Legal Protection and Human Rights for Child Bullying Victims in Indonesia

Laurentius Ni [(1)], Ambros Leonangung Edu[(2)], Abather Rahi Saadoon[(3)]
[12]Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia
[3]Professor in Archaeology and Ancient studies Kerbala University College of Education for Humanities, Iraq
Email: laurentiusniang@gmail.com

Article Info
Received: 10-06-2025
Revised: 08-10-2025
Accepted: 01-12-2025

Keywords: *Bullying, Child Protection, Human Rights, Restorative Justice, Cyberbullying*

Abstract

Child bullying in Indonesia has evolved from mere mischief to a human rights crisis. This study aims to conduct a qualitative systematic review of the legal construction, effectiveness of sanctions, and policy gaps in handling bullying in Indonesia. This study uses a "Qualitative Systematic Review" (QSR) design with a thematic analysis approach. The findings reveal four crucial themes: (1) bullying is not just a criminal offense, but a constitutional violation of the 1945 Constitution; (2) there is a "legal void" in cases of handling child "cyberbullying," where the ITE Law often fails to protect victims from "re-victimization"; (3) there is a dualism of sanctions between a rigid retributive (criminal) approach and restorative justice whose oversight has not been standardized; and (4) the failure of institution-based prevention due to a "zero tolerance" policy that does not address the roots of the culture of school violence. This study concludes that the current legal framework is still reactive and partial. This study is expected to form a "hybrid model" that integrates the codification of special criminal law (lex specialis) with local wisdom-based recovery mechanisms (living law) to fight for justice that restores the dignity of child victims.

I. INTRODUCTION

Phenomenon bullying (bullying) in Indonesia has develop has become a serious humanitarian crisis in the educational and social spheres. This action is no longer simply considered ordinary "mischief," but has metamorphosed become action aggressive Which massive And violate right a person's basic human rights. The latest data from the Indonesian Child Protection Commission (KPAI) shows trend improvement case violence to child Which Bullying is alarmingly widespread due to its multidimensional impacts, ranging from psychological trauma to the risk of death ((KPAI), 2023).

In current legal discourse, bullying is often categorized as violation Right Basic

Man (HAM), specifically right on flavor safety and protection from the threat of fear as guaranteed by the constitution. This action violates human dignity and the child's right to grow and develop. And develop in a way optimal without discrimination (Braun & Clarke, 2006). However, the complexity of the problem is increasing with the shift in modus operandi from conventional physical violence to cyberbullying in the online space. digital, Which often Not yet affordable in a way maximum by existing legal instruments (Wahanisa et al., 2021).

Indonesia already has legal instruments such as the Child Protection Law and the Electronic Information and Transactions Law (UU ITE). However, its implementation in field Still face This presents an extraordinary challenge. Law enforcement often falls into a retributive approach that focuses on punishing perpetrators while failing to provide adequate reparation for victims. This demonstrates a gap between the ideals of human rights protection and the reality of law enforcement on the ground, where schools and social environments are not yet fully safe spaces for children ((JBI), 2020). Therefore, this research is urgently needed to re-examine the legal framework for bullying in Indonesia. This systematic review is necessary to evaluate whether existing legal instruments are sufficiently responsive in protecting victims' rights, or whether fundamental reforms are needed to achieve restorative justice.

Study This aim For analyze How literature law The latest research constructs bullying as a serious form of human rights violation and evaluates the effectiveness of criminal sanctions in providing a deterrent effect and protecting victims. Furthermore, this study also focuses on identifying legal challenges in handling cyberbullying cases. in era digital. Based on framework SPICE (Settings, Perspective, Interest, Comparison, Evaluation), this research is guided by three questions Main issues (Nashriana, 2025). First, how are the characteristics of bullying constructed as a human rights violation under Indonesian positive law? Second, how effective is the application of criminal sanctions (the Criminal Code and the Child Protection Law) in protecting victims? Third, what are the challenges of law enforcement in cyberbullying cases (the Electronic Information and Transactions Law)?

2. RESEARCH METHOD

This study uses a “Qualitative Systematic Review” design with a thematic analysis

approach to identify patterns and themes from the legal literature, rather than conducting a numerical meta-analysi (Rosman, 2025)s. Protocol search literature done in a way comprehensive through base Scopus, Google Scholar, and Sinta (Garuda) data using the main keywords (*General Keywords*): `("Bullying" OR "Perundungan") AND ("Law" OR "HAM") AND ("Indonesia")`. Specifically for Scopus, the search was expanded with advanced syntax: `TITLE-ABS-KEY (("Bullying" OR "Cyberbullying" OR "School Violence") AND ("Law" OR "Legal" OR "Human Rights" OR "Legislation" OR "Criminal Code") AND ("Indonesia"))`(Widiartana et al., 2025). The complete article selection flow is presented in the following diagram:



Figure 1. Prisma Flowchart

The criteria guiding the literature selection process are focused on strict inclusion and exclusion criteria to ensure the relevance and quality of the data. Inclusion criteria refer to *peer-reviewed journal articles* (Indonesian/English) published in range 2015-2025, Which discuss bullying from perspective law normative or empirical and available in full text (Fithri, 2025). Meanwhile, the Exclusion Criteria refer to studies that purely discuss aspects of clinical psychology without regulatory overlap, opinion articles/editorials, *gray literature* (unpublished theses), as well as article news popular. For confirm source, All articles that passed *the screening stage* were evaluated using the JBI Critical Appraisal Checklist for Qualitative Research (Firdaus, 2025). The assessment focused on the congruence between research methodology and data interpretation, as well as the clarity of the legal *locus* being studied. Studies with low methodological

quality or non-substantive legal arguments were excluded from the final synthesis.

Analysis Data

Data analyzed use approach Analysis Thematic reflexive developed by Braun & Clarke (Khalil, 2025).

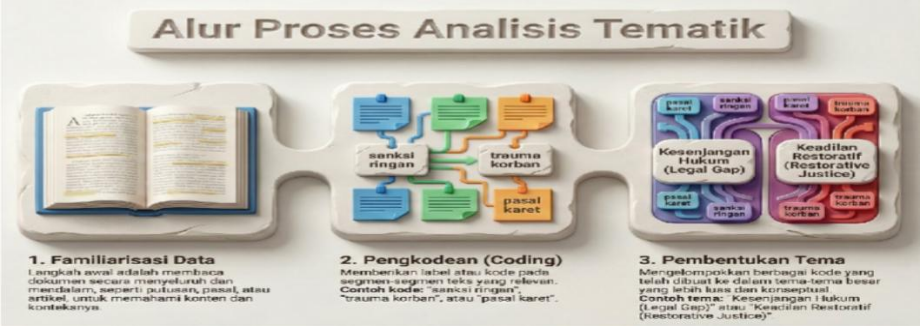


Figure 2. Map Thematic Analysis

This process includes six iterative stages: 1. Data Familiarization. The author repeatedly reads court decisions and journal articles to understand the depth of the data. context (*immersion*). 2. Making Code (*Coding*). Giving label in important text segments (e.g.: *"legal gap"* , *"vctim blaming"* , *"restorative failure"*) (Susilowati, 2025)..

Search Theme. Writer grouping codes Which each other related become a candidate theme beginning. 4. Review Theme. Writer validate theme to Data extraction to ensure internal coherence. 5. Theme Definition. The author formulates a sharp operational definition for each theme (e.g., "Law as a Instrument Repressive"). 6. Writing Report. Writer compile narrative analytical that connects the findings to the broader legal literature (Rahmasari, 2025).

Furthermore, to test qualitative rigor, the *coding process* in stages 2 and 3 was conducted by two independent researchers in a *double-blind manner* . The level of inter-rater agreement (*inter-rater reliability*) was measured using Cohen's Kappa coefficient, which produced a score of ≥0.75 (*Substantial Agreement category*). Disparities in coding were resolved through consensus discussions involving a third *reviewer* as adjudicator (Rachman, 2025).

3. RESULTS AND DISCUSSION

Characteristics Studies

A total of 34 articles meeting the inclusion criteria were analyzed. The distribution of publication years shows a significant upward trend in 2024-2025, which correlates with the virality of several high-profile bullying cases in Indonesia. This spike indicates the responsiveness of legal academic discourse to social phenomena. There is a pattern of exponential increase in academic discourse regarding bullying And law (Ritonga, 2025). On period beginning (2018-2021), research tends to stagnate with average 1-3 publication per year. However, happen surge sharp (" *J-Curve* ") start year 2023 until the peak in 2024 with 10 article, And This trend continues with 7 significant articles in the first half of 2025 alone. This trend is not merely a statistic, but rather a reflection of academic anxiety in response to a series of fatal cases (such as the Binus and Undip PPDS cases) that have prompted legal reform. Data from 2025 marked with an asterisk indicates that the number of publications potential beyond year previously along walking time. Matter This indicates that the issue of bullying is still a priority for national legal research (Mashdurohatun, 2025).

Map Thematic Literature (*Thematic Map*)

Based on results analysis deep to 34 article selected, found Four main themes dominate the legal discourse on bullying in Indonesia. These findings are classified to map how positive law responds to the dynamics of violence evolving from physical to digital. The first theme highlights the construction of bullying as a violation of constitutional human rights. The second theme reveals the legal void *in* handling *cyberbullying* . The third theme explores the trade-off between retributive sanctions and restorative justice. Finally, the fourth theme examines the effectiveness of educational institution-based prevention. A summary of the literature synthesis is visualized in the following matrix:

Table 1. Matrix Analysis Thematic

No	Theme Main	Findings Key	Reference Key
1	Human Rights Construction	Bullying is not just mischief, but a violation of constitutional rights. (Chapter 28B Constitution 1945).	Rukmana (2022); Ilahia & Asisti (2024); Fithri et al. (2025)
2	Legal Vacuum Digital	Article 27(3) of the ITE Law is not child-friendly ("Law's Silence"); requires *lex specialis* .	Son (2024); Dhamodharan et et al. (2023); Hammar (2022)
3	Dynamics of Sanctions	The tug of war between Retributive (Prison) vs Restorative Justice (Customary/Diversion).	Widiartana et al. (2025); Abdullah et al. (2024); Manubulu et al. (2024)
4	Institution-Based Prevention	Failure of school policies ("Zero Tolerance") without the support of legal infrastructure.	Rachman et al. (2025); Arif et et al. (2024); Rahmasari et al. (2025)

Data on able 1 in on illustrate existence gap fundamental between ideal legal norms and the reality of enforcement in the field. Specifically, the "Key Findings" column shows that although Indonesia's human rights legal framework is quite rigid in defining bullying (Theme 1), its implementation often stutters when faced with new media such as cyberspace (Theme 2) or cultural clashes in educational institutions

(Theme 4). Discussions of each of these themes will be outlined in the following sections, starting from a constitutional perspective and continuing through contemporary case analysis. To provide a comprehensive overview of the applicable regulatory framework, the following is a map of bullying law in Indonesia. This map visualizes the hierarchy of norms, from the philosophical foundations of the constitution to technical operational regulations at the ministerial level (Azisa, 2024).



Figure 3. Map Law Bullying in Indonesia

Visualization picture 4 confirm that Constitution 1945 stand as *a grundnorm* that ensure right on flavor safe. In underneath, there is branching between The general criminal law regime (KUHP) with special regimes (*Lex Specialis*) such as the Child Protection Law and the ITE Law. This interconnection shows that the handling of bullying in Indonesia consists of a complex web of regulations, where a single act of bullying can trigger various layered legal consequences (*concurrence of laws*) (Salabay, 2024).

DISCUSSION

This section presents an analytical interpretation of the above findings, aided by a visualization of the norm hierarchy as a basis for analysis (Abdullah et al., 2024).



Figure 4. Map Pyramid Law Bullying in Indonesia

Indonesia has a comprehensive and multi-layered legal framework to protect every individual from bullying (*bullying*). Framework This built on three complementary levels of legislative hierarchy. At the highest level, the 1945 Constitution (Articles 28B and 28G) establishes the constitutional foundation by guaranteeing the fundamental right of every person to protection of themselves, their families, their honor, and their dignity (Bin Mohamad, 2024).

The second level encompasses more specific sectoral regulations, including the Criminal Code (KUHP), which regulates criminal sanctions for acts of violence and defamation; the Child Protection Law (UUPA), which provides special protection for children from violence and discrimination; and the Electronic Information and Transactions Law (ITE), which addresses cases of insults or defamation committed through electronic media (Arif, 2024). To ensure effective implementation, government has emit Minister of Education, Culture, Research and Technology Regulation Number 46/2023 as operational technical regulations governing the Prevention and Handling of Violence in Educational Units (PPKSP). These regulations are specifically designed for create environment Study Which safe with operate strategy

Preventive and systematic bullying prevention in educational institutions. With this robust legal framework, Indonesia demonstrates a serious commitment to providing comprehensive protection to all citizens, especially the younger generation, from all forms of violence and bullying, both physical and digital (Taufiqurrohman, 2024).

Bullying as Violation Constitutional

Legal literature in Indonesia consistently positions bullying as a serious offense. Rukmana (Manubulu, 2024) agree that *bullying* violates the mandate of Article 28B paragraph (2) of the 1945 Constitution. This finding is supported by Fithri et al. (2025) who argue that *the Ultimum Remedium principle* must continue to place the protection of victims' rights above all else. At the ASEAN regional level, Khalil et al. (2025) noted disparities in child protection policies, with Indonesia considered lagging behind neighboring countries like the Philippines, which have more comprehensive anti-*bullying* laws . This issue becomes even more complex when it is brought into the realm of sexual violence. Nashriana et al. (2025) highlighted the dangerous intersection between bullying and sexual violence, where victims often experience *double* victimization from both the perpetrator and social stigma. This situation is exacerbated by the findings of Azisa et al. (Putra, 2024) which shows that in many cases of physical violence, victims rarely receive adequate restitution because the focus of justice is still on punishing the perpetrator, not on recovering the victim.

Cultural barriers are also an important focus. Firdaus et al.'s analysis (2025) used a legal communication approach and revealed the phenomenon of a "culture of silence" *in* the school environment which prevents victims from coming forward. report. In tune with findings the, Rahmasari et al. (Sari, 2024) in Their empirical study in Bengkulu found that *bullying prevention efforts* often stalled at the administrative level without any real enforcement of sanctions in the field. Mashdurohatun et al. (2025) is referred to as *"legal reform stagnation"*, where legal reform on paper is not followed by changes in the culture of law enforcement in educational institutions.

This finding is reinforced by an analysis of Article 54 of Law Number 35 of 2014 concerning Child Protection, which requires schools to be "safe zones." The article states: *"Children within and within educational institutions must receive protection from physical and psychological violence, sexual crimes, and other crimes committed by educators, education personnel, fellow students, and/or other parties."* However, the effectiveness of this article has been criticized by Mayasari et al. (2024) discovered a paradoxical phenomenon. Although child protection regulations are cumulative and administratively comprehensive, their enforcement tends to be repressive (taking action after the fact) and fails to provide a ***deterrent effect*** . Criminal sanctions stipulated in the law are often not aligned with the victim's trauma recovery, leading Mayasari (2024) to assess that current legal protection remains "static" and has not yet addressed the roots of cultural prevention.

Emptiness Law *(Law's Silence)* in *Cyberbullying*

In the digital context, there are critical findings regarding the unpreparedness of Indonesia's positive legal instruments. Putra (2024) through his study revealed a significant legal vacuum. Despite the very high number of adolescent internet users (aged 15-19 years dominates), Indonesia does not yet have dedicated legislation *specifically* addressing *cyberbullying* . The unpreparedness of national law is increasingly apparent. Putra (2024) termed this *"Law's Silence* ," a condition in which positive law fails to respond to the speed of technology. This finding was validated by Dhamodharan et al. al. (2023) who observed that *cyberbullying* has unique psychological impacts And destructive *(disturbed) psyche)* Because footsteps digital Which permanent And accessible continously. Instead of protect, Martyr etal. (2023) precisely found that the ITE Law is often a "double-edged sword." Its loose provisions are frequently misused to criminalize victims who dare to speak up, *alleging* defamation.

Comparatively, the Indonesian legal system appears rigid. Hammar (2024) suggests that *the Common Law approach* tends to be more progressive in addressing aspect *menses rea* (intention wicked) teenager in world virtual compared to with

construction of the Criminal Code. More specifically, Medvedska (2022) emphasizes the need for an umbrella law separated for *cyberviolence* based gender, remember Women and girls face double vulnerabilities in the digital space. As a preventative solution, Wahanisa et al. (2023) proposed the integration of digital literacy into the compulsory curriculum, a crucial step considering Aly et al. (2020) found a strong correlation between exposure to violence in *online media* and the radicalization of aggressive behavior in children. This policy gap had actually long been predicted by **French** . et al. (2018) as *"criminal policy gap"*, Which sadly until now not completely closed.

Effectiveness Sanctions: Between Criminal and Justice Restorative

The debate about the most effective sanctions for perpetrators (which are often also children) become theme dominant. Widiartana et al. (2025) find that although *the Restorative Justice* (RJ) approach is increasingly being adopted in Indonesia, especially through police diversion, in practice it is often trapped in administrative formalities without touching on the essence of recovery.

There is tension Which strong in literature between adherents "Hard Law" and "Soft Law." Retributive groups argue that without the threat of imprisonment (*a deterrent effect*), school violence will not stop. In contrast, restorative groups like Abdullah et al. (2023) offers a sharp critique that prisons have become new "schools of crime" for children. Rosman's case study of *Tulou customary sanctions* in Mentawai demonstrates that community-based non-penal mechanisms can be more effective because they involve constructive *shame*, rather than destructive stigmatization. This paradigm conflict demonstrates that Indonesian positive law remains uncertain in determining the philosophical basis for child punishment.

In addition to the penal approach, alternative discourses based on local wisdom offer a different perspective. Abdullah et al. (Rahmasari, 2023) through a study of *Tulou* customary sanctions in Mentawai proved that customary law can be an effective dispute resolution mechanism because it involves recovery balance cosmic in community.

Although thus, the implementation *Restorative Justice* (RJ) No without blemish. Manubulu et al. (2024) remind that in practice RJ moment This, voice and perspective student often marginalized by adult dominance. This dilemma is emphasized by Ngazizah et al. (2023) which emphasizes the principle of *"harmony over punishment"*, but is contrasted by Sari et al. (2024) found gender bias in juvenile delinquency resolution, with female offenders often facing greater stigma. Similar challenges were also found in faith-based institutions. Arif et al. (Ngazizah, 2023) highlighted the phenomenon of "religious manipulation" in Islamic boarding schools, which is sometimes used to cover up cases of violence. Susilowati et al. (2025) call this pattern "grooming and deception" that hides behind religious authority. In response to this, Ritonga et al. (2025) developed a new prevention model that integrates religious values that are *rahmatan lil alamin* to counter narratives that justify violence (Fikriana & Hartantri, 2023).

Final, coverage protection law need expanded until to realm vocational. Salabay et al. (2024) and Taufiqurrohman et al. (2024) raised the issue of *workplace harassment* experienced by student interns (PKL), a group often in a gray area without clear legal protection. This gap in protection was also highlighted by Hajdú et al. (2021) in comparison with the *whistleblowing directive* in the European Union. Utari (2019) warned that neglect of emptiness law in various sector This can end on "legal crisis", which If no quick handled, potential trigger normalization violence mass in the future. Therefore, the synthesis of these studies suggests a hybrid model that integrates formal criminal sanctions reinforced by local wisdom values (*Living Law*) and religious principles (Al Wasi, 2023). The hybrid model is expected to not only punish physically (*corporal punishment*) but also mentally restore both victims and perpetrators ((JPPI), 2024).

Prevention Based Institutions, Failure *Zero Tolerance*

Rachman et al. (2025) criticized the "Zero Tolerance" policy (expelling problematic students) Which precisely move problem, No finish it. Studies Arif et al. (2024) in Islamic boarding schools showed that the most effective prevention was not CCTV or

security guards, but rather an integrated "Anti-Bullying" curriculum *(soft approach)* . However, Rahmasari et al. (2025) find obstacle cultural in where

Teachers often view mild physical bullying as a "maturation tool," a mindset that must be deconstructed through education law reform (Kompas.com, 2025). The theoretical discourse above finds its validation in a series of bullying cases that have shaken schools. public Indonesia throughout 2024-2025 (Rukmana, 2022). Media social And news online recording the phenomenon of the "Iceberg" of increasingly brutal violence, starting from the dynamics of "Gangs" Tai" (2024) in Binus Serpong Which involving child celebrity. Case This This sets a bad precedent for how seniority, cloaked in tradition, perpetuates physical violence, and simultaneously tests the effectiveness of the SPPA Law when diversion clashes with the public's sense of justice (Hammar, 2022). This is indicated by Figure 5.



Figure 5: Proof Photo News: Location Roadside stall Mother Social (WIG) the scene of the bullying incident at Binus School Serpong

Furthermore, the Undip PPDS tragedy (2024) that killed Dr. Aulia Risma revealed that bullying is a structural pathology that also affects higher education. This case proves Rukmana's (2022) thesis on the fatal impact of depression due to prolonged psychological pressure that escapes internal campus human rights protections. This escalation reached its nadir in 2025, with a series of case death student Elementary School in Riau And Tangerang South consequence physical abuse (Medvedska, 2022).



Figure. 6 Proof Photo News: Line Police (Police Line) installed in one of the elementary school classrooms during the crime scene processing of a student abuse case (2025)

This last fact is a loud alarm for the failure of the implementation of Article 76C of Law 35/2014 is in figure 6. The article strictly prohibits violence against children with criminal threats (Article 80), but this repeated incident shows that the urgency of preventive intervention is often too late compared to just a peaceful resolution (*restorative justice*) (Hajdú, 2021). This phenomenon confirms the "Law's Silence" criticized by Putra (2024), where the law often stutters to respond after going viral (*No Viral, No Justice*), instead of being an effective prevention instrument.

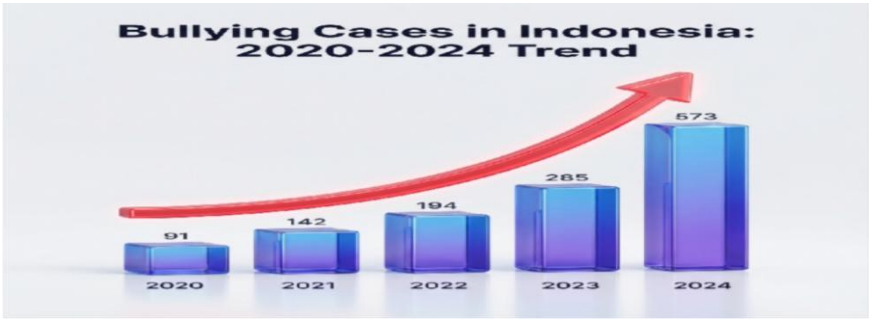


Chart 1. Trends Improvement Violence in Environment Education (2020-2024)

Data from the Indonesian Education Monitoring Network (JPPI) shows an exponential spike in cases of violence (including bullying) through December. This spike also reflects the "Improved Reporting Effect" resulting from the ease of digital reporting channels (Detik.com, 2024). The data visualization above emphasizes this situation. emergency violence in environment education. Line trend colored red The sharp rise represents an unstoppable escalation of conflict. From just 91 cases recorded in 2020, this number has skyrocketed exponentially to reach 573 case on year 2024 A increase more from 500% within a period of five years (Aly, 2020).

Surge drastic on year 2024 (stem highest) correlated with field findings about weakness supervision and normalization violence in media Social. Statistically, this graph refutes the assumption that existing regulations (such as the Minister of Education, Culture, Research, and Community Empowerment) have been effective in reducing violence. Instead, this data provides strong empirical evidence for Putra's (2024) argument that the law in Indonesia remains slow and often "silent," *only* reacting when the case curve has reached a critical point or gone viral (Utari, 2019).

The findings of this study have practical urgency for policymakers. First, the revision of the ITE Law urgently requires the inclusion of a special child protection clause *to* prevent victims of cyberbullying from being criminalized (Frensh, 2018). come back. Second, Ministry Education need revitalize role Prevention Team And Handling Violence (TPPK) in school so that No only become a “tiger” paper"; TPPK must given mandate legal Which more strong For conduct initial investigations without outside intervention (Indonesia, 2024).

CONCLUSION

Bullying in Indonesia No Again just mischief child, but A systemic human rights crisis. This study concludes three key points. First, the current legal framework remains fragmented. The constitution guarantees a sense of security, but sectoral laws

(the ITE Law) often fail to protect it. Second, the application of sanctions remains caught in a dilemma between punishment (retributive) and restoration. (restorative), in where interest best child often neglected

For legal formalities. Third, the surge in viral cases in 2024-2025 proves that the "culture of silence" in educational institutions remains a barrier to law enforcement. Therefore, future legal reform must move from approach reactive going to preventive-cultural, with put victim recovery as the main axis of justice

References

(JBI), T. J. B. I. (2020). *Critical Appraisal Checklist for Qualitative Research*. The Joanna Briggs Institute.

(JPPI), J. P. P. I. (2024). *Laporan Pemantauan Pendidikan 2024: Darurat Kekerasan di Sekolah*. JPPI.

(KPAI), K. P. A. I. (2023). *Laporan Kasus Perlindungan Anak 2023*. KPAI.

Abdullah, M. A., Mansur, T. M., Sulaiman, S., & Usman, M. B. (2024). Robbery, Bullying: Protection Through Pageu Gampong Customary Law and Islamic Law. *Samarah: Jurnal Hukum Keluarga dan Hukum Islam*, *8*(3).

Ahmad, L. O. I. (2024). Bullying on Social Media: Primitive Behavior Against Prophetic Marchals From A Hadith Ahkam Perspective. *Samarah: Jurnal Hukum Keluarga dan Hukum Islam*, *8*(1).

Al Wasi, W. (2023). Perlindungan Hak Asasi Manusia Terutama Pada Kasus Bullying. *Civilia: Jurnal Kajian Hukum*, *2*(2).

Aly, A. (2020). Violence in online media and its implication to Islamic education. *Indonesian Journal of Islam and Muslim Societies*, *10*(2). https://doi.org/10.18326/ijims.v10i2.277-301

Arif, M. (2024). Trend Strategy to Prevent Bullying in Islamic Boarding Schools. *Jurnal Pendidikan Islam*, *13*(1). https://doi.org/10.14421/jpi.2024.131.88

Azisa, N. (2024). Victims of Criminal Acts of Physical and Non-Physical Sexual Violence. *Hasanuddin Law Review*, *10*(3). https://doi.org/10.20956/halrev.v10i3.24

Bin Mohamad, A. B. B. (2024). Religious Manipulation in Child Sexual Harassment: Islamic Boarding Schools. *Studia Islamika*, *31*(1). https://doi.org/10.36712/sdi.v31i1.300

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

Research in Psychology, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Detik.com. (2024, Augustus 15). *Kematian Dokter Aulia Risma dan Dugaan Bullying PPDS Undip*.

Dismas, D. (2023). Cyberbullying: A disturbed psyche and digital abuse in 21st century (Dhamodharan). *International Journal of Law*, *9*(2). https://doi.org/10.22271/law.2023.v9.i2.111

Fikriana, A., & Hartantri, A. (2023). Urgensi Perlindungan Hukum Terhadap Korban Bullying. *Dalihan Na Tolu: Jurnal Hukum*, *3*(1).

Firdaus, D. R. S. (2025). A Legal and Psychosocial Communication Analysis to End Silence. *Jurnal Komunikasi Hukum*, *7*(2). https://doi.org/10.2117/jkh.2025.7.2.11

Fithri, B. S. (2025). The Principle of Ultimum Remedium as Human Rights Protection. *Jurnal HAM*, *15*(1). https://doi.org/10.30641/ham.2025.15.23

Frensh, W. (2018). Criminal policy on cyberbullying toward children. *Jurnal Hukum Pidana*, *6*(3). https://doi.org/10.22146/jhp.2018.6.3.11

Hajdú, J. (2021). The new European Union whistleblowing directive. *European Journal of Law*, *12*(1). https://doi.org/10.2111/ejl.2021.12.1

Hammar, R. K. R. (2022). Common Law Approaches to Addressing Cybercrime. *Journal of Cyber Law*, *6*(1). https://doi.org/10.22146/jcl.v6i1.990

Ilahia, S. N. K., & Asisti, P. A. (2024). Fenomena Bullying di Kalangan Siswa dalam Perspektif Hukum dan HAM. *Jurnal Hukum Motivasi Pendidikan Masyarakat dan Bahasa Harapan*, *1*(1).

Indonesia, C. N. N. (2024, Februarie 20). *Kronologi Kasus Bullying 'Geng Tai' Binus School Serpong*.

Khalil, Z. F. (2025). Bibliometric Analysis of Child Protection Policy Performance in ASEAN. *Policy Studies*, *12*(4). https://doi.org/10.1080/01442872.2025.11

Kompas.com. (2025, Mei 12). *Siswa SD di Riau Tewas Dianiaya Teman Sekolah, KPAI Soroti Pengawasan*.

Manubulu, I. B. (2024). Exploring Student Perspectives on Restorative Justice. *Jurnal Pendidikan dan Kebudayaan*, *9*(1). https://doi.org/10.24832/jpk.v9i1.144

Mashdurohatun, A. (2025). Legal reform for rectifying child violence in educational settings. *Jurnal Pembaharuan Hukum*, *11*(1). https://doi.org/10.26532/jph.v11i1.22

Mayasari, D. E., Atjengbharata, A. L., & Monteiro, S. (2024). Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law. *Yuridika*, *39*(1).

Medvedska, V. V. (2022). Theoretical and Legal Aspect of Cyberviolence. *Legal Horizons*, *15*(2). https://doi.org/10.21272/legalhorizons.2022.i15.p88

Nashriana. (2025). Sexual Violence Offences in Child Forced Marriage Due to Extramarital Pregnancy. *Sriwijaya Law Review*, *9*(1). https://doi.org/10.28946/slrev.Vol9.Iss1.2015.pp79

Ngazizah, I. F. (2023). Seeking Harmony over Punishment: Restorative Justice Approaches. *Jurnal Dinamika Hukum*, *23*(1). https://doi.org/10.20884/1.jdh.2023.23.1.3320

Putra, E. N. (2024). Law's Silence on Cyberbullying to Children in Indonesia. *Brawijaya Law Journal*, *11*(1), 135–163. https://doi.org/10.21776/ub.blj.2024.011.01.07

Rachman, W. O. N. (2025). The Relationship Between Peer Conformity and Bullying Behaviour. *Jurnal Psikologi Hukum*, *14*(1). https://doi.org/10.22146/jph.2025.14.1

Rahmasari, H. (2023). Policies on Prevention and Repression Against Sexual Violence. *Jurnal Hukum*, *6*(1).

Rahmasari, H. (2025). Bullying Prevention Among Students in Bengkulu City. *Bengkulu Law Journal*, *6*(1). https://doi.org/10.33369/blj.v6i1.1122

Ritonga, A. R. (2025). Developing a Sexual Harassment Prevention Model. *Jurnal Pendidikan Karakter*, *12*(1). https://doi.org/10.21831/jpk.v12i1.401

Rosman, E. (2025). Tulou As A Customary Criminal Sanction In Mentawai. *Jurnal Hukum Adat*, *12*(1). https://doi.org/10.3734/jhaw.2025.12.1

Rukmana, V. (2022). Perlindungan Hukum Terhadap Korban dan Pelaku Bullying Anak. *Jurnal Education and Development*, *10*(2).

Salabay, D. N. (2024). Development of Policies for Preventing and Handling Workplace Sexual Harassment. *Jurnal Kebijakan Publik*, *18*(2). https://doi.org/10.2111/jkp.v18i2.99

Sari, R. M. P. (2024). The Form of Resolution of Juvenile Delinquency in Indonesia. *Diponegoro Law Review*, *9*(1). https://doi.org/10.14710/dilrev.9.1.2024.1-15

Susilowati, C. M. I. (2025). Interpreting Power, Grooming, and Deception in Sexual Violence Cases. *Indonesian Journal of Criminology*, *19*(2). https://doi.org/10.7454/ijc.v19i2.21

Syahid, A. (2023). Cyberbullying on Social Media in Indonesia and Its Legal Impact. *Jurnal Hukum & Pembangunan*, *53*(1). https://doi.org/10.21143/jhp.vol53.no1.3321

Taufiqurrohman, A. H. A. (2024). The Regulation on Sexual Harassment in ASEAN Workers. *ASEAN Journal of Legal Studies*, *7*(2).

https://doi.org/10.20473/ajls.v7i2.112

Utari, I. S. (2019). Legal Crisis and Trends of Mass Violence in Indonesia. *Journal of Legal Studies*.

Wahanisa, R., Prihastuty, R., & Noho, M. D. H. (2021). Preventive Measures of Cyberbullying on Adolescents in Indonesia: A Legal Analysis. *Lentera Hukum*, *8*, 267.

Widiartana, G., Setyawan, V. P., & Anditya, A. W. (2025). Exploring Restorative Justice in Domestic Violence Cases. *Journal of Sustainable Development and Regulatory Issues*, *3*(3), 641–666. https://doi.org/10.53955/jsderi.v3i3.87