

## ***Supervision of Public Services of Child Protection Institutions in Cases of Bullying in the School Environment***

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**Abstract:** *This study aims to analyze public service oversight by child protection agencies in handling school bullying cases, focusing on how these efforts address behaviors contrary to the second principle of Pancasila, "A Just and Civilized Humanity." Using a literature review method, the study examines sources related to the implementation of Pancasila values, collaboration between child protection agencies and schools, and challenges in overseeing bullying cases. Findings show that bullying infringes on individual rights and dignity, necessitating active collaboration between child protection agencies and schools. This partnership aims to educate students on the dangers of bullying and uphold justice within the school environment. The study also identifies oversight challenges, such as unequal treatment in services and a lack of awareness from schools and parents. To create a safe school environment, the commitment of all stakeholders is essential in effectively addressing bullying cases. With the application of just and humane values, the study envisions a respectful and caring society.*

**Keywords:** *Oversight, Child Protection Agency, Bullying, Schools, Public Service.*

**Abstrak:** Penelitian ini bertujuan menganalisis pengawasan pelayanan publik oleh lembaga perlindungan anak terhadap kasus bullying di sekolah, dengan fokus pada bagaimana pengawasan ini dapat mengatasi perilaku yang bertentangan dengan sila kedua Pancasila, "Kemanusiaan yang Adil dan Beradab." Metode yang digunakan adalah penelitian literatur melalui kajian berbagai sumber terkait implementasi nilai-nilai Pancasila, kerjasama antara lembaga perlindungan anak dan sekolah, serta tantangan dalam pengawasan bullying. Hasil penelitian menunjukkan bahwa bullying melanggar hak dan martabat individu, sehingga membutuhkan kolaborasi aktif antara lembaga perlindungan anak dan sekolah. Kolaborasi ini bertujuan memberikan edukasi mengenai bahaya bullying serta menegakkan keadilan di lingkungan sekolah. Penelitian juga mengidentifikasi kendala dalam pengawasan, seperti ketidakadilan dalam pelayanan serta kurangnya kesadaran dari pihak sekolah dan orang tua. Untuk menciptakan lingkungan sekolah yang aman, diperlukan komitmen semua pihak terkait dalam mendukung penanganan bullying secara efektif. Dengan penerapan nilai-nilai kemanusiaan yang adil dan beradab, diharapkan dapat tercipta masyarakat yang saling menghormati dan peduli.

**Kata kunci:** Pengawasan, Lembaga Perlindungan Anak, Bullying, Sekolah, Pelayanan Publik.

## **Introduction**

Bullying is a form of violence in the school environment that includes various types, such as physical, psychological, economic, and social status violence (Rahma, 2023). Bullying incidents often occur in educational environments, from elementary, middle, high, MA, vocational schools. The impact of this action can be very damaging to the psychological condition of the victim and significantly change their perspective. Every student has the right to receive a good education. However, there are often cases where upper-class students receive special treatment, and are even prioritized as outstanding students, even though many other students are more deserving. This must be a concern for policy makers in the field of education (Nurchotimah, 2021). The government also needs to encourage the public to play an active role in supervising public services. Community involvement in every stage of the preparation and making of public policies is very important, because these policies will have a direct impact on their lives. This community participation is crucial so that the decisions taken are the result of joint deliberation, not unilateral decisions that only benefit one group, in accordance with the principles of democracy (Nurchotimah, 2021). Supervision is an activity that aims to ensure that the implementation of an activity can run according to plan (Nurchotimah, 2021). Supervision can also be interpreted as an activity to ensure that the behavior and actions of the government and administrative apparatus run in accordance with applicable legal provisions, but supervision related to State Administrative Law can be interpreted as an activity that is directed towards the purpose of ensuring that the administration of the country by state institutions can run in accordance with applicable law (Nurchotimah, 2021).

## **Research Methods**

This study applies a literature study method by collecting and analyzing various relevant written sources, including scientific journals, books, official reports, and empirical data related to the role of Child Protection Institutions in supervising bullying cases in school environments. The purpose of this study is to deepen understanding of the theories, concepts, and practices that have developed, as well as review previous findings on the effectiveness of these institutions in dealing with bullying. This approach is expected to provide a strong foundation for enriching insight and supporting efforts to better handle bullying cases.

## **Discussion**

### **Bullying Behavior That Deviates From Pancasila Principles**

The second principle of Pancasila, namely "Just and Civilized Humanity," means that every individual must be treated fairly and with dignity, without taking into account differences in ethnicity, race, religion, or class. Humans are valued as beings of noble value in relation to themselves, others, and God. Justice means giving rights to everyone according to their obligations, while being civilized demands an attitude of respecting human values such as tolerance, compassion, and respect. The implementation of this principle includes the courage to defend the truth, respect the rights of others, and uphold justice in all aspects

of life. This principle also encourages a spirit of mutual cooperation and cooperation for the common good.

This principle of humanity can be a guide in acting, both in the school environment and in society, for example by respecting the dignity of every person as a creature of God, loving each other, fostering an attitude of tolerance, not acting arbitrarily, participating in social activities, and being proud as an Indonesian citizen.

Bullying is considered a violation of the second principle of Pancasila because this behavior ignores a person's rights and dignity. Bullies treat others unequally and feel superior in some ways. Arbitrary attitudes and lack of compassion are contrary to the principles of humanity. If values that reflect just and civilized humanity are applied, a society that respects and is full of compassion can be created, without questioning differences in ethnicity, race, culture, or religion. Thus, a safe and peaceful community life is created in everyday life (Nurfarida, 2022). Bullying behavior among students has different characteristics compared to violence committed by adults. Usually, violence by adults is carried out by one perpetrator, while bullying in schools often involves groups, known as School Bullying from these characteristics does not reflect the Pancasila principles (Jelita 2021).

### **Cooperation Between Child Protection Agencies and Schools in an Effort to Reduce Bullying Cases**

**Education for School Staff and Child Protection Agencies** It is important to provide training to teachers, school staff, and child protection agencies on the signs of bullying, its impact, and how to handle the situation. This training can include effective communication techniques and intervention strategies. Schools and child protection agencies need to work together to formulate and implement a clear anti-bullying policy. This policy should include procedures for reporting, investigating, and handling bullying cases, as well as consequences for perpetrators (Swearer, S. M., Espelage, D. L., & Napolitano, S. H. 2010).

Conduct joint training programs for teachers, school staff, and child protection agencies on how to recognize, prevent, and respond to bullying. This training should include effective intervention techniques and how to support victims. Develop educational programs that involve students and parents about bullying, its impact, and how to report it. This education can be done through seminars, workshops, and awareness campaigns in schools. Collaborate to create a safe and accessible reporting system for students and parents to report bullying incidents. This system should ensure confidentiality and protection for reporters.

Provide psychological support and counseling for victims of bullying and rehabilitation programs for perpetrators. This collaboration is important to help all parties involved in the healing process and behavior change. Conduct regular evaluations of bullying prevention programs that have been implemented. Collaboration in collecting data and feedback from students, parents, and staff can help in assessing the effectiveness of the program and making necessary improvements (Manning, M. L., & McCarthy, J. A. 2018). Collaboration between child protection agencies and schools should also involve the integration of existing bullying prevention programs. This includes adjusting the curriculum

and extracurricular activities that support anti-bullying values (Ttofi, M. M., & Farrington, D. P. 2011).

### **Effectiveness of Child Protection Agency Supervision in Handling Bullying Cases in School Environments**

Structured and systematic supervision is essential to handle bullying cases. Child protection agencies need to have clear policies and defined procedures to identify, report, and handle incidents (bullyingPepler, D. J., & Craig, W. M. 2000) One of the keys to successful supervision is providing adequate education to students, teachers, and parents about the dangers and impacts of bullying. An effective education program can raise awareness of the importance of creating a safe and supportive environment in schools. With sufficient knowledge, all parties can be more proactive in preventing and handling bullying cases.

Effective supervision includes two types of legal protection, namely preventive law and repressive law, preventive law This involves proactive actions taken to prevent bullying from occurring, such as training and workshops for students and school staff. Education about the legal consequences of bullying is also important to prevent such behavior, while repressive law This focuses on law enforcement after bullying has occurred. Strict law enforcement against bullies can provide a deterrent effect and show that such actions cannot be tolerated.

However, the success of supervision also depends on cooperation between child protection agencies, schools, and parents. By building a good communication network, all parties can support each other in handling bullying cases. For example, schools can involve parents in bullying prevention programs and provide information on how to report bullying incidents.

Effective supervision also requires ongoing monitoring and evaluation of the programs implemented. By conducting evaluations, child protection agencies and schools can identify areas that need improvement and adjust their strategies to increase the effectiveness of interventions. In addition to preventive and repressive measures, it is also important to provide psychological support to victims of bullying. Counseling and emotional support programs can help victims overcome the psychological impact of bullying and encourage them to report incidents that occur. With counseling programs, it is hoped that victims will become more confident and continue to move forward for a bright future (Farrington, D. P., & Ttofi, D. J. 2011).

But it doesn't stop there, although bullying is usually identical to physical violence, sexual violence, racial bullying, but there is another type of bullying that is sometimes underestimated, namely cyberbullying, it is important to understand that cyberbullying is a form of bullying that occurs through digital media, such as social media, text messages, and other online platforms. Child protection agencies need to provide education to students, teachers, and parents about what cyberbullying is, how to recognize it, and the negative

impacts it can cause. Child protection agencies must develop educational programs that focus on safe and responsible internet use.

This includes training on digital ethics, online privacy, and how to protect yourself from cyberbullying. High awareness among students and parents can help prevent cyberbullying, effective supervision must include clear policies regarding cyberbullying. Schools need to have rules and procedures that regulate students' online behavior, as well as consequences for perpetrators of cyberbullying. Existing legal protection must also be implemented properly, child protection agencies can work with digital platform providers to address cyberbullying. This includes involving social media companies in cyberbullying prevention and response efforts, and requiring them to provide tools and resources that can help students and parents (Kowalski, R. M., Limber, S. P., & Agatston, P. W. 2012). Child protection agencies have an important role in overseeing the policies and practices implemented in schools. Active oversight helps ensure that all procedures related to dealing with bullying are implemented as they should be (Smith, P. K., & Shu, S. 2000).

### **Obstacles Faced by Child Protection Agencies in Supervising Bullying Cases in Schools**

There are 2 factors that are obstacles. The first is the obstacle from the institution itself, sometimes there are individuals who are not agile in dealing with a case, and lack of insight into laws and regulations, so obstacles often occur in the field. In the Implementation of Services, institutions must be honest, fair, professional, reliable, open, firm, and make it easy for a case to be handled properly. In reality, there are still many public service providers who do not implement these principles when carrying out their duties. The low awareness of schools and parents regarding the importance of supervision and handling of bullying is also an obstacle. Without support from all parties, efforts to prevent and handle bullying will be less effective. (Nurchotimah, 2021).

### **Conclusion**

Supervision of public servants in the school environment is very important to ensure that children's rights are well protected. So that child protection institutions have a great responsibility for bullying cases in schools. In this context, effective supervision must involve cooperation between child protection institutions, schools, and parents. This action is needed to create a safe and peaceful environment. In addition, schools and child protection institutions also need to provide psychological support for victims of bullying, so that they can recover from the trauma they have experienced. Training for teachers on how to handle bullying incidents is also no less important, so that they can properly handle bullying cases in schools and prevent acts of violence in the educational environment. Thus, teachers become the front guard. On the other hand, law enforcement against perpetrators of bullying, especially in serious cases such as physical violence or harassment, must be carried out firmly.

This also shows that bullying cannot be tolerated and that victims have the right to be protected. In order for this supervision to run well, active involvement is needed from all

elements in the school environment, including students, teachers, and parents. The development of a simple and easily accessible reporting system is essential so that children and parents feel comfortable reporting bullying incidents without fear of stigma or negative reactions from others. With a good reporting system, it is hoped that all parties can contribute to creating a safe, healthy school environment that supports optimal child development. This joint effort is expected to encourage the creation of a school atmosphere free from bullying, where every child can learn and develop without fear or worry. In conclusion, supervision of public servants by child protection agencies regarding bullying cases requires a holistic approach, involving various parties, and prioritizing appropriate education and support programs. Thus, it is hoped that children's rights are protected and bullying can be minimized, creating a school environment that is conducive to children's overall growth and development.

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