



Analysis of Prevention and Handling of Violence Against Children and Its Implementation in Educational Institutions

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Abstrak

Penelitian ini bertujuan untuk menganalisis upaya pencegahan dan penanganan kekerasan terhadap anak serta implementasinya di lembaga pendidikan. Upaya pencegahan dan penanganan kekerasan terhadap anak di lingkungan sekolah penting dilakukan salah satunya adalah pembentukan tim Pencegahan dan Penanganan Kekerasan (TPPK). Penelitian sebelumnya telah mengidentifikasi berbagai aspek pencegahan dan penanganan kekerasan di sekolah, termasuk kebijakan perlindungan anak di sekolah. Temuan dalam penelitian ini menyoroti bagaimana penerapan program TPPK di sekolah sebagai salah satu upaya pencegahan dan penanganan kekerasan di sekolah. Metode yang digunakan adalah metode systematic literature review dengan mengkaji berbagai artikel ilmiah terkait dari tahun 2018-2024 yang diakses melalui database Google Scholar yang berkaitan dengan pencegahan dan penanganan kekerasan pada anak serta kebijakan-kebijakan di dalamnya. Hasil analisis menunjukkan bahwa program pencegahan dan penanganan kekerasan sedang diterapkan namun masih membutuhkan sosialisasi secara menyeluruh terkait pembentukan Tim Pencegahan dan Penanganan Kekerasan di satuan pendidikan. Pencegahan kekerasan pada anak dapat dilakukan melalui pendekatan komprehensif yang melibatkan peran aktif sekolah, keluarga, dan masyarakat. Keberhasilan program pencegahan dan penanganan kekerasan anak di lembaga pendidikan sangat bergantung pada komitmen seluruh pemangku kepentingan, kebijakan yang tegas, serta monitoring dan evaluasi berkelanjutan.

Kata Kunci: Anak Usia Dini, Bullying, Kekerasan, Lembaga Pendidikan

Abstract

This study aims to analyze efforts to prevent and handle violence against children and their implementation in educational institutions. Efforts to prevent and handle violence against children in the school environment are important, one of which is the formation of a

Violence Prevention and Handling Team (TPPK). Previous studies have identified various aspects of preventing and handling violence in schools, including child protection policies in schools. The findings in this study highlight how the implementation of the TPPK program in schools is one of the efforts to prevent and handle violence in schools. The method used is the systematic literature review method by reviewing various related scientific articles from 2018-2024 which were accessed through the Google Scholar database related to the prevention and handling of violence against children and the policies therein. The results of the analysis show that the violence prevention and handling program is being implemented but still requires comprehensive socialization regarding the formation of a Violence Prevention and Handling Team in educational units. Prevention of violence against children can be carried out through a comprehensive approach that involves the active role of schools, families, and the community. The success of the child violence prevention and handling program in educational institutions is highly dependent on the commitment of all stakeholders, firm policies, and continuous monitoring and evaluation.

Keywords: Bullying; Early Childhood; Educational Institutions; Violence

Introduction

Violence in educational institutions has increased from year to year. Based on the results of the 2022 National Assessment, the data presentation is 34.51% or 1 in 3 students are likely to experience sexual violence and 26.9% or 1 in 4 students are likely to experience physical punishment. Around one in three students are likely to experience bullying (Inspection General of the Ministry of Education and Culture, 2023) . Reported from Kompas, the number of incidents of violence in educational environments in 2023 claimed 19 lives. Although the nature of the incidents varies, the most common are incidents of bullying and sexual violence. At least 136 incidents of educational violence are expected to be reported in the mass media in 2023, with a total of 134 perpetrators and 339 victims, 19 of whom died (Aranditio, 2023). From this data, efforts are needed to prevent and handle violence against children in schools. The government has regulated policies in Permendikbud Number 46 of 2023 concerning the prevention and handling of acts of violence in educational units, in which educational units are required to form a Violence Prevention and Handling Team (TPPK).

The Violence Prevention and Handling Team (TPPK) was created as an effort by the government to prevent and handle violence that occurs in educational institutions. Several previous studies have identified various strategies or efforts to prevent violence and handle violence against children, such as research conducted by Ilyas (2019) that a child protection module is needed in schools as an effort to increase teacher knowledge in preventing and handling violence against children. Research conducted by Holiza & Yaswinda (2022) shows that parental involvement is needed as an effort to prevent and handle violence against children. Although there is research that discusses the prevention and handling of violence against children, research on the implementation of the policy of forming a Violence Prevention and Handling Team (TPPK) in schools has not been widely conducted. As research conducted by Napitupulu (2023) shows that there are still few who have formed task forces for the prevention and handling of violence in schools, other data recorded as many as 20,157 educational units with a presentation of 4.7% and only 6,719 educational units were truly valid, amounting to 1.54%. In addition, there are still Task Forces (Satgas) that have not been formed in 38 provinces and 514 districts/cities.

Based on several data and studies that have been presented, there are new findings in this study that further socialization and monitoring are needed for the implementation of programs for the prevention and handling of violence against children in educational institutions. The author highlights the need for effective socialization, clear protocols, and active collaboration among stakeholders to ensure the success of the school violence prevention program. This study aims to analyze how the implementation of the TPPK program in schools is one of the efforts to prevent and handle violence in schools. This study seeks to provide insight into the effectiveness of the current approach to preventing and handling violence against children in schools and provides recommendations for a comprehensive approach involving schools, families, and communities..

Method

The research methodology used is *Systematic Literature Review*. This method was chosen to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest (Triandini et al., 2019). By using certain keywords, we collected 16 carefully selected journals. Various journal standards, such as title, abstract, keywords, and research objectives are used to determine which articles will be selected and answer the researcher's questions or solve the problem. To verify the accuracy of the data, an analysis

table was created for each article, which includes title, the author's name and year of publication, journal name, DOI or article access link provided, research location, and type of article to be analyzed. Journal articles published between 2018-2024 are the primary data source from Google Scholar. Any deviation from this year's range will be automatically excluded based on the criteria of the data source used. The table provides researchers with the ability to analyze and determine based on research needs.

Result and Discussion

Result

Based on a *systematic literature review* conducted carefully on 16 journals, below we present in table form to see the prevention and handling of violence against children and its implementation in school institutions.

Table 1. Results of Journal Article Analysis

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
1.	Analysis typical violence on child And the underlying factors . Agustin, M., Saripah , I., & Gustiana , AD (2018). <i>IV-Jurnal Ilmiah Visi</i> , <i>13(1)</i> , 1–10. DOI: https://doi.org/10.21009/JIV.1301.1	Bandung Regency & West Bandung Regency	Case Study	The forms of violence that children receive from their peers and teachers vary, such as hitting, pulling, insulting, and ignoring, and various factors underlie this violence, such as seeking attention, attacking toys, and being impatient with friends, so that institutions must be created that can reduce incidents of violence and create schools that are friendly to children.
2.	Prevention Violence Sexual On Child	Sardis Preschool,	-	Media-based reproductive health education in

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	Through Education Health Reproduction Media Based On Student School Education Child Hinga , IAT (2019). Age Early (Preschool). <i>GEMASSIKA: Journal Devotion To Society</i> , 3 (1), 83-98. DOI: https://doi.org/10.30787/gemassika.v3i1.395	Maulafa District, Kupang City		reproductive health counseling, especially for children, is highly recommended because media-based reproductive health education is very effective in preventing sexual violence. In practice, children are able to show certain body parts that should not be touched by others and are able to sing anti-sexual violence songs.
3.	Module protection child: Increase knowledge of preschool teachers about prevention violence to child . Ilyas , SN (2019). <i>Ya Bunayya : Journal Education Child Age Early</i> , 3 (2), 123-131. DOI: https://doi.org/10.24853/yby.3.2.123-131	Lorong Preschool and Preschool Mosque in Makassar City	Research And Development Methods	In preventing violence against children, a child protection module is needed that is able to increase knowledge about preventing violence against children and for teachers in Early Childhood Education.
4.	Storytelling Method for Prevention Violence Sexual on Child Age Schools in Preschool. Yulia, YH, Aini , N., & Sabaruddin , EE (2022).	Orchid Preschool, Munjul Village, East Jakarta.	Quantitative	Education through media is again needed and is effective. Knowledge about preventing KSPA (child sexual violence) increased by 80% after

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	<i>LOSARI: Journal Devotion To Society</i> , 4 (1), 23-28. DOI: https://doi.org/10.53860/losari.v4i1.81			health promotion was implemented through educational media, both in the form of storytelling, videos and songs, so that it can expand the knowledge of preschool children about preventing KSPA.
5.	Effort Prevention Violence Sexual On Child Age Dini . Supriani , RA, & Ismaniar , I. (2022). <i>Jambura Journal of Community Empowerment</i> , 1-20. DOI: https://doi.org/10.37411/jjce.v3i2.1335	-	Literature Study	As an effort to prevent violence against children, the role of families, communities and schools is needed, which have a major impact on children's lives. For children, the role of parents is the most important in preventing sexual violence, and a community environment that cares about children, as well as schools where children socialize with others. Therefore, it is necessary to pay attention to the environment where parents, teachers and children live.
6.	Violence to child ; strategy prevention And its handling. Aryani, DI, & Elhada , NI (2021).		Descriptive Analytical	Research shows that violence against children can occur anywhere and many factors are involved.

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	<p><i>ISTIGHNA: Journal Education And Islamic Thought</i> , 4 (2), 171-189.</p> <p>DOI: https://doi.org/10.33853/istighna.v4i2.132</p>			<p>Violence against children is handled on a large scale, holistically, comprehensively and continuously, preventing, overcoming and breaking the cycle of violence against children requires the involvement of parental awareness, social control, state supervision, social services, doctors and psychologists.</p>
7.	<p>Preventing Action Violence on Children in Institutions Education . Noer , KU (2019). <i>Sanwa : Journal Gender Studies</i> , 14 (1), 47-66 ..</p> <p>DOI: https://doi.org/10.21580/sa.v14i1.2998</p>	Depok City Education Office	Qualitative	<p>This study shows that there is cooperation between P2TP2A and the Ministry of Education in efforts to prevent violence against children in educational institutions with the involvement of P2TP2A in the recruitment of teachers and principals . This partnership will support the development of curricula to address violence, funding for activities to prevent violence against children in the school environment, and strengthening the</p>

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
				mandate to prevent and combat violence against women and children.
8.	Evaluation Early Childhood Education Policy of the Minister of Education and Culture Number 30. Holiza , W., & Yaswinda , Y. (2022). <i>Journal Innovation Research</i> , 2 (8), 2547-2556. url: http://hdl.handle.net/11617/12496	-	Literature Study	This study explains the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning Family Participation in the Implementation of Education that in the process of parental involvement in children's education, cooperation between parents and teachers is needed both at home and at school to encourage children's growth and development.
9.	Prevention And Handling Violence in the Environment Unit Education . Sriyanti , S., & Asbari , M. (2024). <i>Journal of Information Systems and Management (JISMA)</i> , 3 (1), 85-89. DOI : https://doi.org/10.4444/jisma.v3i1.924	-	Descriptive Qualitative	The "Merdeka Belajar Episode 25" program emphasizes the importance of preventing and responding to violence in educational settings. Through effective education, strong policy development, parental involvement, appropriate reporting systems,

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
				<p>psychological support, and appropriate disciplinary action, a safer and more inclusive educational environment can be created. This allows students to learn and grow without fear of violence. Effective prevention strategies include education, creating a positive learning environment, and collaboration with stakeholders. When violence occurs, appropriate steps must be taken immediately to address the incident, including internal investigations and external involvement if necessary.</p>
10.	<p>Protection Law To Child Which become Victim Action Bullying. Fadillah, Astuti Nur (2019). Journal Belo Volume V No. 1 August 2019-January 2020. DOI :</p>	-	-	<p>Child protection is all activities that guarantee and protect children and their rights so that they can live, grow, develop and participate optimally in accordance with their human dignity and honor, and be protected.</p>

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	10.30598/belovol5issue1page86-100			
11.	Parents Views Child Age Early Against Bullying or Bullying . Anggraeni , Dwiyani & Rahmi , Azimatur (2022)Journal Education Tambusai . DOI: https://doi.org/10.31004/jptam.v6i2.5217	Budi Mulia Lourdes Kindergarten	Descriptive Quantitative	Basically, people already understand about bullying, try to explain the forms of bullying to young children, are ready to help children who are victims of bullying. However, there are also some parents who do not understand the form of behavior and assume that there is no connection between behavior and habits at home.
12.	Design Instruments Detection Early Bullying On Child Age Early. Vinayastri , Amelia & et al (2023). Journal Untirta . DOI: http://dx.doi.org/10.30870/jpppaud.v10i1.19246	Early Childhood and Elementary Schools in East Jakarta	Survey	Bullying patterns are very important because they include indicators related to bullying patterns in early childhood.
13.	Bullying Behavior in Child in Kindergarten. Maghfiroh , NT (2021). Journal Obsession : Journal Education Child Age Early , DOI:	RA Al-Islam Muaro Jambi	Qualitative	There are three types of bullying : physical, verbal, and psychological. Therefore, it is important to provide support in schools to prevent bullying

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	10.31004/obsesi.v6i3.1845			and educate children to avoid such incidents.
14.	Studies Case Impact Bullying Behavior Towards Development Social Emotional Child Kindergarten B At Al Azzam Kindergarten Ternate North Maluku. Kasiati , K., Al Jufri , L., Pertiwi, H., Gustina , H., Daisu , KF, & Sudarya , A. (2022). Journal Indonesian Education . DOI : 10.36418/japendi.v3i10.1258	Al Azzam Kindergarten in Ternate City	Classroom Behavior Study	There is a relationship between personal factors, family factors, peers, schools, media and bullying. Teachers and parents should supervise more and provide good examples for children.
15.	Verbal Bullying Causes Trauma to Kindergarten Children. Wulandari , H., & Jasmine, N. (2023). Journal Scientific Vehicle Education , 9(16), 363-374. DOI: https://doi.org/10.5281/zenodo.8242460 .	-	Literature Review	Important For Pay attention to children's language skills, because inappropriate language used by children is the precursor to verbal bullying behavior.
16.	Children's media literacy . age early : Strategy countermeasures violence sexual on	-	Literature Study	The influence of media can be positive and negative depending on how to teach children about media

No	Title, Author (Year), Journal and DOI	Place	Research Design	Research Analysis
	children . Silawati , E., Harun , CA, Ananthia , W., Muliastari , DN, Yuniarti , Y., & Yuliaritiningasih , MS (2018). In national & international seminar proceedings (Vol. 1, No. 1).			literacy. The use of media cannot be prevented, therefore it is better to teach children how to use it properly.

Based on the analysis of the journal above, violence against children occurs in verbal and physical forms such as insulting, pinching or hitting (Agustin et al., 2018) forms of violence prevention are also carried out by schools by providing reproductive health education as a way to prevent sexual violence (Hinga, 2019) , creating a child protection module (Ilyas, 2019) , and using the story telling method for sexual prevention in early childhood (Aini et al., 2022) . In preventing violence against children, cooperation and support from the family are also needed to continue to supervise, guard and guide children to be aware of violence, whether it is violence perpetrated by other people, teachers or by the parents themselves (Aryani & Elhada, 2021 ; Supriani & Ismaniar, 2022 ; Holiza & Yaswinda, 2022) . However, only a few journals examine the implementation of policies for the prevention and handling of violence against children in educational units. Several journals by (Noer, 2019) and (Sriyanti et al., 2024) which researched the existence of cooperation in preventing and handling violence against children so that findings were found for us to analyze the implementation of prevention and handling of violence against children according to the mandate of the Minister of Education and Culture Regulation No. 46 of 2023.

Discussion

Bullying and violence that occurs to children

The Republic of Indonesia upholds human rights (HAM) which also includes children's human rights where there is protection and fulfillment for children. The rights of

children are expressly regulated in Article 28B paragraph (2) of the 1945 Constitution which states: "The state guarantees that every child has the right to live, grow and develop and has the right to protection from violence and discrimination." (Maharani & Darmadi, 2018). Children are valuable assets owned by this country for the generation of national development, children must be considered and considered qualitatively and oriented towards the future. If children do not have quality and a clear future, they cannot become leaders of this nation, they are an inseparable part of the survival of humans, the nation, and the state.

Violence and bullying that occurs to children in Indonesia is very concerning, as recorded by KPAI written by (Masyrafina, 2023) in *Republika* there were 2,355 cases of child protection violations until August 2023, where it was detailed that victims of bullying/bullying were 87 cases, children who were victims of the fulfillment of educational facilities 27 cases, children who were victims of educational policies 24 cases, children who were victims of physical and/or psychological violence, 236 cases, children who were victims of sexual violence 487 cases, and there were still many other cases that were not reported to KPAI. This is something that needs to be considered by parents or adults around children. This may initially be considered not violence but over time it turns out to be bullying.

Violence in early childhood refers to any behavior that is painful both physically and non-physically (verbally), has serious psychological impacts, and can cause trauma to a child, as written by (Azzahra et al., 2021) that bullying behavior has four types. Violence cannot be justified in any form. Especially if it is done to children who need a lot of attention and care.

Bullying and violence in physical form are identified in bullying behavior in early childhood, such as children can do it by hitting, kicking, and pinching their friends' toys and then pushing. This is often done by strong children against weak ones. In the study (Maghfiroh & Sugito, 2021) it turned out that boys for no reason disturbed girls who were stacking toy blocks, and every time girls played they tried to deliberately damage their toys. Then in the study written by (Kasiati et al., 2022) which stated that there were cases of disturbing friends by stealing so that their friends' work was damaged, then they would continue their actions until other children joined in and were involved in fights, physical violence, beatings, and teasing with their peers. and their friends cried. So with this incident, it is clear that there are indeed strong and weak children, where the strong will disturb the weak.

Bullying and violence in verbal form that appears is teasing, making fun of and scolding the victim, where verbal bullying is generally carried out by the perpetrator who

knows the victim's weaknesses, then the target identifies the weakness. which in the study (Wulandari & Jasmin, 2023) the child was walking home from school to his house, then heard a conversation between the student's parents and said that the child's mother was a cheater and during school, he was often teased by his classmates as a "cheating child". Where the child did not want to go to school anymore because of trauma and fear of being bullied. From this incident, it turns out that even though it was just words, it was very traumatic even though no one was hurt outside.

The impact is not trivial, and will have a major impact on the child's life in the future. This is in accordance with (Khasanah, 2015) who said that this has many impacts, including victims of bullying who usually feel anxious, threatened, and helpless. This situation causes a decrease in self-confidence in children, trauma in children, feelings of always being alone, embarrassed, feeling wrong, afraid of school (school phobia), unable to retaliate, and no one is there to help. In addition, this shows that the perpetrator has lost his humanity, tends to be selfish and is mostly isolated from social interaction.

Government efforts to address violence against children

As an effort by the government to handle violence against children, a policy was made in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning the Prevention and Control of Violence in a Series of Violence in Educational Units can lead to criminal behavior and cause trauma to students. The regulation aims to create safe, comfortable and enjoyable learning conditions and processes, protect all school residents from elements and acts of violence and promote harmonious social life and cooperation between students and between students and educators, education personnel, parents and the community both within one educational unit and between educational units. In this policy, the government mandates the Regional Government to form a team to deal with acts of violence.

In the process of seeing data on violence against children in educational units, it is so concerning that the Government has reviewed, considered and issued a new policy, namely the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 46 of 2023 concerning the Prevention and Handling of Acts of Violence in the Educational Unit Environment that both students, teachers, teacher assistants in school institutions have the right to receive protection from violence that occurs in educational units. In this policy, the government has created a program to form a Violence Prevention

and Handling Team (TPPK). Educational units are required to form a TPPK where this team plans and implements non-violent programs, educational units/school institutions can involve local residents, namely the School Committee, Educators, and the Community as members of the TPPK. The Regional Government also forms a task force and carries out cross-sector coordination according to the authority given. In addition, the policy contains the duties of the team, mechanisms and processes for handling violence and includes the rights of witnesses, victims and reporters. This form of violence can be carried out physically, verbally, non-verbally, and/or through information and communication technology media. (Ministry of Education and Culture, 2023)

The prevention and handling of violence provided by the Government is a shared responsibility in preventing violence that occurs in school institutions. In the process of violence, the injured party is able to report it to the TPPK that has been formed at the school and can report it to the legally authorized party.

Implementation of prevention and handling of violence against children in school institutions

According to PAUDPEDIA (2023) , there are 31,801 PAUD level education units that have formed TPPK with details of 31,801 TPPK at PAUD level, 46,203 TPPK for elementary school level, 14,431 TPPK for junior high school level, 6,284 for high school level, 4,626 TPPK for vocational school level, 541 TPPK for special education level, and 984 for equivalent education level. After the formation of this team, it is hoped that PAUD units and the Education Office can socialize the formation of this team as a whole until the end of 2024. TPPK itself consists of representatives of educators and school committees. Seeing the importance of this problem, of course, socialization activities are needed to form a team for the prevention and eradication of violence against children in schools. Reported from Schoolmedia (2023) , the acceleration of the formation of TPPK was carried out in the socialization carried out in Tangerang, Banten on November 2-4, 2023, which is expected to make educators, education personnel and students increasingly educated about the types of violence that can occur between children and is expected to provide an understanding for TPPK and the task force formed to take firm action against anyone who commits violence in educational units.

In its implementation in school institutions, the formation of TPPK needs to be recorded in Dapodik (Basic Education Data) as a form of fulfilling the obligations of the

Regulation of the Minister of Education and Culture Number 46 of 2023 concerning the Prevention and Eradication of Violence in School Facilities. In addition to government policies and programs related to the prevention and handling of violence against children, there are programs that can be implemented in schools, namely the child-friendly school program which aims to protect and fulfill children's rights, as well as create a safe and comfortable learning environment. This program was initiated by the Ministry of Women's Empowerment and Child Protection (KemenPPPA). One important step in preventing sexual violence against children is to provide education to parents on how to prevent such violence. Education on the prevention of sexual violence against children (KSA) needs to be implemented as a foundation for forming attitudes that support stopping these incidents. In this case, adults—especially parents—play the role of primary protectors of children from various threats around them. As part of the child's closest environment, parents are responsible for supporting the family by instilling moral, ethical, and religious values; meeting the child's needs; and being a guide in their lives, including providing sex education as an effort to prevent KSA. Parents need to take the initiative to teach sex education to children from an early age to help them understand how to protect themselves from sexual violence. Ideally, this education begins when children are around 3 to 4 years old, because at that age they begin to understand the concept of their bodies. The introduction of sex education should be done gradually and linked to everyday situations. Parents can start explaining to their children about the identities and differences between male and female bodies from an early age, so that children have a proper understanding of their bodies and how to protect them.

Closing

Prevention and handling of violence in PAUD is needed because of cases of bullying and violence at the PAUD level. KPAI recorded 2,355 cases of child protection violations and many other cases that were not reported to KPAI. In the current policy at the PAUD level, there is a TPPK which has not yet been fully socialized, but has been given direction to create the team.

Based on the results of the analysis of prevention and handling of violence against children and its implementation in educational institutions, it can be concluded that a comprehensive and integrated prevention and handling system is needed. The success of this program requires active collaboration between schools, families, and communities, as well as

clear and implementable policy support. In the context of early childhood Islamic education, this approach needs to be integrated with Islamic values that emphasize compassion, protection, and respect for children as a mandate from Allah SWT. Educational institutions need to develop a child protection-based curriculum that integrates Islamic values, improve the competence of educators in detecting and handling cases of violence against children, and strengthen the monitoring and evaluation system for violence prevention programs. Establishing networks with child protection institutions and religious organizations is also an important aspect in the implementation of this program.

For recommendations for further research, further research is needed that examines the effectiveness of violence prevention programs based on Islamic values, the development of child-friendly learning models from an Islamic education perspective, and the role of religious figures in preventing violence against children in educational environments. This is important to ensure that programs for preventing and handling violence against children can run effectively while maintaining Islamic values in early childhood education practices.

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