



SOCIALIZATION OF THE ANTI BULLYING MOVEMENT TO PROMOTE AWARENESS AND POSITIVE BEHAVIOR AMONG ADOLESCENTS AT SMPN 48 AND SMAN 22 BATAM

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Abstract: The Community Service Program (KKN) conducted by Group 20 of Universitas Riau Kepulauan took place in Pecong Village, Belakang Padang District, Batam City, focusing on an anti-bullying campaign. The program targeted students from SMP Negeri 48 Batam and SMA Negeri 22 Batam, who are considered vulnerable to bullying behavior. A participatory approach was applied through interactive discussions, video campaign creation, and role-play simulations. The activities included initial coordination with schools, socialization of bullying issues, and the production of a “Stop Bullying” video at SMP Negeri 48, followed by role-play sessions and reflection activities at SMA Negeri 22. The results indicated a significant increase in students’ understanding of the definitions, forms, and impacts of bullying, as well as the development of empathy through direct experiences of acting as victims, perpetrators, and bystanders. Students’ enthusiasm was evident through their active participation in discussions and creative campaign production. Overall, the program successfully enhanced awareness of the importance of building a safe and child-friendly school environment, serving as an initial step toward a sustainable anti-bullying culture in island-based schools.

Keywords : KKN, bullying, character education, social empathy, Pecong Village

INTRODUCTION

Pecong Island, located in Belakang Padang District, Batam City, is one of the outer island regions that still faces limited access to information, communication, and non-formal educational services. Its geographical condition separated from the main island and far from urban infrastructure has caused several social and educational challenges to persist, including limited awareness of social issues such as bullying. The schools located in this area, SMP Negeri 48 Batam and SMA Negeri 22 Batam, serve as the main educational institutions for adolescents on the island. However, the lack of exposure to character education programs and limited access to counseling services have contributed to the normalization of negative behaviors among students.

Based on field observations conducted during the Community Service Program (KKN), it was found that a large number of students still perceive teasing, name-calling, and verbal humiliation among peers as a normal part of daily interaction. This behavior, often justified as “just joking,” reflects a low level of awareness regarding the emotional harm caused by bullying. Furthermore, some students admitted to having been victims or witnesses of bullying, both in



face-to-face interactions and through digital platforms such as social media. This condition indicates that the understanding of bullying its definitions, types, and consequences—is still inadequate among adolescents in island-based schools.

This situation is further complicated by the social environment of the island community, where close social relationships and a culture of joking can blur the line between humor and harassment. The absence of systematic character-building programs and limited access to school counselors make it difficult for students to identify and report bullying incidents. Therefore, Pecong Island represents a vulnerable area that requires targeted educational interventions to promote emotional intelligence, empathy, and social awareness among students.

The phenomenon observed in these schools is not an isolated issue. (According to UNICEF 2022), around 41% of Indonesian adolescents have experienced bullying in physical, verbal, or digital forms. Such a high prevalence demonstrates that bullying remains a serious concern within Indonesia’s educational landscape. (A study by Sari and Putra 2023) highlights that bullying has a strong correlation with increased levels of anxiety, depression, and low self-esteem among teenagers (*Journal of Adolescent Psychology*, 5(2), 115–128). These psychological effects can lead to long-term consequences, such as decreased academic performance and withdrawal from social activities.

In the context of Pecong Island, these problems are intensified by environmental and infrastructural limitations. Schools in island areas often lack sufficient psychological support systems and extracurricular programs focusing on emotional education. During interviews, some students revealed that they rarely received direct guidance regarding positive communication, empathy, or conflict resolution. Additionally, teachers admitted that they often found it difficult to address bullying cases due to limited time, resources, and the absence of structured intervention programs.

Another problem lies in the prevailing misconception among adolescents that bullying is a harmless part of friendship. This belief normalizes hurtful behaviors and prevents victims from speaking up. (Research by Hidayati and Fauzan 2021) asserts that education-based interventions and empathy training are proven to reduce bullying behavior while fostering a caring attitude among students (*Journal of Character Education*, 11(2), 201–213). Thus, the lack of educational efforts targeting this issue has allowed bullying to persist as a hidden yet damaging social problem within the school environment.



The Community Service Program conducted by Group 20 of Universitas Riau Kepulauan was designed to enhance adolescents' awareness, understanding, and sensitivity toward the issue of bullying in schools, particularly within island-based communities where access to counseling and non-formal education is still limited. This activity aimed to address the lack of knowledge and misconceptions about bullying, which is often perceived by students as harmless teasing rather than a serious form of psychological and social violence.

The objectives focused on equipping students with a deeper understanding of the various forms of bullying physical, verbal, relational, and cyber and the long-term effects it may cause, such as emotional distress, anxiety, and loss of self-esteem. In addition to cognitive awareness, the program sought to promote emotional intelligence and empathy among students, encouraging them to view social interactions through a more compassionate and respectful lens. Through this approach, students were expected to become more conscious of their actions and their impact on others.

Another key goal was to empower students to take active roles as agents of change in creating a safe, inclusive, and child-friendly school environment. The activity also sought to strengthen collaboration between universities, schools, and communities by introducing sustainable anti-bullying education that could be continued beyond the KKN program. Furthermore, the program aimed to provide teachers and school counselors with practical tools and educational materials to support anti-bullying initiatives within guidance and character education programs. Ultimately, the activity aspired to cultivate a long-lasting culture of respect, empathy, and solidarity among students in island-based schools.

The activities carried out throughout the program consisted of several interconnected stages designed to maximize student engagement, learning, and reflection. The implementation began with coordination and needs assessment, continued with awareness campaigns and creative learning sessions, and concluded with reflection and evaluation.

At the initial stage, the KKN team conducted coordination meetings with the principals and teachers of SMP Negeri 48 Batam and SMA Negeri 22 Batam. These discussions were intended to identify the most common forms of bullying that occurred within the school environment and to explore the students' attitudes toward these behaviors. Informal interviews and direct observations revealed that bullying often took the form of verbal teasing and exclusion, which many students perceived as normal interactions among peers.



The next stage focused on the socialization of anti-bullying awareness. In this session, students were introduced to the definitions, forms, and impacts of bullying through interactive discussions and visual presentations. The KKN team used short educational videos, case examples, and guided questions to encourage critical thinking. Students were invited to share their personal experiences, feelings, and reflections, which created a more open and empathetic atmosphere for dialogue.

Following the awareness session, the program continued with a creative workshop at SMP Negeri 48 Batam, where students were involved in producing short video campaigns with the theme “Stop Bullying.” Through teamwork, scriptwriting, and acting, students transformed their understanding into positive messages aimed at promoting kindness and respect. This activity not only strengthened their comprehension but also improved their creativity and communication skills.

At SMA Negeri 22 Batam, the KKN team facilitated a role-play activity that simulated real-life bullying scenarios. Students played the roles of victims, perpetrators, and bystanders, which allowed them to experience and reflect on the emotional consequences of bullying from multiple perspectives. After the simulation, a guided reflection session was conducted where students discussed what they had learned, how they felt during the activity, and how they could apply these lessons in daily life. Many students expressed newfound empathy and a stronger commitment to preventing bullying among their peers.

The program concluded with a collaborative reflection session involving both students and teachers. In this final activity, participants discussed ways to sustain a respectful and inclusive school culture. Together, they created a “Commitment Wall” where each student wrote a personal pledge to stand against bullying. This symbolic act represented a shared responsibility to maintain a safe and supportive learning environment.

Finally, the KKN team conducted an evaluation to assess the outcomes of the program. Feedback from students and teachers indicated a significant increase in awareness and understanding of bullying and its effects. The team also provided the schools with digital learning materials, including the anti-bullying video, posters, and guidelines that could be reused for future campaigns or character education lessons.

Overall, the series of activities combined knowledge building, emotional learning, and creative expression, leading to a more meaningful transformation in students’ attitudes and behaviors. The collaborative and participatory approach successfully engaged students not only as learners but also as advocates of change, promoting a culture of empathy and respect within their school communities.

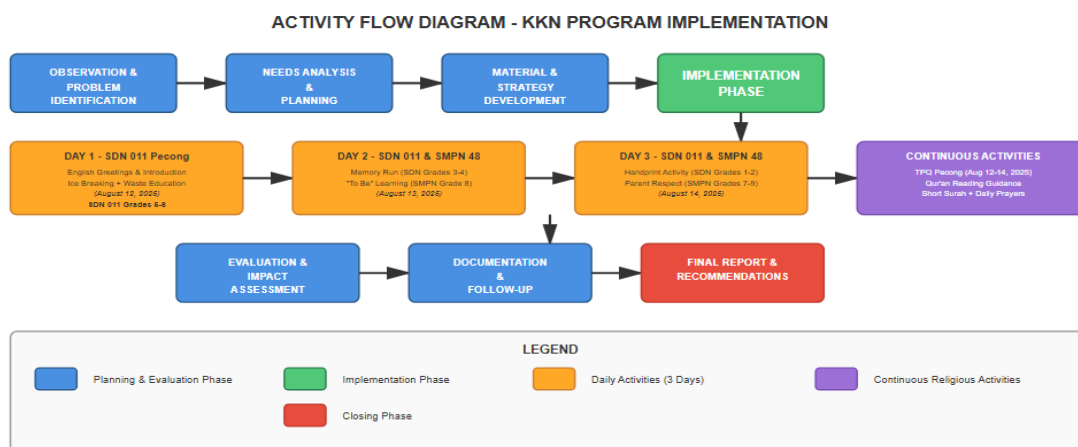


METHODOLOGY

This community service program was carried out using a participatory and collaborative approach. The participatory approach ensured active involvement of students, teachers, parents, and community leaders throughout the activities, creating an interactive and engaging learning environment. The implementation techniques included interactive teaching, educational games, creative art activities, socialization sessions, and religious mentoring.

The program was designed based on preliminary observations of identified issues among the community partners, particularly students at SDN 011 Pecong, SMPN 48 Batam, and TPQ Pecong. Solutions were developed to address specific challenges in language learning, creativity development, character building, and religious education. The techniques employed were tailored to suit the characteristics and developmental needs of each student group, ensuring meaningful and enjoyable learning experiences. The target participants of this program were adolescents from SMP Negeri 48 Batam and SMA Negeri 22 Batam, as they are in a developmental stage where social interaction and peer influence play a significant role in shaping behavior. In addition to students, the program also involved teachers, parents, and community representatives as supporting participants to strengthen collective awareness and responsibility in preventing bullying within the school environment.

The location of implementation was in Kelurahan Pecong, Kecamatan Belakang Padang, Kota Batam, which served as the designated area for the KKN Group 20 of Universitas Riau Kepulauan. The program was implemented from August 11 to August 13, 2025, with activities carried out directly at both schools. The first session was conducted at SMP Negeri 48 Batam, focusing on awareness and campaign video creation, while the second session took place at SMA Negeri 22 Batam, emphasizing role-play simulations and reflection discussions.





RESULTS AND DISCUSSION

The implementation of the Community Service Program (KKN) by Group 20 of Universitas Riau Kepulauan in Pecong Village, Belakang Padang District, Batam City, was carried out successfully and received enthusiastic responses from students, teachers, and the local community. The program focused on the socialization of the anti-bullying movement, which aimed to build awareness, empathy, and mutual respect among adolescents at SMP Negeri 48 Batam and SMA Negeri 22 Batam. Throughout the activity, participants not only gained new insights but also developed a deeper understanding of how bullying affects individuals and school environments.

1. General Description of the Location

The program took place in Pecong Island, a part of Belakang Padang District, one of the island areas of Batam City that has limited access to educational and social information. The location was chosen because it represents a community that is still developing in terms of digital literacy and awareness of social issues. The main program sites were SMP Negeri 48 Batam and SMA Negeri 22 Batam, both of which serve adolescents aged between 13 and 18 years old. These students are within the age group most vulnerable to bullying behavior, either as victims, perpetrators, or bystanders.

The supportive attitude of the school principals and teachers became an important factor that ensured the success of the program implementation. They welcomed the initiative and viewed it as an effort to strengthen character education and promote a safe school culture.

2. Time and Place of Activities

The anti-bullying socialization program was held over three consecutive days, from August 11 to August 13, 2025. Each day was designed with a different focus to gradually build awareness, understanding, and commitment among participants.

- August 11, 2025 – Preparation and Coordination Stage On the first day, the KKN team conducted coordination meetings with the principals, teachers, and student representatives from both schools. The discussions focused on finalizing the schedule, materials, and methods to be used during the socialization. The team also prepared visual aids, presentation slides, and interactive games related to bullying behavior. This stage was essential to ensure that the program aligned with the needs and characteristics of the students, as well as the school's values and policies.



- August 12, 2025 – Socialization and Creative Campaign at SMP Negeri 48 Batam
The second day was dedicated to the first target group — junior high school students at SMP Negeri 48 Batam. The activity began with an opening session by the KKN coordinator, introducing the objectives and importance of the anti-bullying campaign. The socialization session included interactive presentations on the definition, forms, causes, and consequences of bullying, followed by a group discussion to explore real experiences among students.

Students were then divided into small groups to create short campaign videos titled “*Stop Bullying, Be Kind!*”. This creative task encouraged them to express anti-bullying messages through storytelling and role performance. Teachers also participated by guiding the students in identifying positive behaviors that foster friendship and respect. The atmosphere was lively and participatory, showing that the students not only understood the concept but were also motivated to act as ambassadors of anti-bullying awareness within their school.

- August 13, 2025 – Role Play and Reflection at SMA Negeri 22 Batam
The third day was implemented at SMA Negeri 22 Batam with a more mature group of high school students. The session began with a brief recap of bullying concepts, emphasizing psychological and social impacts on victims. The highlight of the day was a role-play activity, where students acted out real-life bullying scenarios — taking on roles as perpetrators, victims, and bystanders.

This method allowed students to empathize with different perspectives and recognize the emotional pain caused by verbal and social bullying. After the role play, a reflective discussion was held, during which students shared their feelings and insights about the experience. Many students admitted that they had previously underestimated hurtful teasing and realized its long-term impact.

The activity concluded with a “Child-Friendly School Declaration”, where students collectively pledged to create a safe, respectful, and inclusive learning environment. The declaration was signed symbolically by student representatives and witnessed by teachers and the KKN team as a commitment to sustain the anti-bullying culture beyond the program.



B. Level of Participant/Partner Engagement

The level of engagement among participants and partners throughout the implementation of the anti-bullying socialization program in Pecong Village, Belakang Padang District, Batam City was notably high. This active participation was a key factor contributing to the overall success of the Community Service Program (KKN) conducted by Group 20 of Universitas Riau Kepulauan.

From the initial coordination to the final reflection, the program involved multiple stakeholders including students, teachers, parents, and community representatives each of whom played an essential role in achieving the objectives of the activity.

At SMP Negeri 48 Batam, the engagement level of students was reflected in their enthusiasm during group discussions and creative video production. Many students demonstrated initiative by volunteering to act as speakers, editors, and scriptwriters for the “*Stop Bullying*” campaign videos. Their willingness to express ideas and collaborate with peers showed a positive shift toward openness and empathy. Teachers actively assisted the process by supervising technical preparations and ensuring that the messages conveyed in the videos aligned with educational values.

Meanwhile, at SMA Negeri 22 Batam, the level of engagement was equally strong, particularly during the role-play sessions. Students participated actively in performing different roles as perpetrators, victims, and bystanders allowing them to experience the emotional and psychological dimensions of bullying firsthand. The reflective discussions that followed became a meaningful platform for students to share personal stories and express their commitment to change behaviors. Several students also initiated follow-up ideas, such as forming a peer-support group to maintain awareness of bullying issues after the program ended.

The teachers and school administrators displayed a high level of cooperation by integrating the program into school activities and encouraging student participation. Their presence throughout the sessions helped maintain order and support an open, inclusive atmosphere for dialogue.

The parents and community representatives who were invited during the reflection stage also contributed valuable insights. They expressed appreciation for the initiative and emphasized the importance of continuing similar educational programs to prevent bullying not only in schools but also within the community environment.



The KKN team members from Universitas Riau Kepulauan played a central role as facilitators, educators, and motivators. They effectively applied a participatory and empathetic approach, creating a sense of equality between facilitators and participants. This approach allowed the students to feel more comfortable in expressing their thoughts and experiences. Overall, the level of engagement among participants and partners can be categorized as high and collaborative. The combination of enthusiasm, cooperation, and commitment from all parties not only enhanced the program's effectiveness but also strengthened the foundation for building a sustainable anti-bullying culture in island-based schools such as those in Pecong Village.

C. Outputs and Deliverables

The implementation of the Anti-Bullying Socialization Program by Group 20 of Universitas Riau Kepulauan in Pecong Village produced several tangible and intangible outputs that reflected the success of the activity. These deliverables not only documented the outcomes achieved during the program but also served as educational tools to sustain the anti-bullying initiative within the schools and the surrounding community.

1. Educational Outputs

The primary educational output of this program was the increased awareness and understanding of bullying among students of SMP Negeri 48 Batam and SMA Negeri 22 Batam. Through interactive presentations, discussions, and role-play activities, students were able to identify the various forms of bullying verbal, physical, social, and cyber and understand their negative impacts on emotional and psychological well-being. Students also learned constructive ways to respond to bullying, such as reporting incidents, offering peer support, and promoting a culture of respect and empathy. Post-activity observations indicated noticeable behavioral changes, as students became more mindful of their words and actions in social interactions.

2. Creative and Media Deliverables

One of the most impactful deliverables was the production of a student-made campaign video titled "*Stop Bullying, Be Kind!*", created collaboratively by participants from SMP Negeri 48 Batam. The video showcased students' creative expressions in delivering anti-bullying messages through acting, narration, and slogan design. The completed video was later distributed digitally within the school community and shared during class meetings as a visual learning resource to sustain awareness. Additionally, posters and slogans produced during the sessions were displayed on the



school's bulletin boards and corridors as continuous reminders of the campaign's message. These materials became visible symbols of students' commitment to fostering a bullying-free environment.

3. Behavioral and Institutional Outcomes

Beyond creative materials, the program successfully generated behavioral and institutional deliverables. Students at SMA Negeri 22 Batam collaboratively formulated a "Child-Friendly School Declaration", pledging to create a safe, inclusive, and respectful learning environment.

The declaration was signed by student representatives, teachers, and the KKN team as a form of shared commitment. Teachers expressed interest in integrating anti-bullying education into school orientation programs and student character development activities in the future. This collaborative output represents a sustainable impact, transforming the campaign into a continuing effort rather than a one-time event.

4. Documentation and Reporting Deliverables

All program activities were comprehensively documented through photographs, daily reports, attendance lists, and reflection notes. These materials were compiled into a final documentation report submitted to the Universitas Riau Kepulauan as an official record of the KKN implementation. The documentation also serves as a model for future student community service projects, particularly those addressing social and educational issues in remote island areas.

D. Data Presentation

The supporting data are presented in tables and figures to show participant distribution and improvements after the program implementation.

1. Tables

Type of Activity	Number of Participants	Percentage
Understanding Types of Bullying (SMP & SMA)	85	35%
Recognizing Victims and Perpetrators of Bullying (SMP & SMA)	78	32%
Comprehension of Bullying Situations (SMP & SMA)	80	33%
Total	243	100%

2. Graphs

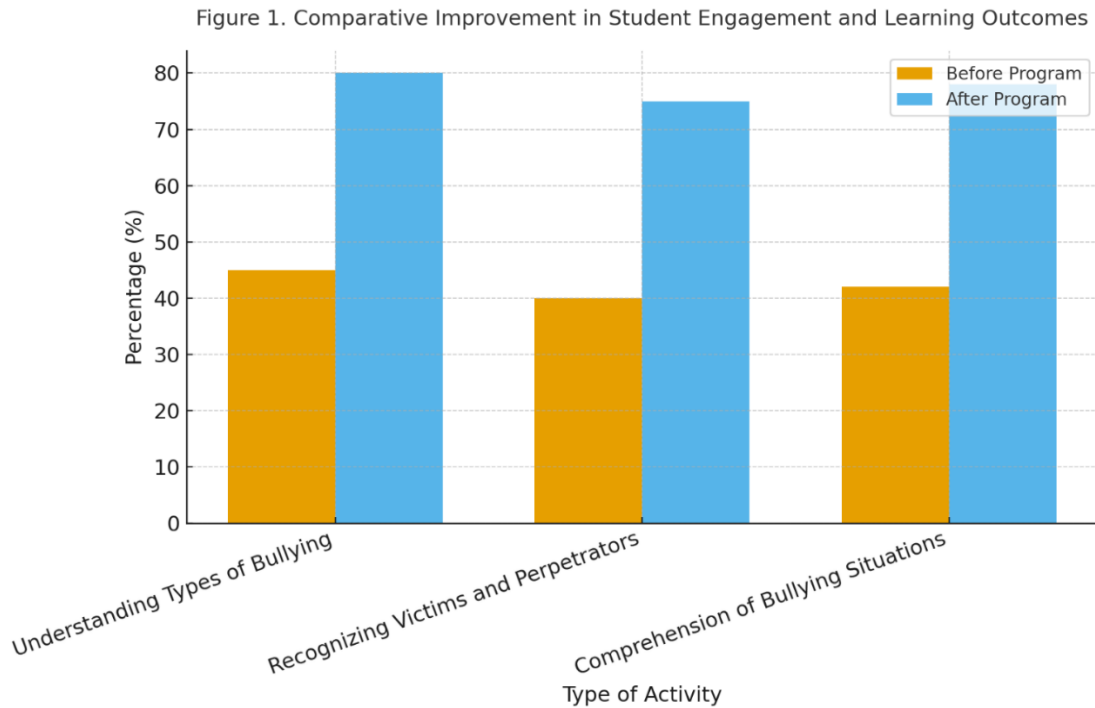


Figure-1 Comparative Improvement in Student Engagement and Learning Outcomes

3. Photos/Images

The following photos document the implementation of the KKN program in Pecong Village, illustrating participant engagement, learning activities, and community interaction throughout the educational and religious sessions.



E. Analysis and Discussion

The implementation of the Anti-Bullying Socialization Program in Pecong Village revealed significant insights regarding the dynamics of student behavior, awareness levels, and the effectiveness of participatory educational approaches. This section presents a critical analysis of



the findings in relation to the partner's problems, the conceptual framework applied, and relevant previous studies.

Understanding the Partner's Problems Before the implementation of the program, observations and short interviews indicated that most students from SMP Negeri 48 Batam and SMA Negeri 22 Batam considered bullying, such as teasing or verbal insults, as a normal part of social interaction. Many of them were unaware that such actions could have long-term psychological consequences. This finding aligned with UNICEF (2022), which reported that approximately 41% of Indonesian adolescents had experienced bullying, both physically and verbally. The lack of awareness was further influenced by limited access to non-formal education and information in island areas such as Pecong Village. In addition, the absence of structured anti-bullying education in schools contributed to the normalization of aggressive behaviors among peers. These contextual factors emphasized the urgency of implementing preventive and educational interventions targeting adolescents in remote communities.

Effectiveness of the Participatory Approach The use of a participatory and experiential learning approach proved to be highly effective in encouraging student engagement and improving understanding. Through interactive discussions, video campaign creation, and role-play simulations, students were not passive recipients of information but active participants who reflected on real-life bullying experiences. During the role-play sessions at SMA Negeri 22 Batam, for instance, students took turns acting as victims, perpetrators, and bystanders. This activity led to a deeper emotional understanding of empathy and the impact of harmful behavior. Students reported that "acting as a victim" helped them realize how painful even simple teasing could be. This finding supports Hidayati and Fauzan (2021), who argue that education-based interventions can reduce bullying behavior while increasing empathy among adolescents. Similarly, the video campaign project at SMP Negeri 48 Batam enabled students to express their creativity in spreading positive messages. According to Prasetyo, Wulandari, and Saputra (2020), creative-based learning approaches enhance students' motivation and make social issues more relatable, especially for young learners. The process of producing slogans, scripts, and visual materials promoted teamwork and responsibility, reinforcing prosocial values within the school community.

Behavioral and Cultural Shifts Post-activity reflections indicated observable behavioral changes among participants. Students began to use more positive language and demonstrated willingness to intervene when witnessing bullying. Teachers also reported a decline in the use of



offensive jokes and nicknames among students within weeks after the program. The establishment of the Child-Friendly School Declaration at SMA Negeri 22 Batam further reinforced a cultural shift toward collective awareness. The declaration symbolized a commitment between students, teachers, and the KKN team to maintain a respectful learning environment. This aligns with the perspective of Sari and Putra (2023), who emphasize that consistent anti-bullying education contributes to reducing anxiety and increasing confidence among adolescents.

Sustainability and Community Involvement Another significant aspect of this program was the involvement of multiple stakeholders—students, teachers, parents, and community members—in promoting a shared responsibility to prevent bullying. The active participation of teachers and school administrators ensured that the knowledge gained would be integrated into future school activities, such as student orientations and character-building programs. Furthermore, the documentation outputs (videos, posters, and reports) serve as sustainable educational media that can be reused in subsequent school campaigns. This approach reflects a long-term vision of developing island-based schools that prioritize safe and inclusive learning environments.

CONCLUSION AND RECOMMENDATIONS

The implementation of the *Anti-Bullying Socialization Program* by Group 20 of Universitas Riau Kepulauan in Pecong Village, Belakang Padang District, Batam City, was successfully carried out and met its intended objectives. Through a participatory educational approach that combined interactive discussions, campaign video production, and role-play simulations, the program effectively enhanced students' knowledge and awareness of the definitions, forms, and consequences of bullying. The activities not only provided new insights but also fostered empathy and reflection among students regarding their behavior toward peers. Both schools—SMP Negeri 48 Batam and SMA Negeri 22 Batam—showed positive engagement throughout the program, with teachers and students actively participating in discussions and creative projects. The *Child-Friendly School Declaration* and the production of campaign media served as evidence of the students' commitment to promoting a safe, inclusive, and respectful school environment. Overall, the program succeeded in transforming awareness into behavioral change, encouraging students to internalize the values of empathy, tolerance, and kindness in their social interactions.



RECOMMENDATIONS

Although the program achieved meaningful outcomes, continuous efforts are necessary to ensure its long-term sustainability. Schools are encouraged to integrate anti-bullying education into regular learning activities and student character development programs so that the values introduced during this initiative can be reinforced throughout the academic year. Teachers and parents should also play an active role in monitoring and guiding students' social interactions, serving as key figures in the early prevention of bullying behaviors. Furthermore, the establishment of student-led initiatives, such as peer support groups or *anti-bullying ambassadors*, could help maintain ongoing awareness and peer accountability within the school community. Periodic follow-up activities are recommended to evaluate behavioral progress and to adapt the program's approach in response to emerging issues such as cyberbullying. Lastly, given the program's positive impact, it is highly recommended that similar initiatives be replicated in other island-based or remote schools with limited access to psychosocial education. Such efforts will contribute to building a broader, sustainable culture of empathy and respect among Indonesian youth.

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