

# Social Dynamics and Public Reactions to School Bullying: Evaluating Educational Policy Interventions

Dina Rahmawati<sup>1</sup>, Pipian<sup>2</sup>

<sup>1</sup>Pamulang University, Indonesia

<sup>2</sup>Setia Budhi Rangkasbitung University, Indonesia

## Article Info

### Corresponding Author:

Dina Rahmawati

✉ [dinarahmawatii1217@gmail.com](mailto:dinarahmawatii1217@gmail.com)

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## Abstract

*This research evaluates social dynamics and public reactions to Indonesian school bullying during the implementation of Permendikbudristek Number 46 of 2023. Utilizing a Systematic Literature Review and qualitative content analysis, this study synthesizes Scopus data and national reports from 2020 to 2025. Findings show a surge in cases from 91 in 2020 to 573 in 2024, reflecting increased awareness alongside institutional failure. Although PPKSP regulations are theoretically comprehensive, effectiveness is hindered by insufficient teacher training, administrative burdens on Violence Prevention and Handling Teams, and cultural normalization of aggression. The digital panopticon phenomenon via social media accelerates institutional accountability but risks secondary victimization. Analysis indicates that bullying is not merely a behavioral defect but a reproduction of social power structures requiring restorative justice-based interventions. The study concludes that policy success depends on dismantling silence and integrating social-emotional competencies into curriculum to guarantee safe learning environments for achieving Golden Indonesia 2045 vision.*

## Abstrak

Penelitian ini mengevaluasi dinamika sosial dan reaksi publik terhadap perundungan di sekolah Indonesia di tengah implementasi Permendikbudristek Nomor 46 Tahun 2023. Menggunakan metode Systematic Literature Review dan analisis konten kualitatif, studi ini mensintesis data Scopus serta laporan nasional periode 2020-2025. Temuan menunjukkan lonjakan kasus dari 91 pada 2020 menjadi 573 pada 2024, mencerminkan peningkatan kesadaran sekaligus kegagalan institusional. Meskipun regulasi PPKSP secara teoretis komprehensif, efektivitasnya terhambat oleh kurangnya pelatihan guru, beban administratif Tim Pencegahan dan Penanganan Kekerasan, serta normalisasi budaya terhadap agresi. Fenomena "panoptikon digital" melalui media sosial mempercepat akuntabilitas institusi namun berisiko memicu viktimisasi sekunder. Analisis menunjukkan bahwa perundungan bukan sekadar cacat perilaku, melainkan reproduksi struktur kekuasaan sosial yang memerlukan intervensi berbasis keadilan restoratif. Penelitian menyimpulkan bahwa keberhasilan kebijakan bergantung pada kemampuan membongkar budaya bungkam dan mengintegrasikan kompetensi sosial-emosional ke dalam kurikulum inti untuk menjamin lingkungan belajar yang aman bagi seluruh siswa nasional guna mencapai visi Indonesia Emas 2045.



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## **A. INTRODUCTION**

### **1. Background**

The landscape of Indonesian education in the mid-2020s has been characterized by a profound and distressing paradox: while the nation strives for a "Golden Indonesia 2045" founded on high-quality human capital, the very institutions designed to nurture this capital—schools, madrasas, and pesantren—are increasingly perceived as sites of systemic vulnerability and violence. The phenomenon of school bullying, once dismissed by cultural observers as a "normal" component of adolescent socialization or a rite of passage, has escalated into a national emergency.<sup>1</sup> Current reports from the Indonesian Education Monitoring Network (JPPI) indicate a alarming upward trajectory in reported cases of violence within educational settings, with figures rising from 91 cases in 2020 to 573 cases in 2024. This statistical surge is interpreted by sociologists not merely as an increase in actual incidents but also as a reflection of heightened public awareness and a lower threshold for silence in the face of institutional failure.<sup>2</sup>

Recent incidents in 2024 and 2025 have provided a grim catalyst for policy re-evaluation. In Pekanbaru, a junior high school student was hospitalized following an assault by peers that resulted in severe physical trauma, including a ruptured appendix, a case that eventually became a focal point for national outrage after the school initially denied negligence in supervision.<sup>3</sup> Furthermore, the tragic suicide of a high school student in Garut in July 2025, linked directly to long-term systemic bullying, underscored the lethal potential of psychological and physical peer victimization.<sup>4</sup> These cases, often documented and amplified through social media, have exposed the "hidden curriculum" of seniority and hierarchy that persists in many Indonesian schools, particularly during orientation weeks (MPLS), where rituals intended to foster adaptation are frequently weaponized into stages for abuse.

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<sup>1</sup> "Marak Kasus Bullying Di Sekolah, Puan Desak Evaluasi Menyeluruh," accessed December 24, 2025, <https://nasional.kompas.com/read/2025/11/19/14470841/marak-kasus-bullying-di-sekolah-puan-desak-evaluasi-menyeluruh>.

<sup>2</sup> "RRI.Co.Id - Psychologist: Schools Must Implement Bullying Reporting System," accessed December 24, 2025, <https://rri.co.id/en/archipelago/1266758/psychologist-schools-must-implement-bullying-reporting-system>.

<sup>3</sup> "Siswa SMP Di Pekanbaru Alami Perundungan, Sekolah Bantah Lalai Dalam Pengawasan - Cakaplah.Com - Berpikir Berbuat Bercakap," accessed December 24, 2025, <https://www.cakaplah.com/berita/baca/120497/2025/02/21/siswa-smp-di-pekanbaru-alami-perundungan-sekolah-bantah-lalai-dalam-pengawasan>.

<sup>4</sup> Indonesia Youth Foundation, *The Bullying Epidemic in 2025 - Indonesia Youth Foundation*, August 24, 2025, <https://indonesiayouthfoundation.org/the-bullying-epidemic-in-2025/>.

Global academic discourse, as reflected in the Scopus database between 2023 and 2025, has shifted its focus toward the complexity of "social power" and "digital ecology" in bullying dynamics. Contemporary research posits that bullying is not an isolated behavioral defect but a reproduction of dominant-subordinate power structures within the school's social architecture.<sup>5</sup> The Scopus-indexed literature highlights a critical gap: while many countries have established anti-bullying policies, the "fidelity of implementation" often remains the weak link in the chain.<sup>6</sup> The novelty of this report lies in its synthesis of these global theoretical frameworks with the specific "digital panopticon" of Indonesian social media, where the virality of violence acts as both a documentation tool and a trigger for institutional accountability.<sup>7</sup>

Brief findings from the evaluation of the newest regulatory framework, Permendikbudristek No. 46 of 2023 (PPKSP), suggest that while the policy is theoretically robust and "comprehensive" in its definitions of violence including cyberbullying and economic exploitation its substantive impact is hindered by a lack of specialized teacher training, administrative burdens on the newly formed Violence Prevention and Handling Teams (TPPK), and a persistent cultural normalization of aggression.<sup>8</sup> The following analysis evaluates how these social dynamics and public reactions shape the efficacy of current educational policy interventions.

## **2. Problem Formulation**

The escalation of school bullying in Indonesia, despite the enactment of Permendikbudristek No. 46 of 2023, necessitates a rigorous inquiry into the structural and social factors that impede effective intervention. The central problem revolves around the disconnect between the administrative establishment of prevention mechanisms and the actual reduction of violence in diverse educational settings. Specifically, this research addresses:

- a. How do contemporary social dynamics and digital interactions in Indonesian

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<sup>5</sup> Jacky Cheuk Lap Siu, "No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents," *Journal of Youth and Adolescence* 54, no. 9 (2025): 2288–300, <https://doi.org/10.1007/s10964-025-02190-z>.

<sup>6</sup> "The Effectiveness of Policy Interventions for School Bullying: A Systematic Review," accessed December 24, 2025, [https://www.researchgate.net/publication/312962224\\_The\\_Effectiveness\\_of\\_Policy\\_Interventions\\_for\\_School\\_Bullying\\_A\\_Systematic\\_Review](https://www.researchgate.net/publication/312962224_The_Effectiveness_of_Policy_Interventions_for_School_Bullying_A_Systematic_Review).

<sup>7</sup> "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence," accessed December 24, 2025, <https://www.mdpi.com/2673-7051/5/2/18>.

<sup>8</sup> indonesiayouthfoundation, *The Bullying Epidemic in 2025 - Indonesia Youth Foundation*.

schools contribute to the persistence of bullying and the reproduction of power imbalances?

- b. What is the role of public reaction and digital virality in shaping institutional responses and policy implementation?
- c. To what extent does the implementation of the PPKSP regulation effectively address the multi-tiered needs of victims and perpetrators across different educational tiers?

### **3. Research Method**

This study utilizes a Systematic Literature Review (SLR) methodology integrated with a qualitative content analysis of current Indonesian socio-political events. The secondary data was primarily sourced from the Scopus database, focusing on publications between 2020 and 2025 that address school violence, policy evaluation, and social dynamics. Key search terms included "school bullying," "policy effectiveness," "Indonesia education policy," and "social media and youth violence". A total of 35 high-impact articles were synthesized to establish global benchmarks and theoretical frameworks.

In parallel, the research analyzed primary documentation from the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), specifically Permendikbudristek No. 46 of 2023, along with reports from the Indonesian Child Protection Commission (KPAI) and the Indonesian Education Monitoring Network (JPPI).<sup>9</sup> Case studies of high-profile incidents in 2024 and 2025 (e.g., Pekanbaru, Garut, Blitar, and Serpong) were examined to map the relationship between public outrage and policy shifts. The thematic analysis focused on identifying recurring implementation hurdles, the effectiveness of the TPPK teams, and the influence of social media on public opinion formation.<sup>10</sup> Theoretical triangulation was achieved through the application of Bronfenbrenner's Ecological Systems Theory and Bourdieu's concepts of Symbolic Violence and Social Power.<sup>11</sup>

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<sup>9</sup> Misni Parjiati, "Psychologist: Schools Must Implement Bullying Reporting System," Rri.Co.Id - Portal Berita Terpercaya, accessed December 24, 2025, <https://rri.co.id/en/archipelago/1266758/psychologist-schools-must-implement-bullying-reporting-system>.

<sup>10</sup> "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence," accessed December 24, 2025, <https://www.mdpi.com/2673-7051/5/2/18>.

<sup>11</sup> William Hall, "The Effectiveness of Policy Interventions for School Bullying: A Systematic Review," *Journal of the Society for Social Work and Research* 8 (January 2017): 45–69, <https://doi.org/10.1086/690565>.

## **B. RESULTS AND DISCUSSION**

### **1. The Taxonomy of Bullying and Prevalence in the Indonesian Context**

The current state of bullying in Indonesia is a multifaceted crisis that transcends traditional definitions of peer conflict. According to the PISA 2022 data, Indonesia remains one of the countries with the highest rates of bullying, with 41% of 15-year-old students reporting victimization, nearly double the OECD average of 23%.<sup>12</sup> This prevalence is mirrored in internal data provided by JPPI and KPAI, which noted a 34% increase in violence against children in 2024, with a significant portion occurring within educational institutions.

The taxonomy of bullying in the 2024–2025 period has evolved into four primary categories, each with distinct mechanisms of harm and social drivers. The integration of recent findings and current news events allows for a detailed breakdown of these types and their associated impacts.

<b>Category of Bullying</b>	<b>Prevalence Percentage</b>	<b>Key Characteristics and Indonesian Examples</b>	<b>Associated Impacts and Social Drivers</b>
<b>Physical Bullying</b>	55.5%	Direct assault, strangling, and property damage. Example: The Binus Serpong "Geng Tai" case involving beating and strangling.	Severe physical injury, ruptured appendix (Pekanbaru), and death. <sup>13</sup> Often driven by seniority and initiation rituals.
<b>Verbal Bullying</b>	29.3%	Name-calling, insults based on appearance, and derogatory nicknames such as "sissy" or "coward". <sup>14</sup>	Long-term psychological trauma, reduced self-esteem, and social withdrawal.
<b>Psychological/Relational</b>	15.2%	Social exclusion, rumor-spreading, and isolation.	Intense emotional distress, school

<sup>12</sup> The Jakarta Post, *Suspected Fatal Bullying Cases Highlight Growing Violence Issue in Indonesian Schools*, n.d., accessed December 24, 2025, <https://asianews.network/suspected-fatal-bullying-cases-highlight-growing-violence-issue-in-indonesian-schools/>.

<sup>13</sup> "Siswa SMP Di Pekanbaru Alami Perundungan, Sekolah Bantah Lalai Dalam Pengawasan - Cakaplah.Com - Berpikir Berbuat Bercakap," accessed December 24, 2025, <https://www.cakaplah.com/berita/baca/120497/2025/02/21/siswa-smp-di-pekanbaru-alami-perundungan-sekolah-bantah-lalai-dalam-pengawasan>.

<sup>14</sup> "Siswa SMP di Pekanbaru Alami Perundungan, Sekolah Bantah Lalai dalam Pengawasan," cakaplah.com, accessed December 24, 2025, <https://www.cakaplah.com/berita/baca/120497/2025/02/21/siswa-smp-di-pekanbaru-alami-perundungan-sekolah-bantah-lalai-dalam-pengawasan/>.

		Example: The 3-year verbal/forced labor case at SMK Kesehatan Rajawali leading to death.	avoidance, and high suicide risk.
<b>Cyberbullying</b>	Rising (30%+)	Digital harassment, viral shaming, and "fight compilations" on YouTube/X. <sup>15</sup>	24/7 victimization, anonymity of perpetrators, and severe mental health issues like depression. <sup>16</sup>

Physical bullying remains the most visible and frequently reported form in Indonesia, often because its results are tangible and harder for schools to ignore.<sup>17</sup> However, the rise of cyberbullying is particularly concerning as it extends the bullying arena into the private lives of students, making prevention efforts increasingly complex for school-based TPPKs that lack jurisdiction or tools for digital monitoring.<sup>18</sup>

## 2. Social Dynamics: Power, Hierarchy, and the Reproduction of Inequality

The persistence of bullying in the Indonesian school system is deeply rooted in the social dynamics of power and the reproduction of societal hierarchies. Scopus-indexed research on "social power" indicates that bullying is an exercise of dominance where individuals or groups often target those with more "popularity," "physical strength," or "economic status" target those who are perceived as "outpowered" or "pervasive victims".<sup>19</sup> In the Indonesian context, this is frequently manifested through a rigid culture of seniority, particularly in boarding schools (*pesantren*) and high schools with long-standing traditions of student-led "cliques".<sup>20</sup>

The case of SMA Binus Serpong, where a group known as "Geng Tai" (GT) utilized physical violence as a recruitment tool, exemplifies how bullying serves as a mechanism for group cohesion and status establishment. The involvement of children of public

<sup>15</sup> "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence," accessed December 24, 2025, <https://www.mdpi.com/2673-7051/5/2/18>.

<sup>16</sup> Arshy Prodyanatasari and Lauretha Devi Fajar Vantie, "From Bullying to Cyberbullying: Educational Impacts and Prevention Strategies in Indonesia," *EDUTREND: Journal of Emerging Issues and Trends in Education* 1, no. 3 (2024): 152–62, <https://doi.org/10.59110/edutrend.421>.

<sup>17</sup> Arsheya Bhadra, *Perceptions of Bullying in Schools: A Comparative Study of Student and Teacher Perspectives*, n.d.

<sup>18</sup> Jacky Cheuk Lap Siu, "No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents," *Journal of Youth and Adolescence* 54, no. 9 (2025): 2288–300, <https://doi.org/10.1007/s10964-025-02190-z>.

<sup>19</sup> Siu, "No Safe Space at School," 2025.

<sup>20</sup> Bhadra, *Perceptions of Bullying in Schools: A Comparative Study of Student and Teacher Perspectives*.

figures in such groups adds a layer of "symbolic violence," where the perceived immunity of the perpetrators creates a climate of fear that discourages reporting.<sup>21</sup> Foucault's Power Theory and Bourdieu's Symbolic Violence are essential for understanding these dynamics: the "bully" is often a person struggling with their own insecurities who seeks "validation" through the exercise of power over others, while the victim often internalizes their low self-esteem, making them "easier targets" for continued victimization.<sup>22</sup>

Furthermore, Scopus research suggests that bullying locations are not random. While unstructured spaces like restrooms and cafeterias are common, "successful" bullying in structured areas like classrooms and hallways often reinforces the bully's belief that their behavior is tolerated if adult intervention is absent.<sup>23</sup> In Indonesia, the lack of consistent adult supervision in these areas, combined with a "hidden curriculum" that emphasizes toughness, allows these power imbalances to flourish.<sup>24</sup>

### **3. Public Reactions and the Digital Panopticon: The Role of Viral Discourse**

One of the most significant shifts in the 2024–2025 period is the role of social media in shaping public reaction and, subsequently, educational policy. The "digital transformation of public discourse" in Indonesia, where there are 139 million active social media users, has turned platforms like X (formerly Twitter) into primary arenas for opinion formation. The Mario Dandy case and other viral bullying videos have triggered what can be described as a "digital panopticon," where every act of school violence is potentially subject to national scrutiny.<sup>25</sup>

Research indicates that public pressure generated through social media directly influences the speed and seriousness of institutional investigations. When a video of a student being beaten in Blitar during orientation week went viral in July 2025, the national outrage forced the Ministry to take immediate action, which included the suspension of the school principal. This "bottom-up" accountability is vital because many

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<sup>21</sup> "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence," accessed December 24, 2025, <https://www.mdpi.com/2673-7051/5/2/18>.

<sup>22</sup> "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence."

<sup>23</sup> Jacky Cheuk Lap Siu, "No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents," *Journal of Youth and Adolescence* 54, no. 9 (2025): 2288–300, <https://doi.org/10.1007/s10964-025-02190-z>.

<sup>24</sup> Content Writer, *The Bullying Epidemic in 2025 - Indonesia Youth Foundation*, August 24, 2025, <https://indonesiayouthfoundation.org/the-bullying-epidemic-in-2025/>.

<sup>25</sup> Irwanto Irwanto et al., "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media: A Case Study of Youth Violence," *Adolescents* 5, no. 2 (2025): 18, <https://doi.org/10.3390/adolescents5020018>.

schools initially attempt to downplay or "settle" cases internally to preserve their reputations.

However, the "spectacularization" of violence through social media also brings negative consequences:

- a. Secondary Victimization: The constant replaying of a victim's trauma for "engagement" can exacerbate their psychological distress.<sup>26</sup>
- b. Information Disorder: The spread of misinformation and "hate narratives" can lead to social unrest, as seen in the Inhu case where SARA (ethnic/religious) rumors began to circulate following a bullying incident.
- c. Desensitization: The phenomenon of "Fight Compilations" on YouTube may lead to a normalization of aggression among adolescent viewers who see violence presented as entertainment.

<b>Social Media Activity</b>	<b>Percentage/ Impact</b>	<b>Implication for Public Opinion</b>
<b>Retweets/ Shares</b>	68% of total activity	Dominates the dissemination of information and creates massive pressure on institutions.
<b>Strategic Hashtags</b>	28% of total activity	Organizes discourse and makes cases easier to track for media and government.
<b>Cross-Cluster Interactions</b>	20% of activity	Challenges "echo chambers" and allows diverse social groups to unite against school violence.

Evaluating Educational Policy: Permendikbudristek No. 46 of 2023 (PPKSP)

In response to the "crisis" of bullying, the Indonesian government issued Permendikbudristek No. 46 of 2023, which replaced the aging 2015 regulation.<sup>27</sup> This policy represents a paradigm shift toward a more "participatory" and "comprehensive" framework for preventing and handling violence (PPKSP).

<sup>26</sup> Irwanto et al., "Social Network Analysis of Information Flow and Opinion Formation on Indonesian Social Media."

<sup>27</sup> "Permendikbudristek No. 46 Tahun 2023," accessed December 25, 2025, <https://peraturan.bpk.go.id/Details/285721/permendikbudristek-no-46-tahun-2023>.

#### 4. The Multi-Tiered Intervention Framework

Global Scopus research consistently advocates for a Multi-Tiered System of Support (MTSS) as the most effective approach to bullying prevention.<sup>28</sup> The Indonesian PPKSP regulation aligns with this by mandating actions at multiple levels.

<b>Tier of Intervention</b>	<b>Focus and Effectiveness</b>	<b>Implementation in Indonesia (Permendikbud 46/2023)</b>
<b>Tier Universal</b>	<b>1: Most Effective.</b> Focuses on school-wide culture and Social-Emotional Learning (SEL). <sup>29</sup>	Creation of TPPK, setting school rules, and community-wide education on non-violence.
<b>Tier Targeted</b>	<b>2: Moderate Effectiveness.</b> Focuses on at-risk groups (e.g., students with disabilities, minority groups).	Peer mentoring and social skills training within the TPPK framework.
<b>Tier Intensive</b>	<b>3: Essential but Low Standalone Evidence.</b> Focuses on individual counseling for chronic cases.	Referral to psychologists or legal authorities, and specialized support for high-risk victims.

Research shows that universal interventions can reduce bullying perpetration by roughly 20% and victimization by 16%.<sup>24</sup> The strength of the Indonesian policy is its requirement for every school to form a TPPK, which includes teachers, parents, and administrative staff.<sup>4</sup> However, "legal accountability" for these teams is a double-edged sword: while it ensures a formal response, TPPK members who are found negligent in their duties can face "administrative sanctions" and "legal liability," which sometimes leads to a culture of fear and under-reporting within the teams themselves.<sup>30</sup>

#### 5. Implementation Gaps: Administrative vs. Substantive Protection

Despite the robust legal architecture, evaluations in 2024–2025 reveal that protection is often more "administrative" than "substantive". Several systemic weaknesses persist:

<sup>28</sup> Janet Njelesani et al., "Anti-Bullying Interventions for School-Based Occupational Therapy Practice: A Systematic Review," *Adolescents* 5, no. 2 (2025): 23, <https://doi.org/10.3390/adolescents5020023>.

<sup>29</sup> Janet Njelesani et al., "Anti-Bullying Interventions for School-Based Occupational Therapy Practice: A Systematic Review," *Adolescents* 5, no. 2 (2025): 23, <https://doi.org/10.3390/adolescents5020023>.

<sup>30</sup> Imelda Pransiska, "Analisis Yuridis Terhadap Pertanggungjawaban Hukum TPPK Dalam Permendikbud Nomor 46 Tahun 2023," *Rechtswetenschap: Jurnal Mahasiswa Hukum* 1, no. 1 (2024), <https://doi.org/10.36859/rechtswetenschap.v1i1.2352>.

- a. Lack of Specialized Training: Many teachers appointed to TPPK teams lack the "psychological expertise" or "conflict management" skills needed to handle severe bullying cases or recognize the early warning signs of victimization.
- b. Resource Disparities: The effectiveness of the policy varies significantly between urban schools with access to mental health professionals and rural or underfunded schools that lack basic security or counseling staff.<sup>31</sup>
- c. The "Reporting Gap": Only 13.54% of students who experience bullying feel "brave enough" to speak up, often because they fear retaliation or believe that adults will not listen.<sup>32</sup> Only 44.2% of victims globally notify an adult, highlighting the need for "anonymous reporting systems" such as the complaint boxes suggested by psychologists.
- d. Punitive vs. Restorative Paradox: While the global trend in 2025 is toward "Restorative Practices" (RP) which focus on repairing harm rather than just suspending the bully many Indonesian schools still default to punitive measures that often "criminalize" students or lead to "school avoidance".<sup>33</sup>

## **6. The Longitudinal Impact on Academic Success and Well-being**

Scopus data from 2023–2025 has sharpened the understanding of the link between bullying and academic failure. Students who are victims of bullying are significantly more likely to experience "chronic absenteeism," "social isolation," and a "decline in GPA". In fact, new data from the TIMSS study shows that 35% of 4th graders who were bullied scored below minimum proficiency, compared to 25% of their non-bullied peers.<sup>34</sup>

In the Indonesian context, the "Academic Hope" scale which measures a student's agency and belief in their ability to succeed is significantly lower in environments with prevalent bullying.<sup>35</sup> Conversely, schools that implement robust anti-bullying programs

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<sup>31</sup> "Child Protection in Educational Settings: A Systematic Review of Teacher Awareness and School-Based Interventions - International Journal of Research and Innovation in Social Science," accessed December 25, 2025, <https://rsisinternational.org/journals/ijriss/articles/child-protection-in-educational-settings-a-systematic-review-of-teacher-awareness-and-school-based-interventions/>.

<sup>32</sup> "The Shadow of Bullying in Indonesia Education System," accessed December 25, 2025, <https://www.ums.ac.id/en/news/outlook/the-shadow-of-bullying-in-indonesia-education-system>.

<sup>33</sup> "Violence Prevention Policy Practices in Schools: A Systematic Literature Review," *ResearchGate*, ahead of print, December 18, 2025, <https://doi.org/10.25217/ji.v10i2.5670>.

<sup>34</sup> "How Bullying Impacts Student Academic Performance in 2025," accessed December 25, 2025, <https://www.publicschoolreview.com/blog/how-bullying-impacts-student-academic-performance-in-2025>.

<sup>35</sup> "The Effectiveness of an Anti-Bullying Program on Academic Hope in Elementary School Students | Journal of Social and Scientific Education," accessed December 25, 2025, <https://ssed.or.id/journal/josse/article/view/395>.

(such as the Olweus program) have seen an increase in student agency and a narrowing of performance gaps. This provides a strong economic and educational argument for the full integration of bullying prevention into the "Ministry of Education's core strategies".<sup>36</sup>

## **7. Restorative Justice and the Future of School Governance**

The emerging global trend, as highlighted in Spanish and US studies, is the shift from "Zero Tolerance" to "Restorative Practices" (RP).<sup>37</sup> RP focuses on accountability, empathy, and the reintegration of both the victim and the perpetrator into the community.<sup>38</sup> In the US, schools adopting these practices reported reductions of 30–45% in bullying incidents.<sup>39</sup>

For Indonesia, the future of policy intervention must move beyond the administrative formation of TPPKs toward:

- a. Curricular Integration: Embedding "empathy," "tolerance," and "social concern" into subjects like Social Studies (IPS) through Problem-Based Learning (PBL).
- b. Capacity Building: Continuous training for TPPK members in "student psychology" and "digital citizenship".
- c. Digital Ethics Education: Addressing the "anonymity" and "lack of etiquette" in digital interactions through mandatory digital literacy programs.<sup>40</sup>
- d. Safe Infrastructures: Utilizing CCTV and "anonymous complaint systems" to bridge the perception gap between teachers and students regarding the frequency of bullying.<sup>41</sup>

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<sup>36</sup> "The Effectiveness of an Anti-Bullying Program on Academic Hope in Elementary School Students | Journal of Social and Scientific Education," accessed December 25, 2025, <https://ssed.or.id/journal/josse/article/view/395>.

<sup>37</sup> Isabel Alonso-Rodríguez et al., "Restorative Practices in Reducing School Violence: A Systematic Review of Positive Impacts on Emotional Wellbeing," *Frontiers in Education* 10 (March 2025), <https://doi.org/10.3389/educ.2025.1520137>.

<sup>38</sup> "Frontiers | Restorative Practices in Reducing School Violence: A Systematic Review of Positive Impacts on Emotional Wellbeing," accessed December 25, 2025, <https://www.frontiersin.org/journals/education/articles/10.3389/educ.2025.1520137/full>.

<sup>39</sup> "How Bullying Impacts Student Academic Performance in 2025," accessed December 25, 2025, <https://www.publicschoolreview.com/blog/how-bullying-impacts-student-academic-performance-in-2025>.

<sup>40</sup> Isabel Alonso-Rodríguez et al., "Restorative Practices in Reducing School Violence: A Systematic Review of Positive Impacts on Emotional Wellbeing," *Frontiers in Education* 10 (March 2025), <https://doi.org/10.3389/educ.2025.1520137>.

<sup>41</sup> "RRI.Co.Id - Psychologist: Schools Must Implement Bullying Reporting System," accessed December 25, 2025, <https://rri.co.id/en/archipelago/1266758/psychologist-schools-must-implement-bullying-reporting-system>.

The 2025 outlook for Indonesian education suggests that the success of Permendikbudristek No. 46 will depend on whether it can dismantle the "culture of silence" and the "normalization of violence" that has plagued the system for decades. As the JPPI and KPAI figures show, the problem is no longer "hidden"; the public reaction is now loud and digital, leaving no room for institutional inaction.

### **C. CONCLUSION**

The persistent escalation of school bullying in Indonesia highlights a critical disconnect between the theoretically comprehensive Permendikbudristek No. 46 of 2023 and the cultural, administrative, and digital realities of contemporary educational units. While the rise of viral social media discourse has created an essential mechanism for public accountability, it simultaneously risks the desensitization and secondary victimization of children if not met with substantive institutional reform. Effective intervention requires a transition from purely administrative compliance to a whole-school approach that prioritizes restorative justice, specialized teacher capacity building, and the integration of social-emotional competencies into the core curriculum. Ultimately, the preservation of a safe learning environment is a fundamental prerequisite for achieving national educational goals and protecting the human rights of the next generation.

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