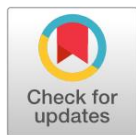


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Narrative Construction of Anti-Bullying School Culture through LPKRA Implementation

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ABSTRACT

Background: Bullying remains a pervasive form of school violence that severely compromises students' psychological, social, and academic development. To mitigate this, educational institutions are increasingly adopting child protection frameworks. A primary initiative in this domain is the Child-Friendly Special Protection Institution (LPKRA) standards, which emphasize policies and pedagogical practices that prioritize the safety and well-being of the child.

Purpose: This study aims to delineate the operational model of junior high schools (SMP) that meet LPKRA standards and to analyze the implementation of LPKRA-based anti-bullying education within Semarang City.

Method: This research employs a qualitative descriptive approach. Data were gathered through observations, interviews, and documentation involving school principals, teachers, guidance counselors, and students across several junior high schools that have institutionalized LPKRA standards. The data analysis followed the stages of reduction, presentation, and conclusion drawing.

Results: The findings indicate that schools adhering to LPKRA standards in Semarang have significantly improved governance by embedding child protection into their core institutional framework. These schools have established formal protection units, enacted anti-violence policies, and developed systematic reporting mechanisms. Anti-bullying education is strategically integrated through school policy, classroom curricula, socialization programs, and active parental involvement. Furthermore, case management utilizes restorative and educational approaches that prioritize the "best interests of the child" principle.

Conclusion: The implementation of LPKRA standards effectively fosters a safer, more supportive school environment. While the framework facilitates early detection and resolution of bullying, challenges regarding human resource limitations and program sustainability persist.

KEYWORDS

Anti-bullying, Child Protection, LPKRA Standards, Restorative Justice, School Culture

INTRODUCTION

Currently, the world of education in Indonesia is facing bullying cases that frequently occur at every level of education. As is widely known, throughout 2023 bullying

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cases in Indonesian education were highly concerning. Data released by the Indonesian Teachers Union Forum (FSGI) recorded that during 2023, 50% of bullying cases occurred at the junior high school (SMP) level, 23% at the elementary school (SD) level, 13.5% at the senior high school (SMA) level, and 13.5% at the vocational high school (SMK) level. Some of these incidents even resulted in fatalities (Achiyat, 2024). This situation has become a major problem in education, because education, which should serve as a means to develop students' potential in preparing for the future, instead has the potential to damage students' futures due to bullying occurring in schools (Franzen et al., 2021). Furthermore, data released by UNICEF show that 2 out of 3 children in Indonesia have experienced bullying (UNICEF, 2020). Therefore, it is necessary to establish anti-bullying school environments so that students' future and potential can be properly developed in schools.

An anti-bullying school means providing a humane and supportive school environment for students. One model of anti-bullying schools currently implemented in Indonesia is the LPKRA-based school model (Child-Friendly Special Protection Institution). LPKRA is a standard established by the Ministry of Women's Empowerment and Child Protection (Kemen PPPA), which provides guidelines for handling children in various vulnerable conditions, including children in conflict with the law, exploited children, children who are victims of abuse of narcotics, alcohol, psychotropic substances, and other addictive substances, children who are victims of pornography, children with HIV and AIDS, children who are victims of kidnapping, sale, and/or trafficking, children who are victims of physical and/or psychological violence, children who are victims of networks or organized crimes, children with disabilities, children who are victims of abuse and neglect, children with deviant social behavior, and children who are victims of stigmatization related to the labeling associated with their parents' conditions (Azizah, 2023). With the existence of the LPKRA standards, educational institutions have clear guidelines in developing their institutions into child-friendly and anti-bullying educational environments.

At the practical level, the development of anti-bullying schools in Indonesia has begun to be implemented in several ways. These include: (1) establishing task forces and conducting socialization activities, stop-bullying campaigns, and supervision involving all members of the school community (Siswati & Saputra, 2023; Repo & Sajaniemi, 2015; Rahmatullah & Azhar, 2020). (2) Integrating educational efforts within educational institutions with the surrounding environment and students' parents (Stevens et al., 2001; Hamdi et al., 2023; Cathrin, 2023). (3) In addition, the handling of bullying in schools is often carried out by strengthening students' character (Pratiwi et al., 2021; Azzahra et al., 2021; Carretero & Cervelló Gimeno, 2019). Although these efforts have provided many approaches to the prevention and handling of bullying cases in schools, they generally involve only schools, students, parents, and the surrounding environment. Therefore, these efforts still need improvement, particularly by involving the active role of the government as the policymaker and standard-setter for child-friendly and child-appropriate schools. LPKRA is a government standardization program aimed at creating educational environments and atmospheres that are child-friendly (JDIH Kemen PPPA, 2023). Thus, studying bullying prevention and handling through LPKRA standards in educational institutions can provide a new perspective in addressing bullying in schools.

At the implementation level, Central Java has become a region that supports child development. It is known that Central Java has received the Child-Friendly Province award from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA) for the last three consecutive years (Jawapos.com, 2021). Consequently, this achievement has also contributed to the progress of the City of Semarang, as the provincial capital, in developing itself as a child-friendly

city. In 2023, the City of Semarang received the Child-Friendly City award from the Ministry of Women's Empowerment and Child Protection (Jatengprov, 2023). Furthermore, education in Semarang City, particularly at the junior high school (SMP) level, has become a prototype for the development of child-friendly education. This is evident from the fact that seven junior high schools in Semarang City received recognition as child-friendly schools through the LPKRA (Child-Friendly Special Protection Institution) program, surpassing all other regions in Indonesia (Qudstia, 2023).

Based on these considerations, this research examines the "LPKRA-Based Anti-Bullying School Model in Semarang." This study was conducted in three junior high schools in Semarang City that have obtained LPKRA standardization: SMPN 4 Semarang, SMPN 9 Semarang, and SMPN 17 Semarang. These schools were selected as research sites for several reasons. First, most bullying cases in educational institutions occur at the junior high school level (Rosa, 2023), so this study is expected to contribute to solutions for handling bullying in schools. Second, these three schools are part of the seven junior high schools in Semarang City that have received LPKRA standardization (Qudstia, 2023). Therefore, it is expected that other schools will be able to follow and develop their institutions toward becoming child-friendly educational institutions through the implementation of LPKRA standards. Third, the LPKRA standardization has not yet been implemented at the elementary school (SD) and senior high school (SMA) levels. Consequently, this study does not examine LPKRA implementation in SD and SMA and focuses only on the junior high school (SMP) level.

In essence, schools are institutions intended to maximize students' potential in order to prepare them for the future. However, bullying has now become a serious problem in the world of education (Rosa, 2023). This situation can cause students to feel unsafe at school and threaten the development of their potential, as bullying can damage students' mental health and self-confidence (Franzen et al., 2021). Bullying is not a new phenomenon in the educational environment; rather, it has been occurring and has become a shared concern since around 2015 (Mendeley, 2023). Nevertheless, the resolution of bullying cases has not been effectively implemented. Evidence of this can be seen in the fact that Indonesia ranks fifth in the world in terms of bullying cases (McComas, 2018).

This raises an important academic question: Why have bullying cases in Indonesian education not yet been effectively resolved? Therefore, new studies are needed that involve all stakeholders in addressing bullying in schools, so that education can return to its fundamental purpose as a place to develop students' potential rather than destroy it due to bullying. Based on this understanding, this research examines the LPKRA-based anti-bullying school model in Semarang. This study aims to offer a new approach to handling bullying cases in schools and implementing anti-bullying schools based on LPKRA standards. Ultimately, the results of this research are expected to serve as a model for the broader development of anti-bullying educational institutions or schools.

RESEARCH METHODOLOGY

This research is a type of qualitative field study using a case study approach. In the case study approach, researchers conduct an in-depth analysis of a case that becomes the focus of the study within a certain period of time (Mujiati, 2017; Creswell, 2009). Therefore, this research was conducted to identify the LPKRA-based Anti-Bullying School Model in Semarang during the period of August–December 2024. In this case study research, an in-depth investigation of a particular case unit or object is carried out in order to produce a comprehensive description of the case unit or object being studied (Moleong, 2005). By using a case study approach to examine the

LPKRA-based anti-bullying school model in Semarang, it is expected that a new educational model for handling bullying cases in schools can be identified.

This research was conducted at junior high schools in Semarang City. The three junior high schools (SMP) that became the research sites are: SMPN 9 Semarang, SMPN 4 Semarang, and SMPN 17 Semarang. Geographically, SMPN 9 Semarang is located at Jl. Sendang Utara No. 2, Gemah, Pedurungan, Semarang City. SMPN 4 Semarang is located at Jl. Tambak Dalam Raya, Sawah Besar, Gayamsari District, Semarang City. Finally, SMPN 17 Semarang is located at Jl. Gabeng Raya, Jangli, Tembalang District, Semarang City.

Data were collected through observations, interviews, and documentation. The data were analyzed using thematic analysis, which involved identifying, analyzing, and reporting patterns (themes) within the data. A coding framework was developed to systematically categorize the data, including codes such as types of bullying, prevention strategies, school policies, teacher roles, and student responses. The coding process was conducted iteratively to refine emerging themes and ensure consistency across data sources.

The findings revealed several key themes related to the implementation of the LPKRA-based anti-bullying model. A teacher stated, "The LPKRA approach helps us respond to bullying cases more systematically and ensures that students feel protected." Students reported that "there is now more awareness about bullying, and teachers are quicker to intervene when incidents occur." These insights highlight the importance of structured intervention models and collaborative efforts between teachers and students in creating a safe school environment.

RESULT AND DISCUSSION

The implementation of LPKRA-based anti-bullying education in junior high schools in Semarang City represents a strategic effort to create a safe, inclusive school climate that respects the dignity of students. LPKRA emphasizes the fulfillment of children's rights, protection from violence, active student participation, and school management that prioritizes the best interests of children (Rahmawaty et al., 2023). In this context, anti-bullying education is not merely understood as an incidental program but as a value system integrated into school policies, learning processes, and social relationships within the school environment (Documentation, 2025).

Therefore, the adoption of LPKRA in junior high schools in Semarang City is based on the fulfillment of school policies that explicitly prohibit all forms of bullying, including physical, verbal, social, and cyber bullying. These policies are generally outlined in school regulations, codes of conduct for the school community, and case-handling mechanisms involving guidance and counseling teachers, homeroom teachers, and the school child protection team (Documentation, 2025). The existence of these policies becomes an important foundation for the implementation of anti-bullying education because it provides clarity regarding norms and sanctions, while also demonstrating the institutional commitment of schools (Astutik & Nurdianzah, 2024).

At the level of learning implementation, LPKRA-based anti-bullying education is integrated into subjects such as Civic Education (Pancasila Education), Religious Education, and Guidance and Counseling (Documentation, 2025). Teachers do not merely deliver normative material about the values of tolerance and empathy, but also employ participatory methods such as case discussions, role play, and reflection on students' experiences (Observation, 2025). This approach is in line with the principles of LPKRA, which position students as active subjects in the educational process, enabling them to recognize, prevent, and respond to bullying behavior constructively (Secretariat of the Semarang City Education Office, 2023).

In addition, school culture plays a significant role in the success of implementing anti-bullying education (Ridwan, 2025). Schools that consistently implement LPKRA tend to build egalitarian relationships between teachers and students, open spaces for dialogue, and encourage student participation through student councils (OSIS), anti-bullying ambassadors, or student forums (Putra, 2017). This culture of mutual respect has proven effective in reducing latent forms of bullying, such as mockery, exclusion, and negative stereotypes, which often escape formal supervision. Although LPKRA appears to have a strong influence in building an anti-bullying educational culture, several challenges remain in implementing LPKRA within the school culture. First, there are still differences in the level of understanding among teachers and educational staff regarding the concept of LPKRA and the forms of non-physical bullying, particularly verbal and cyberbullying. Second, parental involvement in anti-bullying education programs is still relatively limited, even though the family environment has a significant influence on shaping students' attitudes and behaviors. Third, the mechanisms for reporting bullying cases are not yet fully child-friendly; some students still feel afraid or hesitant to report incidents due to concerns about stigma or retaliation (Observation, 2025).

In this context, the implementation of LPKRA-based anti-bullying education in junior high schools in Semarang City requires continuous strengthening through teacher training, socialization programs for parents, and the provision of safe and confidential reporting systems. Thus, anti-bullying education does not stop at the policy level but is truly internalized in the daily practices of the school community (Nurdianzah et al., 2023). Overall, the research findings emphasize that the LPKRA approach provides a comprehensive and relevant framework for building bullying-free schools that are oriented toward children's well-being. The following table presents the efforts to implement LPKRA in junior high schools in Semarang City.

Table 1. Presents the efforts to implement LPKRA in junior high schools in Semarang City

Implementation Aspect	Main Findings	Educational Implications
School Policy	The school has written anti-bullying regulations based on LPKRA	Provides clear norms and protection for students
Learning Process	Anti-bullying material is integrated into subjects and counseling (Guidance and Counseling)	Increases students' awareness, empathy, and social skills
School Culture	Teacher–student relationships are more dialogic and participatory	Reduces latent bullying and increases students' sense of safety
Student Participation	The existence of the student council (OSIS) / anti-bullying ambassadors	Strengthens student leadership and their role as agents of change
Implementation Challenges	Teachers' understanding and reporting mechanisms are still limited	Training and a child-friendly reporting system are needed

The impact of LPKRA on improving educational culture toward anti-bullying schools requires collective strengthening and synergy from various parties. Without such reinforcement, the potential of LPKRA as a comprehensive instrument for bullying prevention cannot be fully optimized. Therefore, the sustainability of implementing LPKRA-based anti-bullying education demands collaboration between schools, families, local governments, and the community. Strengthening teachers' capacities, expanding parental participation, and providing safe and

trustworthy protection mechanisms for students are strategic steps moving forward. With shared commitment and consistent implementation, LPKRA-based anti-bullying education in junior high schools in Semarang City is expected to create an educational climate that is not only free from bullying but also supports children's optimal, dignified, and equitable development.

Based on the results of the research conducted, it can be concluded that junior high schools (SMP) in Semarang City that have met the standards of the Child-Friendly Special Protection Institution (LPKRA) demonstrate positive progress in creating a safe, comfortable, and child-friendly educational environment. Schools are not only focused on academic achievement but also pay attention to the protection and well-being of students through anti-violence policies, child-friendly reporting mechanisms, and more structured and educational case-handling systems. The implementation of LPKRA-based anti-bullying education has also been integrated into school policies, learning processes, school culture, and the involvement of teachers, students, parents, and the community. Through this approach, the awareness of school members regarding the importance of bullying prevention has increased, social relationships among students have become more positive, and the school climate has become more inclusive and conducive to the academic and psychosocial development of students.

In addition, the development of an LPKRA-based anti-bullying education model implemented through character training, conflict role-play, group discussions, and evaluative reflection has proven effective in reducing bullying behavior and strengthening character and social relationships among students. The research results indicate a significant decrease in the frequency of bullying, accompanied by increased empathy, tolerance, and cooperation among students. The successful implementation of this model is supported by the school's commitment, active student participation, and the support of teachers and parents, although several challenges remain, such as limited implementation time and supporting facilities. Overall, the LPKRA-based anti-bullying education model can serve as an effective approach in building a safer, more inclusive school culture that is oriented toward the protection of students' rights.

Bullying cases in Indonesia are not a recent phenomenon in education; observations and attention to bullying have been conducted since 2015 (Mendeley, 2023). However, despite these efforts, the resolution of bullying cases has not been well implemented and even reached a peak in 2023, when a bullying case resulted in the death of its victim (Rosa, 2023). Several trends in research on handling bullying issues since 2015 include: a). Forming task forces, conducting socialization, anti-bullying campaigns, and carrying out supervision involving the entire school community (Siswati & Saputra, 2023; Repo & Sajaniemi, 2015; Rahmatullah & Azhar, 2020), b). Integrating education within schools with the student's environment and parents (Stevens et al., 2001; Hamdi et al., 2023; Utami, 2016), c). Additionally, handling bullying in schools often involves strengthening students' character (Pratiwi et al., 2021; Azzahra et al., 2021; Carretero & Cervelló Gimeno, 2019).

Although these efforts have provided many approaches to prevent and address bullying cases in schools, they mainly involve the school, students, parents, and the surrounding environment. Therefore, further improvements are needed, particularly by actively involving the government as a policymaker and in the standardization of child-friendly and proper schools.

The integration of government, community, and schools is one of the effective ways to create learning that can accommodate all aspects of students' potential development. Astawa states that society, the government, and schools can synergize to create quality education. The government designs and implements policies, conducts oversight, and standardizes educational administration; schools execute these directives; and the community serves as both a control mechanism and a

source of feedback for school development (Temon Astawa, 2017). Therefore, addressing bullying in schools requires the active role of the government in education to oversee its implementation. LPKRA is a standardization program conducted by the government to create a child-friendly educational environment and atmosphere (JDIH Kemen PPPA, 2023). Thus, studies on bullying prevention through LPKRA standardization in educational institutions can provide an alternative perspective in handling bullying in schools.

The research roadmap above shows that the study has been conducted from 2022 to 2026. The theoretical review has examined the development of spiritual intelligence and the cultivation of religious character in adolescents. This study will continue with research on an LPKRA-based anti-bullying school model in Semarang in 2024. In this study, it will also be explained how spiritual intelligence and religious character play a role in shaping an anti-bullying school. The research will then proceed to address bullying victims and perpetrators through religious counseling activities. Subsequently, the study will continue to investigate digital-based bullying prevention in pesantren, complementing previous studies on pesantren and bullying, which have highlighted the negative perceptions of pesantren. The purpose of this research roadmap is to optimize studies on bullying resolution in both formal and non-formal educational settings while involving researchers from academic institutions and students.

CONCLUSION

The implementation of LPKRA-based anti-bullying education in junior high schools (SMP) in Semarang City demonstrates that a child protection approach can be applied in an integrated manner through school policies, learning processes, and the social culture within the educational environment. The application of anti-bullying policies, clear case-handling mechanisms, and the integration of values such as empathy, tolerance, and respect for differences in learning have increased the awareness of school members to prevent and address bullying, while also fostering more dialogical relationships between teachers and students and creating a safer and more inclusive school environment. In addition to having a positive impact on reducing bullying behavior and strengthening students' social character, this implementation still faces several challenges, such as differences in teachers' understanding of various forms of bullying, limited parental involvement. Therefore, continuous strengthening through enhancing teacher capacity, expanding parental participation, and developing safe and reliable protection systems is essential to ensure that LPKRA-based anti-bullying education can be more effectively implemented, creating a bullying-free school environment that supports the holistic development of students.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used Gemini in order to Improve grammar.. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visuali-zation; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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