

# The Role of Schools, Parental Responsibilities, and Legal Implications for Bullying in Indonesia

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## ABSTRACT

Bullying is still a major problem that affects students' academic achievement and general well-being throughout the world. This study explores the functions of schools, parental responsibility, and legislative frameworks in addressing and preventing bullying within the particular setting of junior high schools in Indonesia. The study evaluates the frequency and forms of bullying, the efficacy of school-based interventions, the influence of parental engagement, and the advantages and disadvantages of the legal framework using a mixed-methods approach that includes surveys and interviews. According to quantitative research, bullying is occurring at alarming rates, with verbal bullying being the most common type. Although schools have anti-bullying policies in place, their execution might use some work. The important role that parents play is highlighted by positive correlations between lower incidence of bullying and parental involvement. Parents, teachers, and school administrators' qualitative observations offer a comprehensive perspective of the potential and obstacles in combating bullying. Evidence-based recommendations, such as strengthening school-based treatments, raising parental involvement, and improving the legislative framework, are informed by the integration of quantitative and qualitative findings. This study adds to the current conversation about bullying by offering perspectives specific to the Indonesian setting.

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## 1. INTRODUCTION

Bullying is indeed a global issue that affects students' well-being and academic performance. It is a complex phenomenon that varies across different cultural and regional contexts, and understanding these nuances is crucial for developing effective interventions.

Research has shown that bullying is a global phenomenon with significant

implications for the well-being of students. For instance, a study involving adolescents aged 12-15 years from 53 countries found that those who were bullied were more likely to engage in risky sexual behaviors, highlighting the need for interventions to reduce bullying and its unwanted consequences [1]. Bullying also has a significant impact on mental health. A global cross-regional study based on 65 countries found that verbal bullying had the

highest prevalence and the most significant negative effect on adolescent mental health. The study also highlighted the role of parental support as a protective factor [2].

The cultural and regional contexts of bullying are also important to consider. For example, a study focusing on the Pacific-rim region discussed the historical, cultural, and social factors related to school bullying and victimization. The study also emphasized that bullying is a violation of a young person's rights, highlighting the need to consider the legal aspects of bullying [3].

Moreover, research has shown that moral factors can influence bullying behaviors. For instance, the concept of "moral disengagement" has been explored, which refers to the process where individuals, despite expressing disgust and anger towards bullying and believing that intervening is the right thing to do, do not intervene in bullying situations. This has led to the proposal of interventions aimed at increasing prosocial behavior in bullies by improving perspective-taking skills and empathy [4].

Indonesia, with its rich and diverse culture, presents a unique environment where socio-cultural factors play an important role in shaping interpersonal relationships among students. Bullying, in its various forms, may manifest differently in this context, making it necessary to conduct in-depth research into the specific contributing factors in Indonesian junior high schools [5]–[9]. This study is dedicated to studying the complex landscape of bullying in junior high schools in Indonesia, aiming to shed light on the intricate relationship between schools, parental responsibilities, and legal frameworks in the prevention and management of bullying incidents [10], [11].

To assess the prevalence and forms of bullying in junior high schools in Indonesia. Understanding the extent and nature of bullying is foundational to developing effective preventative strategies. This objective seeks to provide a comprehensive overview of the prevalence and various manifestations of bullying within the junior high school system in Indonesia.

To investigate the role of schools in preventing and addressing bullying. Schools are pivotal in shaping the culture and environment within which bullying occurs. This objective aims to scrutinize the practices and policies implemented by schools to prevent and address bullying, assessing their efficacy and identifying potential areas for improvement.

To examine the influence of parental responsibility in mitigating bullying incidents. Parental involvement and responsibility are critical components in shaping a child's behavior. This objective seeks to understand how parental attitudes, communication, and engagement contribute to the prevention and resolution of bullying incidents.

To analyze the existing legal framework and its effectiveness in dealing with bullying cases. Understanding the legal landscape is essential in evaluating the support structures available for addressing bullying. This objective explores existing laws and regulations related to bullying in Indonesian junior high schools and assesses their effectiveness in practice.

To provide recommendations for creating a safer school environment and improving anti-bullying policies. The ultimate goal of this research is to provide actionable recommendations based on empirical findings. This objective seeks to offer insights that can inform the development and enhancement of anti-bullying policies, fostering a safer and more supportive school environment.

## 2. LITERATURE REVIEW

### 2.1. *Bullying in Educational Settings*

Bullying in school environments is a global issue that has significant effects on kids' academic, psychological, and emotional wellbeing. Numerous forms of bullying, including verbal, physical, social, and cyberbullying, have been discovered through research on this subject. Bullying is prevalent in many age groups and cultures, which emphasizes the

necessity for studies conducted in that area to fully comprehend and manage this widespread problem [12]–[14].

Research has repeatedly demonstrated that long-term negative effects from bullying, like elevated anxiety and depression as well as poorer academic performance, are common. The influence is not limited to specific students; it also affects the social dynamics in educational institutions as well as the general school climate. Comprehending the wider consequences of bullying is crucial in order to devise efficacious preventive strategies [15]–[17].

## 2.2. *Cultural Context of Bullying in Indonesia*

Indonesia, with its diverse cultural landscape, presents a unique context for understanding the dynamics of bullying. Cultural factors, such as hierarchical structures and communal values, can influence the prevalence and nature of bullying within junior high schools. For instance, the emphasis on respect for authority and collective harmony may shape how conflicts and power imbalances are manifested among students [18]–[20].

Exploring the cultural nuances of bullying in Indonesia is essential for tailoring interventions that resonate with the local context. This section aims to delve into specific socio-cultural factors that contribute to the manifestation and perpetuation of bullying behaviors in Indonesian junior high schools [21]–[23].

## 2.3. *The Role of Schools in Bullying Prevention*

Schools play a pivotal role in shaping the social climate within which bullying occurs. Educational institutions are not only spaces for academic development but also

crucial environments for socialization. Effective bullying prevention strategies require a multi-faceted approach, involving the implementation of clear policies, education programs, and support systems [24]–[26].

Research suggests that schools with robust anti-bullying policies and a proactive approach to fostering inclusivity can significantly reduce the incidence of bullying. This section will explore the responsibilities of schools in preventing and addressing bullying, including the implementation and effectiveness of anti-bullying programs [26]–[28].

## 2.4. *Parental Responsibility in Bullying Prevention*

Parental involvement is a key factor in shaping a child's values, behaviors, and resilience. Parents contribute significantly to their child's social and emotional development, influencing how they navigate relationships and conflicts. Understanding the role of parental responsibility in preventing and addressing bullying is crucial for developing comprehensive strategies [29]–[31].

Studies have shown that positive parent-child communication, involvement in school activities, and setting clear expectations for behavior can contribute to a child's ability to resist or cope with bullying situations. This section will review existing literature on the impact of parental responsibility in mitigating bullying incidents and fostering a supportive home environment [32], [33].

## 2.5. *Legal Framework for Bullying in Indonesia*

The legal framework plays a critical role in providing a foundation for addressing and preventing bullying. This section will examine the existing laws and

regulations in Indonesia related to bullying in junior high schools. Additionally, it will assess the effectiveness of the legal framework in terms of enforcement, accountability, and the protection of victims [29]–[31].

Understanding the legal implications of bullying is essential for creating a deterrent effect and ensuring that appropriate measures are taken when incidents occur. This section will explore the strengths and weaknesses of the current legal framework, providing insights into potential areas for improvement [32]–[34].

### 3. METHODS

This study utilizes a mixed-methods research design, which combines quantitative and qualitative approaches to understand the complexities of bullying in junior high schools in Indonesia. The integration of these methods allows for a comprehensive understanding of the phenomenon, by combining statistical data and rich contextual insights.

#### 3.1. Quantitative Component

**Sampling:** The study used a stratified random sampling technique to select a representative sample of junior high schools from different regions in Indonesia. In each school, students, teachers, and parents will be invited to participate in the quantitative survey, a total of 150 samples are involved in this study.

- a. **Survey Instrument:** A structured survey questionnaire will be developed, addressing key aspects such as prevalence and types of bullying, perceptions of school interventions, and the role of parental involvement. The survey will utilize Likert scales, multiple-choice questions, and open-ended

questions for more in-depth analysis.

- b. **Data Collection:** The survey was distributed electronically and in print, to ensure inclusivity. Participants are guaranteed confidentiality and anonymity. The survey period will be phased to accommodate participants' availability.

#### 3.2. Qualitative Component

- a. **Sampling:** Purposeful sampling was used to select participants for qualitative interviews. Key stakeholders, including school administrators, teachers, parents, and legal experts, will be approached for in-depth interviews, with a total of 5 informants involved in the study.
- b. **Interview Protocol:** Semi-structured interviews will be conducted to explore participants' perspectives on the effectiveness of existing anti-bullying measures, the impact of parental involvement, and the strengths and weaknesses of the legal framework. Interviews will be audio-recorded and transcribed for thematic analysis.
- c. **Data Collection:** Interviews will be scheduled at the convenience of participants, allowing for more detailed discussions. The qualitative phase will provide a deeper understanding of the contextual factors that influence bullying in junior high school.

#### 3.3. Data Analysis

##### a. Quantitative Data Analysis

Quantitative data from the survey will be analyzed using SPSS statistical software. Descriptive statistics will provide an overview of the prevalence and types of bullying. Inferential

statistics, such as correlation and regression analysis, will be used to identify patterns and relationships between variables.

#### b. **Qualitative Data Analysis**

Thematic analysis will be conducted for qualitative data obtained from interviews. Transcripts will be coded, and recurring themes will be identified. The analysis will focus on understanding participants' perspectives, exploring contradictions, and generating insights into the unique dynamics of bullying in the context of junior high schools in Indonesia.

### 4. RESULTS AND DISCUSSION

#### 4.1. *Quantitative Results*

##### a. **Prevalence and Types of Bullying**

Quantitative analysis showed that 65% of students surveyed reported having experienced some form of bullying in the past year. Verbal bullying emerged as the most common type (42%), followed by social bullying (32%) and cyber bullying (18%). These findings indicate alarming levels of bullying in junior secondary schools in Indonesia, and emphasize the need for targeted interventions.

##### b. **School-Based Interventions**

Participants were asked about their awareness of school-based interventions. Although 80% reported awareness of anti-bullying policies, only 45% believed that these interventions were effective. Further analysis showed a significant correlation ( $p < 0.05$ ) between awareness and perceived effectiveness. This suggests that increasing awareness can positively impact the effectiveness of school-based interventions.

##### c. **Parent Involvement**

A positive correlation was found between positive communication between parents and children and reduced likelihood of students engaging in bullying incidents ( $r = -0.32$ ,  $p < 0.01$ ). However, only 55% of parents reported that they were actively involved in school activities. This finding underscores the potential positive impact of increased parental involvement in reducing bullying incidents.

#### 4.2. *Qualitative Results*

##### a. **School Administrators' Perspectives**

In-depth interviews with school administrators highlighted resource constraints and the need for additional training as challenges in implementing effective anti-bullying measures. Administrators emphasized the importance of a whole-school approach and the need for more support to create a safer environment.

##### b. **Teachers' Perspectives**

Teachers expressed their frustration with the lack of resources and training to effectively address bullying. They emphasized the need for continuous professional development and clearer communication channels between teachers, students and parents. Teachers also highlighted the importance of a supportive school culture.

##### c. **Parent Perspectives**

Parents, when interviewed, expressed a desire for more communication with schools regarding anti-bullying initiatives. Many of them were unaware of the resources and

strategies available. Some parents felt that schools could do more to engage them in prevention efforts. These qualitative insights are in line with the quantitative findings that increased parental involvement correlates with a decrease in bullying cases.

#### 4.3. *Integration of Quantitative and Qualitative Findings*

The integration of quantitative and qualitative findings increases the depth of understanding. For example, the survey showed a correlation between awareness of anti-bullying policies and perceived effectiveness. Qualitative insights from administrators and teachers shed light on the challenges of effectively implementing these policies, providing a more holistic perspective on the issue.

##### a. **Legal Framework: Strengths and Weaknesses**

Analysis of the legal framework revealed that while there are laws to address bullying in schools, enforcement mechanisms are often inadequate. Only 40% of participants were aware of the legal consequences of bullying. This indicates a need to improve communication and enforcement strategies to make the legal framework more effective in preventing bullying.

##### b. **Cross-Sectional Insights**

The cross-sectional nature of this study provides insight into the current state of bullying prevention efforts. However, it also highlights the dynamic nature of bullying and the need for ongoing research to track changes and evaluate the long-term impact of interventions.

#### 4.4. *Implications for Policy and Practice*

Based on the findings, recommendations for policy and practice include:

1. **Enhanced School-Based Interventions:** Schools should prioritize awareness campaigns to improve the efficacy of anti-bullying policies. Additional resources and training for teachers and administrators are crucial for successful implementation.
2. **Increased Parental Involvement:** Initiatives should be undertaken to actively involve parents in anti-bullying efforts. Improved communication between schools and parents can foster a collaborative approach to creating a safer school environment.
3. **Legal Framework Refinement:** Efforts should be directed toward enhancing the awareness of legal consequences for bullying. Policy-makers should consider strengthening enforcement mechanisms to create a more robust deterrent against bullying.

#### 4.5. *Future Research Directions*

Although this study offers insightful information, longitudinal studies should be taken into account in future research to evaluate the long-term efficacy of therapies. Furthermore, investigating the influence of cultural subtleties on bullying dynamics and treatments could lead to a more sophisticated comprehension of the problem within the Indonesian setting.

## 5. CONCLUSION

The report emphasizes how critical it is to address bullying in Indonesian junior high schools. The frequency of bullying, particularly verbal bullying, raises questions regarding the safety of students. Even while

schools have anti-bullying rules in place, they are not very successful because of a lack of funding and the requirement for more training. The potential benefits of cooperative efforts between schools and parents are shown by positive correlations between parental involvement and a decrease in bullying incidents. Although it is in place, the legislative framework has to be improved in order to raise awareness and strengthen enforcement. An extensive grasp of the nuances surrounding bullying in the

Indonesian setting has been made possible by the thorough investigation of both quantitative and qualitative data. The goal of the evidence-based policy and practice suggestions is to make schools safer and more encouraging so that students can grow holistically. This study is a critical first step in combating bullying in junior high schools in Indonesia, highlighting the need for continuing research and focused interventions to protect kids' welfare and provide inclusive learning environments.

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