/Not Yet Effective
Legal Factor	The school has established regulations regarding anti-bullying (Effective)
Law Enforcement Factor	Law enforcement on bullying cases remains weak (Not Yet Effective)
Facilities and Infrastructure Factor	There is still a lack of specialized personnel/resources to handle bullying cases (Not Yet Effective)
Community Factor	The majority of the school community supports anti-bullying efforts and understands the negative impacts of bullying (Effective)
Cultural Factor	The school is still in the process of cultivating an anti-bullying culture (Not Yet Effective)

Source: Researcher's Analysis, 2025.

Subsequently, the researcher conducted an interview with a teacher at B Senior High School and carried out direct observations to assess the implementation of the anti-bullying policy at the school. Based on the interview, it was revealed that the number of bullying reports ranged from 10 to 20 cases per year, with online bullying being the most prevalent. The school addresses these cases promptly through counseling sessions, summoning the perpetrator, and involving parents in cases of recurrence. This indicates that the legal aspect has been effectively implemented through clear internal regulations. However, the school faces challenges in follow-up monitoring due to the limited capacity of the guidance and counseling staff. On the other hand, anti-bullying education as part of legal culture formation has been integrated into the curriculum, although its intensity remains limited and is primarily delivered during the student orientation program (MPLS). The school environment is considered conducive, with active support from both teachers and students in fostering healthy interactions. The factors of law enforcement, facilities and infrastructure, community, and culture show a reasonable degree of effectiveness, although further reinforcement and sustained efforts are still needed.

Table 4.
Analysis of Factors Influencing the Effectiveness of Anti-Bullying Policy Implementation at B Senior High School Based on Soerjono Soekanto's Theory of Legal Effectiveness

Factors Influencing	Effective / Ineffective
Legal Factor	Anti-bullying regulations are already in place (Effective)
Law Enforcement Factor	Law enforcement related to bullying remains inconsistent (Not Yet Effective)

³⁵ Abdurrahman Alhakim, Emiliya Febriani, dan Atila Jeny Febrian, "Kebijakan Restorative Justice Dalam Upaya Penyelesaian Tindak Pidana Anak Di Berbagai Negara," *Hukum Responsif* 15, no. 1 (24 Februari 2024): 17-31, <https://doi.org/10.33603/responsif.v15i1.8903>.

³⁶ Abdurrahman Alhakim et al., "Ensuring Digital Safety for Students through Legal Measures Against Hoaxes and Cyberbullying," *Sang Sewagati Journal* 3, no. 1 (15 Maret 2025): 45-58, <https://doi.org/10.37253/sasenal.v3i1.11330>.

Facilities and Infrastructure Factor	The school has dedicated resources for handling bullying cases (Effective)
Community Factor	Most members of the school community support anti-bullying efforts and understand the negative impacts of bullying (Effective)
Cultural Factor	An anti-bullying culture has grown and developed significantly, creating a healthy school environment (Effective)

Source: Researcher's Analysis, 2025.

Subsequently, the researcher conducted interviews with a teacher at C Senior High School and carried out direct observations to assess the implementation of anti-bullying policies at the school. Based on the interview results, it was found that the number of reported bullying cases reaches approximately 20-30 per year, with the majority involving verbal bullying. C Senior High School has implemented regular training programs for teachers, homeroom advisors, educational staff, and the school committee as part of its bullying prevention efforts. The school also has an anti-bullying policy that is considered relatively effective, supported by active participation from parents and the school community. However, the implementation of the prevention policy remains suboptimal due to limited mutual understanding of roles among school members and the absence of a dedicated budget for anti-bullying programs. Furthermore, the current reporting mechanism does not ensure anonymity, and there is no long-term monitoring system for either victims or perpetrators. On the other hand, the anti-bullying culture within the school has not yet fully matured and is still in the developmental phase.³⁷ Therefore, the factors of law enforcement, facilities and infrastructure, and school culture require systematic and sustained strengthening.

Table 5.
Analysis of Factors Influencing the Effectiveness of Anti-Bullying Regulation at C Senior High School Based on Soerjono Soekanto's Theory of Legal Effectiveness

Factors Influencing	Effective/Not Yet Effective
Legal Factors	The school has established anti-bullying regulations (Effective)
Law Enforcement Factors	Law enforcement related to bullying remains weak (Not Yet Effective)
Facilities and Infrastructure	There is still a lack of experts/specialized personnel to handle bullying cases (Not Yet Effective)
Societal Factors	The majority of the school community supports anti-bullying efforts and understands its harmful impact (Effective)
Cultural Factors	The development of an anti-bullying culture is still in progress (Not Yet Effective)

Source: Researcher's Analysis, 2025.

Subsequently, the researcher conducted an interview with a teacher from D senior high school and carried out an on-site observation to examine the implementation of anti-bullying policies at the school. Based on the interview results, it was revealed that the number of reported bullying cases ranged from 10 to 30 per year, with the majority involving online bullying. From a legal standpoint, the school has integrated anti-bullying policies into the learning process and received active participation from the school community. However, the implementation remains hindered by limited dissemination and insufficient teacher understanding regarding bullying, as well as the absence of regular training programs. Furthermore, victims are often reluctant to report incidents due to fear of stigmatization, indicating weaknesses in law enforcement and the availability of facilities and resources. On the other hand, the development of an anti-bullying culture is still in its formative stage.

³⁷ Emiliya Febriyani et al., "Menanamkan Nilai Integritas melalui Penyuluhan Hukum untuk Mencegah Dosa Besar di Sekolah," *Sang Sewagati Journal* 2, no. 1 (20 Maret 2024): 31-44, <https://doi.org/10.37253/sasenal.v2i1.9356>.

Therefore, strengthening cultural factors through affective approaches and character education for adolescents should be prioritized in fostering a safe and child-friendly school environment.

Table 6.
Analysis of Factors Influencing the Effectiveness of Anti-Bullying Regulations at D Senior High School Based on Soerjono Soekanto's Theory of Legal Effectiveness

Factors Influencing	Effective/Not Yet Effective
Legal Substance	The school has established regulations related to anti-bullying (Effective)
Law Enforcement	Law enforcement regarding bullying remains weak (Not Yet Effective)
Facilities and Infrastructure	There is a lack of specialized personnel/resources for handling bullying cases (Not Yet Effective)
Community Participation	The majority of the school community supports anti-bullying efforts and understands its negative impacts (Effective)
Cultural Factors	The anti-bullying culture is still in the developmental phase (Not Yet Effective)

Source: Researcher's Analysis, 2025

Subsequently, the researcher conducted interviews with teachers at E senior high school and carried out observations at the school to assess the implementation of anti-bullying policies. Based on the interview results, it was revealed that the number of reported bullying cases ranges from 15 to 30 per year, with the majority involving online bullying. The nature of cyberbullying presents challenges for the school in terms of detection and monitoring. Nevertheless, the school has demonstrated its commitment to prevention by providing a complaint channel and establishing communication spaces between students and teachers. From a normative perspective, anti-bullying regulations are effectively in place and are supported by the broader school community.³⁸ However, enforcement remains hindered by weak monitoring of digital bullying and a shortage of school counselors. Facilities and infrastructure are not yet optimal due to limited human resources and insufficient budget allocations. Furthermore, an anti-bullying culture has not yet been fully developed, primarily due to the absence of sustainable programs and a lack of strategic approaches to student character building.

Table 7.
Analysis of Factors Influencing the Effectiveness of Anti-Bullying Regulations at E Senior High School Based on Soerjono Soekanto's Theory of Legal Effectiveness

Factors Influencing	Effective/Not Yet Effective
Legal Factors	Anti-bullying regulations are in place (Effective)
Law Enforcement Factors	Enforcement of anti-bullying measures remains inconsistent (Not Yet Effective)
Facilities and Infrastructure Factors	Lack of experts and dedicated resources for handling bullying cases (Not Yet Effective)
Community Factors	The majority of the school community supports anti-bullying efforts and understands the negative impact of bullying (Effective)
Cultural Factors	Still in the process of fostering an anti-bullying culture (Not Yet Effective)

Source: Researcher's Analysis, 2025.

Based on interviews and observations with various informants, as well as analysis using Soerjono Soekanto's theory of legal effectiveness, it was found that the regulation of bullying prevention in several senior high schools in Batam City has not been fully effective. This condition is influenced by five key factors: the substance of the law, law enforcement, facilities and infrastructure, community involvement, and legal culture. A summary of the analysis of each factor is presented in Table 8.

³⁸ Winsherry Tan et al., "Membangun Kesadaran Siswa dalam Menghadapi dan Mencegah Kekerasan Seksual di Sekolah," *Sang Sewagati Journal* 2, no. 1 (10 Maret 2024): 13-30, <https://doi.org/10.37253/sasenal.v2i1.9338>.

Tabel 8.
Summary of Factors Influencing the Effectiveness of Anti-Bullying Regulations in Senior High Schools in Batam City

Factors Influencing	Number of Schools with Effective Implementation	Number of Schools with Ineffective Implementation
Legal Factor	5 out of 5 Senior High Schools	0 out of 5 Senior High Schools
Law Enforcement Factor	0 out of 5 Senior High Schools	5 out of 5 Senior High Schools
Facilities and Infrastructure Factor	1 out of 5 Senior High Schools	4 out of 5 Senior High Schools
Community Factor	5 out of 5 Senior High Schools	0 out of 5 Senior High Schools
Cultural Factor	1 out of 5 Senior High Schools	4 out of 5 Senior High Schools

Source: Researcher's Analysis, 2025

Based on the analysis, most senior high schools in Batam City have adopted written anti-bullying policies and received support from the school community. From a legal perspective, these conditions indicate that the elements of legal substance and community participation have been partially fulfilled. However, the schools' formal compliance has not yet resulted in effective legal protection because law enforcement, institutional facilities, and legal culture remain inadequate.³⁹ Inconsistent case-handling procedures, limited numbers of trained personnel, and the absence of secure anonymous or digital reporting mechanisms demonstrate a gap between the schools' normative obligations and their actual implementation. This gap weakens both preventive protection, particularly early detection and safe reporting, and repressive protection, including case resolution, victim recovery, and appropriate measures for perpetrators. Therefore, schools must not only issue internal regulations but also ensure their enforceability through standardized procedures, trained personnel, confidential reporting systems, professional counseling, and coordination with child protection and law enforcement institutions. Strengthening these elements is essential to transform anti-bullying policies from formal administrative instruments into effective legal protection for students.⁴⁰

The Role of Senior High Schools in Enhancing the Effectiveness of Child Bullying Prevention in Batam City

Schools hold a strategic role in shaping students' character while simultaneously serving as a key institution in preventing bullying. However, the continued prevalence of bullying in senior high schools across Batam City indicates that the implementation of anti-bullying regulations remains suboptimal.⁴¹ The role of schools extends beyond the mere application of sanctions; it also encompasses guidance, education, and continuous supervision. The ineffectiveness of current regulations is influenced by weak enforcement, limited facilities, and a permissive culture toward bullying. To address these issues, schools must strengthen internal policies, provide supporting facilities such as counseling rooms, monitoring tools, and child-friendly reporting mechanisms, and integrate anti-bullying education into the curriculum. Moreover, the awareness and participation of the entire school community are essential in ensuring the effectiveness of bullying prevention efforts. As key actors in the child protection system, the success of schools in this role depends on their active engagement in every stage of a comprehensive and sustained response.⁴²

Schools play a crucial role in preventing bullying through the development and implementation of clear and accessible anti-bullying policies. Ideally, such policies should include a comprehensive definition of bullying, reporting procedures, response mechanisms, sanctions, and recovery measures.⁴³ However, many schools still lack standardized written procedures, resulting in case

³⁹ Delis Nadiyahana, Mia Amalia, dan Aji Mulyana, "Penanggulangan Tindakan Bullying dan Body Shaming di Yayasan Pendidikan: Perspektif Hukum dan Sosiologi," *Journal of Contemporary Law Studies* 2, no. 3 (2025): 153-174, <https://doi.org/10.47134/lawstudies.v2i3.3365>.

⁴⁰ Lisra Pratama dan Ismail Ismail, "Filsafat Pendidikan (Multiperspektif) dalam Menanggapi Perundungan," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 1 (2 Januari 2025): 1-7, <https://doi.org/10.54371/jiip.v8i1.6472>.

⁴¹ Ruslan dan Rezkiani, "How Bullying Can Happen? Systematic Literature Review of Bullying at the Elementary School Level." ⁴² Vicky Dwi Wicaksono et al., "Pelatihan Penyusunan Program Sekolah Anti Bullying," *Transformasi dan Inovasi: Jurnal Pengabdian Masyarakat* 4, no. 2 (2024): 87-93, <https://journal.unesa.ac.id/index.php/jpm/article/view/35997>.

⁴³ Hasna Bararah Mufidah dan Desy Santi Rozakiyah, "Roots Sebagai Program Pencegahan Perundungan Di MTS Assalam Bantur," *Jurnal Analisa Sosiologi* 13, no. 3 (26 Oktober 2024): 486-505, <https://doi.org/10.20961/jas.v13i3.82127>.

handling that relies heavily on teachers' personal judgment, which is prone to inconsistency.⁴⁴ Schools should refer to Minister of Education, Culture, Research, and Technology Regulation Number 46 of 2023, particularly Articles 15 and 21, to develop systematic guidelines for reporting and addressing incidents of violence.⁴⁵ These guidelines assist teachers and students in addressing bullying and encourage collaboration with external parties such as the UPTD for Women and Children Protection, the local education department, and law enforcement authorities. Schools are also obligated to provide supporting facilities, including reporting channels, investigation rooms, safe public areas, and disability-friendly infrastructure. In addition, schools must cultivate an anti-bullying culture by instilling values of tolerance, empathy, and cooperation in students' daily interactions.⁴⁶ Schools that foster a culture of open dialogue and provide protection for victims tend to be more successful in preventing bullying.⁴⁷

To establish a responsive system against bullying, schools must provide professional and child-friendly counseling services. Guidance and counseling teachers play a strategic role as report recipients, listeners to students' concerns, and psychological protectors. However, many senior high schools in Batam still lack adequate counseling personnel, both in terms of quantity and professional competence.⁴⁸ Some guidance and counseling teachers have not received specialized training in handling bullying, which hinders the effectiveness of the services provided. Therefore, schools need to establish partnerships with psychologists, legal aid organizations, and law enforcement agencies. Additionally, an organized support system is essential to ensure that counseling services are more effective and impactful.⁴⁹ In addition to enhancing professional capacity, active student participation is crucial in bullying prevention. This can be realized through the establishment of anti-bullying ambassadors or peer support groups acting as agents of change. These groups serve as a bridge for communication between students and the school and play a vital role in detecting bullying cases.⁵⁰ Schools need to provide space for student initiatives such as campaigns and regular training sessions to foster an anti-bullying culture that grows organically within the school community.

The effectiveness of prevention efforts is also determined by the presence of a safe and reliable reporting system. Many students are reluctant to report incidents due to fears of their identities being exposed or a lack of adequate protection.⁵¹ Schools need to develop a reporting system that is swift, transparent, and child protection-oriented, such as hotlines, dedicated email addresses, or complaint applications. This is essential for building trust and encouraging students to speak up confidently.⁵² Another crucial strategy is to integrate anti-bullying values into the curriculum. Subjects such as Pancasila Education, Religious Studies, and Counseling should include content on empathy, conflict resolution, and tolerance.⁵³ A curriculum approach that fosters character building and social

⁴⁴ Abdurrahman Alhakim, Junimart Girsang, dan Getrudis Yetiana Wadhi, "Kajian Yuridis Sanksi Pidana Terhadap Tindak Pidana Hate Speech Cyberbullying di Indonesia," *Legalitas: Jurnal Hukum* 15, no. 2 (30 Desember 2023): 158-65, <https://doi.org/10.33087/legalitas.v15i2.449>.

⁴⁵ Miftahul Huda dan Ana Silviana, "Penanganan Hukum Bagi Anak Sebagai Pelaku Perundungan di Lingkungan Satuan Pendidikan," *Binamulia Hukum* 13, no. 2 (19 Desember 2024): 529-41, <https://doi.org/10.37893/jbh.v13i2.958>.

⁴⁶ Nisfina Wulan Sari dan Mukhlis Mukhlis, "Kurikulum Merdeka Episode 25: Pencegahan dan Penanganan Kekerasan dalam Lingkungan Satuan Pendidikan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (6 Februari 2024): 353-60, <https://doi.org/10.29303/jipp.v9i1.1918>.

⁴⁷ Ricky Bintang Perdana, Winsherry Tan, dan Abdurrahman Alhakim, "Child Protection In Cases Of Physical Violence And Bullying That Occurs To School Children In Batam City," *PALAR (Pakuan Law Review)* 12, no. 1 (2026): 350-358, <https://doi.org/10.33751/palar.v12i1.74>.

⁴⁸ Sayidah Ulfa Mawadah, Nur Azmi Wiantina, dan Desi Setyadi, "Analisis Peran Guru Bimbingan Dan Konseling Menangani Perundungan," *Al-Isyraq: Jurnal Bimbingan, Penyuluhan, dan Konseling Islam* 7, no. 3 (2024): 885-96, <https://doi.org/10.59027/alisyraq.v7i3.785>.

⁴⁹ Puspita Asri Praceka, "'Aku Anak Berani!': Model Pemberdayaan Anak Usia Dini dalam Mengatasi Konflik dan Mencegah Bullying," *JRKP: Jurnal Respon Komunitas Dan Pemberdayaan* 3, no. 1 (2025): 85-93, <https://doi.org/10.62870/jrpk.v3i1.34751>.

⁵⁰ Lisbet Rizona Br Sianturi, Bengkel Ginting, dan Fajar Utama Ritonga, "Cegah Perundungan dengan Pengembangan Potensi Warga Belajar di PKBM Yabes Medan," *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial dan Humaniora* 3, no. 1 (28 Maret 2024): 1-7, <https://doi.org/10.55123/abdisoshum.v3i1.3040>.

⁵¹ Andi Putri Maharani et al., "Analisis Yuridis terhadap Perilaku Bullying di Sekolah Dasar menurut Undang-Undang Perlindungan Anak," *Indonesian Journal of Social Sciences and Humanities (IJSSH)* 4, no. 1 (2024): 34-39, <https://journal.publication-center.com/index.php/ijssh/article/view/1650>.

⁵² Muhammad Ilhamdi Rusydi et al., "Perancangan Platform Pengaduan Perundungan Berlandaskan Bukti menggunakan Metode Agile," *MATRIK: Jurnal Manajemen, Teknik Informatika dan Rekayasa Komputer* 21, no. 2 (31 Maret 2022): 283-92, <https://doi.org/10.30812/matrik.v21i2.1547>.

⁵³ Annisyah Ramadhani dan Indri Eka Purnama, "Maraknya Kekerasan Pada Lingkungan Sekolah," *WISSEN: Jurnal Ilmu Sosial dan Humaniora* 2, no. 3 (11 Juni 2024): 37-44, <https://doi.org/10.62383/wissen.v2i3.166>.

awareness must be strengthened through projects, group discussions, or simulations. Systematic and continuous character education will serve as the primary foundation for long-term bullying prevention.⁵⁴

In addition to the curriculum, schools bear a crucial responsibility to conduct regular anti-bullying awareness programs. Effective socialization efforts should target the entire school community, including students, teachers, educational staff, and parents.⁵⁵ Through collaboration with the police, child protection agencies, psychology practitioners, and legal institutions, contextual and participatory education will foster a deep understanding of the types of bullying, victims' rights, and safe reporting procedures. Schools need to strengthen partnerships with parents through communication forums, regular meetings, and parenting training sessions.⁵⁶ Parents must understand the dynamics of bullying and be able to recognize signs that their child may be a victim or perpetrator. Collaboration between schools and families is crucial in building a strong protective ecosystem.⁵⁷ Furthermore, structured monitoring and evaluation of anti-bullying programs also play a crucial role.

The empirical findings indicate that several schools still face weaknesses in case handling, confidential reporting mechanisms, trained personnel, victim recovery services, and coordination with external institutions. These conditions show that the role of schools has not yet fully reflected their legal obligation to provide preventive and repressive protection for students.⁵⁸ Therefore, schools should establish internal evaluation teams or involve independent parties to regularly assess the effectiveness of anti-bullying programs and address identified deficiencies. Schools must also develop comprehensive standard operating procedures covering accessible and confidential reporting channels, case verification, follow-up measures, victim recovery, and educational rehabilitation for perpetrators.

To fulfil these legal responsibilities, schools should strengthen cooperation with the UPTD PPA, legal aid organizations, professional counselors, and the police, particularly in cases requiring psychological assistance or formal legal intervention.⁵⁹ The use of secure digital reporting tools, such as anonymous online forms or internal applications, may address the limited reporting mechanisms identified in the field and encourage greater student participation. However, technology must be accompanied by confidentiality safeguards, clear response procedures, and responsible data management.⁶⁰ Accordingly, the effectiveness of school-based bullying prevention should not be measured solely by the declining number of reported cases, because a low reporting rate may also reflect fear or inaccessible complaint mechanisms.⁶¹ Evaluation should also consider the consistency of policy implementation, responsiveness to reports, availability of professional support, victim recovery, and the development of an anti-bullying legal culture. Thus, the role of schools extends beyond administrative and moral responsibility; it constitutes a legal obligation to establish a safe, just, responsive, and child-protective educational environment.⁶²

⁵⁴ Sarmini Sarmini et al., "Sosialisasi Anti Narkoba, Kekerasan Seksual Terhadap Anak Dan Perundungan Di Lingkungan Pendidikan Sebagai Implementasi Kurikulum Merdeka Di Sekolah Islam Nabilah, Batam, Kepulauan Riau," *Jurnal Pengabdian Ibnu Sina* 2, no. 1 (17 Januari 2023): 15-29, <https://doi.org/10.36352/j-pis.v2i1.483>.

⁵⁵ Eva Siti Faridah, Mustika Dewi Muttaqien, dan Ahmad Ridwan, "Edukasi Remaja Dalam Upaya Pencegahan Perilaku Bullying Di Masyarakat," *DEVOSI* 5, no. 1 (1 April 2024): 71-81, <https://doi.org/10.33558/devosi.v5i1.8339>.

⁵⁶ Didik Daniyantara et al., "Sosialisasi Anti Bullying sebagai Upaya Mencegah Perundungan di SDN 1 Masbagik Timur, Kecamatan Masbagik, Kabupaten Lombok Timur," *Kreasi: Jurnal Inovasi dan Pengabdian kepada Masyarakat* 4, no. 3 (15 Desember 2024): 220-31, <https://doi.org/10.58218/kreasi.v4i3.1085>.

⁵⁷ Ritanti Ritanti, Indah Permatasari, dan Tatiana Siregar, "Edukasi dan Pendampingan Keluarga dalam Upaya Cegah Perundungan di Kota Depok," *Poltekita: Jurnal Pengabdian Masyarakat* 5, no. 1 (31 Maret 2024): 80-86, <https://doi.org/10.33860/pjpm.v5i1.3162>.

⁵⁸ Maria Theresia Sri Hartatik et al., "Optimalisasi Peran MGBK dalam mencegah Intoleransi dan Perundungan: Kajian Penerapan Sistem Dukungan Bertingkat pada Layanan Bimbingan dan Konseling," *Journal of Digital Community Services* 2, no. 1 (24 Januari 2025): 29-35, <https://doi.org/10.69693/dcs.v2i1.22>.

⁵⁹ Mohzana Mohzana dan Muh. Jaelani Al-Pansori, "Pengembangan Sistem Manajemen Pendidikan Sosial untuk Pencegahan Perundungan di Lingkungan Sekolah," *Kasta: Jurnal Ilmu Sosial, Agama, Budaya dan Terapan* 4, no. 2 (30 Agustus 2024): 101-10, <https://doi.org/10.58218/kasta.v4i2.1376>.

⁶⁰ Benedict J Purba, "Mengembangkan Budaya Sekolah Yang Mendukung Anti-Perundungan Melalui Kebijakan Dan Nilai-Nilai," *Journal of Social, Justice and Policy* 4, no. 2 (2025): 10-14, <https://doi.org/10.56015/sjp.v4i2.36>.

⁶¹ Made Gita Sudharani et al., "Sosialisasi Anti-Perundungan untuk Membentuk Budaya Toleransi di Sekolah Dasar Negeri 1 Belok, Bali," *Jurnal Inovasi Pengabdian dan Pemberdayaan Masyarakat* 4, no. 2 (22 Januari 2025): 353-60, <https://doi.org/10.54082/jipm.674>.

⁶² Ima Fitri Sholichah dan Nadhirotul Laily, "Workshop Program Anti Perundungan Berbasis Sekolah," *Room of Civil Society Development* 1, no. 4 (12 Agustus 2022): 103-8, <https://doi.org/10.59110/rcsd.36>.

Conclusion

Interviews, observations, and document analysis show that bullying remains prevalent in several senior high schools in Batam City. Although most schools have adopted formal anti-bullying policies, their implementation remains ineffective due to weak internal enforcement, limited counseling personnel, inadequate reporting mechanisms, and a permissive school culture. Students' reluctance to report incidents and schools' tendency to conceal cases further weaken legal protection. Viewed through Soerjono Soekanto's theory of legal effectiveness, these conditions reflect deficiencies in law enforcement, facilities and infrastructure, and legal culture. Consequently, formal anti-bullying regulations have not yet been translated into consistent and comprehensive protection for students.

Schools therefore have a legal obligation to strengthen bullying prevention through standardized case-handling procedures, secure and confidential reporting systems, trained personnel, professional counseling, and victim recovery mechanisms. Effective implementation also requires the active involvement of students, parents, the UPTD PPA, legal aid institutions, the police, and local government. The main recommendation is to develop an integrated school-based protection system supported by adequate resources, regular evaluation, data-driven policies, and cross-sectoral coordination. Such measures are necessary to ensure that anti-bullying policies function not merely as administrative instruments, but as effective mechanisms for protecting children and creating a safe and just educational environment.

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Statement on the Use of Generative Artificial Intelligence (AI)

The authors explicitly state that generative AI and AI-assisted tools were not involved in any stage of the research or writing process. Every aspect of conceptual development, analytical evaluation, and text preparation was conducted independently by the authors, who retain sole responsibility for the work's accuracy, integrity, and original contributions.

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