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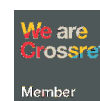
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# Evaluating the impact of the violence prevention and handling team (TPPK) in reducing bullying and violence in high schools

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## ABSTRACT

This study is based on cases of violence in schools which include cases of bullying that still often occur. To overcome violence in schools, the government issued Permendikbudristek number 46 of 2023 concerning the handling of acts of violence in schools. In this regulation, the government requires every school to form a Violence Prevention and Handling Team (TPPK) to reduce the increasing cases of violence in schools. The problem is that since this regulation was issued on August 4, 2023 until February 2024, only 79.39% of schools have formed it. On the other hand, cases of violence in schools still often occur today. The purpose of this study is to determine the correlation between TPPK that has been formed in schools and acts of violence and bullying behavior. The research method used is quantitative correlation to determine the relationship between variables involving three research variables, namely the TPPK variable, the school violence variable and the bullying behavior variable. The population of this study was 1,527 high school students in Semarang who had experienced violence at school or who had been victims of bullying. The sampling technique used was a simple random sampling. The sample of this research was 248 students from 9 public high schools and 10 private high schools in Semarang. Data analysis used the Mann Whitney U Test and simple linear regression supported by IBM SPSS Statistics 25 from Windows software. The results of the study showed that the formation of TPPK was able to minimize acts of violence and bullying behavior in schools. However, the acts of violence and bullying behavior that occurred did not show significant differences in results, both in schools that had formed TPPK and those that had not. These results indicate that the TPPK that has been formed in schools is not fully effective even though it has influenced violent behavior in schools. For this reason, the role of TPPK members still needs to be improved by providing skills training in preventing and handling violence in schools.

## Keywords:

Violence in high schools  
Bullying at school  
School violence response team

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## Introduction

School violence is a long-standing problem, although many efforts have been made to prevent and overcome violence in schools. Violence in schools varies from physical violence, psychological violence, sexual violence, discrimination, and violence in the form of school policies. Victims of violence in schools are not always students, but currently teachers and academic staff are also victims

of violence, both by fellow teachers and by their students. Such as the case at the MA Demak Regency who slashed his teacher ([Hardiantoro & Hardiyanto, 2023](#)).

Additional problem of violence, bullying cases in schools are also one of the problems of violence in schools that still often occur. In 2024, JPPI (Indonesian Education Monitoring Network) recorded that there were 573 cases of violence reported in educational environments, including schools, madrasas, and Islamic boarding schools. This number has increased significantly experienced. These cases have increased compared to cases in 2020 which only occurred 91 cases of violence. This number then increased to 142 cases in 2021, 194 cases in 2022, and 285 cases in 2023 ([Zuhriyah, 2024](#)).

Bullying problems often occur in certain places such as in the school canteen, school hallways or quiet places around the school. These places are generally become the potential places for bullying cases ([Craig, W.M., Pepler, D.J., & Atlas, 2000](#)). Like the bullying case occurred at Binus school, bullying case also occurred at a cafe where students usually hang out. It is different in junior high schools, bullying cases occur in quiet classes and there are no teachers in the classroom. At the Kediri Islamic Boarding School, there was also a case of violence in the dormitory due to minimal supervision from the Islamic Boarding School and resulted in the victim's death.

Based on cases that have occurred, it can be seen that not all cases can be said to be acts of bullying. Bullying is an action that aims to hurt someone either physically or psychologically from a stronger party to a weaker party. Bullying must have a painful impact on the victim and occurs repeatedly ([Shoham et al., 2020](#)). There are 3 (three) types of bullying, namely physical, verbal, and social or psychological bullying ([Sheras & Tippins, 2002](#)). The main factors that cause bullying are problems with student self-esteem, lack of tolerance for differences, and students' understanding of what behavior is allowed and not allowed ([Sullivan, 2011](#); [Seal & Young, 2003](#); [Bauman & Del Rio, 2005](#)).

Bullying behavior ([Rigby, 2017](#); [Cao et al., 2020](#)) explains that bullying is behavior that involves the desire to hurt, imbalance of power, repetitive behavior, unfair use of power and the perpetrator enjoys the behavior and generally feels oppressed by the victim. This opinion is supported by Sokol et al. ([2016](#)) who stated that bullying is a desire to hurt and most certainly involves an imbalance of power, namely the person or group who is the victim is the person who does not have power and this treatment occurs repeatedly and is attacked unfairly. Unlike other aggressive acts that involve attacks carried out only on one occasion and in a short time, bullying usually occurs continuously over a long period of time, so that the victim is constantly anxious and intimidated. This is supported by the statement put forward by Djuwita ([2006](#)) that bullying is the use of power or authority to hurt a person or group, so that the victim feels depressed, traumatized, and helpless, and the incident can occur repeatedly. A relatively similar opinion was put forward by Sejiwa, ([2008](#)) who stated that bullying is a situation where someone who is strong (both physically and mentally) suppresses, corners, harasses, hurts a weak person intentionally and repeatedly, to show his power. In this case, the victim is unable to defend or defend himself because he is physically and mentally weak.

Bullying behavior is not just an action that is done, but what impact the action has on the victim. For example, a student pushes his friend's shoulder roughly, if the one who is pushed feels intimidated, especially if the action is repeated, then bullying behavior has occurred. If the student who is pushed does not feel afraid or intimidated, then the action cannot be called bullying ([Analitis et al., 2015](#)).

According to Sullivan, ([2011](#)) bullying must also be distinguished from other aggressive actions or behaviors. The difference is, it cannot be called bullying if someone mocks another person with the intention of joking, a fight that only happens once, and acts of violence or fights that are not intended to cause damage or loss either materially or mentally. In addition, it cannot be called bullying if it includes criminal acts such as assault with sharp weapons, physical violence, serious acts to hurt or kill, serious theft, and sexual harassment that is only done once. The main characteristics of bullying behavior as expressed by Olweus, ([2001](#)) are the presence of aggressive behavior that is repeated on other occasions and situations, the existence of an imbalance of power between the perpetrator of bullying and the victim of bullying and the behavior has a painful impact on the victim of bullying.

Martin and Gillies stated that most victims of bullying just keep quiet or do not dare to report bullying incidents to more authorized parties, such as parents and teachers (Craig et al., 2007). This is because victims assume that their reports will not be responded to properly because most teachers and parents consider such incidents to be normal for them (Widiharto et al., 2020). Teachers' and parents' understanding of incidents of violence has an impact on not optimally handling of bullying cases, resulting in the victims becoming depressed, decreasing academic achievement, feeling uncomfortable at school, and even suicidal thoughts (Carmey & Merrell, 2001; Sanders, Cheryl E and Phye, 2004; Busch et al., 2015).

The lack of understanding of teachers towards bullying and other violence in schools is also in line with the confusion of TPPK in schools in creating programs to reduce the number of violence in schools so that cases of violence in schools continue to occur and even become the concern of the Chairman of Commission X of the Indonesian House of Representatives (Kompas, 2024). Handling of bullying cases in educational institutions is still sporadic, not structured and comprehensive. This is also one of the reasons why the Minister of Education's program to reduce the number of violence in schools by forming TPPK has not been successful. Data from the Ministry of Education, Culture, Research and Technology shows that the number of TPPK from early childhood education to high school is only 345,161 teams in 434,761 schools (79.39%). In fact, the target of 100% must be achieved by February 4, 2024 (Kompas, 2024).

In Permendikbudristek No. 46 of 2023, TPPK is specifically regulated in Chapter IV with the task of carrying out prevention and handling of acts of violence in educational units. The duties of TPPK in Article 25 include submitting proposals for programs to prevent acts of violence, receiving and following up on reports of alleged acts of violence, handling acts of violence, accompanying victims and recommending sanctions for perpetrators to al., (2024) that TPPK lacks facilities and infrastructure in carrying out its duties, time constraints, lack of student awareness and students are not open to the acts of violence they experience.

The lack of openness of students in reporting incidents of violence experienced by students is also supported by the results of research by Anuraga et al. (2023). Violence in Schools Violence according to Permendikbud No. 46 of 2023 (Permendikbudristek No.46/2023, 2023) is defined as any action, deed, and/or decision against a person that results in pain, injury, or death, sexual/reproductive suffering, reduced or non-functioning of part and/or all of the body parts physically. In addition, violence also has an impact on intellectual or mental health, loss of opportunities to obtain education or employment safely and optimally, loss of opportunities to fulfill human rights, fear, loss of self-confidence, loss of ability to act, feelings of helplessness, economic loss, and/or other similar forms of loss.

Salau et al., (2023) explained that violence in education or schools is an act of violence involving students, teachers, and school staff that can disrupt the teaching and learning process and damage the school climate. Meanwhile, violence can be understood as a multifaceted construct involving criminal and aggressive acts in schools that hinder development and learning, and damage the school climate. Furthermore, Salau et al., (2023) said that perpetrators and victims of violence can come from students or teachers and other school staff. Violence can occur between students or adults at school against students and vice versa. Violence can occur inside or outside the classroom, in the school environment such as in playgrounds and sports facilities, and on the way to school. Violence in schools has an impact on negative development in students, decreased learning achievement, reduced social support in interactions, students withdraw, behave negatively and inhibited social functions of students (Steffgen, G., Ewen, 2007). The problem of violence in schools arises because students are unable to control their feelings, cannot build healthy communication, lack of tolerance and empathy (Yurtal, 2014).

The results of a survey by the Ministry of Education and Culture also show that teachers' understanding of bullying and other violence in schools can reduce cases of violence in schools (KumparanNews, 2022). This is in line with research by Widiharto et al. (2019) which states that teachers do not understand violence so they often consider incidents of violence as commonplace.

This situation results in students who experience bullying not wanting to report the incidents they experience as a response because students assume that teachers and parents will not provide the response expected by the victim. The lack of understanding of teachers, parents and the surrounding environment about bullying behavior also has an impact on the handling of bullying in schools which is less than optimal so that bullying cases always recur.

Based on Kompas' opinion (Kompas, 2024), there are still many TPPKs that have not been formed in schools and for schools that already have TPPKs, they have not been able to carry out their functions optimally in accordance with Permendikbud number 46, namely implementing a program to prevent and handle violence in schools by involving stakeholders. This is because TPPK does not yet have an understanding of how to run a violence prevention program in schools and also does not have knowledge of how to handle violence in schools systematically. Meanwhile, TPPK has only created a system for reporting incidents of violence in schools and its handling is still partial. This situation is in accordance with the results of Widiharto's research Widiharto et al. (2019) that teachers, parents, and stakeholders do not yet understand bullying behavior and violent behavior in schools.

The lack of understanding of teachers and the suboptimal TPPK are likely to be one of the causes of the high rate of violence in Central Java, especially in Semarang city. Based on Simfoni-PPA data in 2024, Central Java in the third ranked highest in Indonesia after West Java and East Java. The number of cases of violence in West Java was 1,971 cases, East Java 1,489 cases and Central Java 1,309 cases (<https://kekerasan.kemenpppa.go.id/ringkasan>). In 2025, there was an increase in the ranking of child violence in Central Java to the second highest after Banten. Meanwhile, based on data on violence in Central Java released by the DP3AKB of Central Java Province in 2023 and 2024, Semarang City is in the first ranked for cases of violence against children (DP3AKB, 2024).

Based on data from the Central Java DP3AKB, the function and role of TPPK are important to help overcome and prevent violence in schools, including bullying behavior. The problem is whether TPPK in schools is running according to its objectives based on Permendikbudristek number 46 of 2023 or TPPK is just important to be formed without any real action to prevent and handle violence. To find out, research is needed to compare the level of cases of violence in schools and bullying behavior between schools that have formed TPPK and schools that have not formed TPPK.

## Methods

This study uses a comparative quantitative research method, namely comparing the incidence of students who become victims of bullying between schools that have a Violence Prevention and Handling Team and schools that do not have one. This method was chosen so that it can be known whether schools that have a Violence Prevention and Handling Team have fewer students who become victims of bullying compared to schools that do not have a Violence Prevention and Handling Team. Thus, it can be known whether the formation of this Violence Prevention and Handling Team has been effective in preventing cases of bullying in schools as one part of school violence.

The subjects in this study were high school students in Semarang City from both public and private high schools from grades X, XI and XII. This study did not differentiate between male and female students in data collection because bullying behavior can occur in both males and females, although many studies have also concluded that there are differences in bullying behavior between males and females.

The population in this study were high school students in Semarang City who had been victims of violence or bullying. Data related to schools that had formed a Violence Prevention and Handling Team were obtained from questionnaires distributed to High School Principals in Semarang City who were members of the Semarang City High School Principals Working Meeting (MKKS) consisting of 77 high schools. The total number of high school students in Semarang City was 46,678 students and there were 1,527 students who had been victims of violence or bullying at school even though only on a mild scale based on data collected using a questionnaire distributed via Google Form. Thus, the



population of this study was 1,527 high school students. The sampling technique used simple random sampling. The sample of this study was 362, but after data filtering, 248 students from 9 public high schools and 10 private high schools in Semarang were eligible for analysis. Based on the calculation of sample adequacy according to Slovin, 317 samples are needed, but if referring to the theory of Gay and Diehl, only a minimum of 10% of the population is needed, thus the number of samples of 248 students eligible for analysis has met the adequacy of the number of samples (Soegeng, 2016).

The bullying scale is based on Olweus' theory (Olweus, 2001) which explains that bullying has three forms, namely physical bullying, psychological bullying or social bullying and verbal bullying. The reliability test of the bullying scale using Alpha Cronbach showed a correlation coefficient of 0.967 which means that the scale is reliable and the validity test of 10 items with  $n = 100$ ,  $\alpha = 5\%$  and  $df = 98$  obtained  $r_{table} = 0.1654$  and the lowest correlation coefficient value was 0.685 and the highest was 0.892 thus all items have a calculated  $r$  greater than  $r_{table}$  so that all items are declared valid. Validity and reliability test data can be seen in Table 1.

**Table 1.** Validity and Reliability Test

Instrument	Cronbach's Alpha Reliability	Correlation coefficient	r- table
Violence in Schools	0,932	0,328 - 0,895	0,1654
Victim of Bullying	0,967	0,685 - 0,892	0,1654

In data collection, the researcher first coordinated with the Chairperson and Secretary of the Semarang City High School Principals' Working Meeting (MKKS) to request permission and at the same time invite the Violence Prevention and Handling Team workshop. In the workshop, the researcher also explained that he asked for the Principal's assistance in distributing a research google form consisting of two instruments. In the google form, there is also a form related to personal identity that may be disguised and a form of willingness to become a research participant. Before the research subjects fill out the research instrument, the subjects must first fill out their willingness to be participants in this study and if they are not willing, the subjects do not need to continue filling out the instrument. This study uses simple linear regression to analyze the data. This simple linear regression is to determine the effect of TPPK on acts of violence in schools, the effect of TPPK on bullying behavior. In addition, to determine the differences in the level of violence in schools and bullying behavior between schools that already have TPPK, an independent sample t-test was used. Data analysis uses the help of IBM SPSS Statistics 25 software from Windows.

## Results and Discussion

Before conducting a hypothesis test, an assumption test is first conducted to determine whether it meets the requirements or not for further analysis. The assumption test conducted is a normality test.

### Normality Test

The normality test is intended to determine whether the data distribution of each research variable is normal, namely the school violence variable and the bullying victim variable. The analysis technique for the normality test of the research data uses the Kolmogorov-Smirnov Test using the IBM SPSS Statistics 25 computer software program from Windows. The results of the normality test are shown in the following table:

**Table 2.** Summary of Research Data Normality Test Results

Variables	Asumtion Sig. (Probability)	Decision
Violence in Schools	0,000	Non Normal
Victim of Bullying	0,000	Non Normal

Based on the normality test above, both instruments have abnormal data, so the analysis used is non-parametric data analysis, namely the Mann Whitney U Test to test the differences in violent

behavior in schools and bullying between schools that have formed a Violence Prevention and Handling Team and those that have not. Meanwhile, to test the effect, simple linear regression is used.

### Data Analysis and Discussion

This study examines the influence of the Violence Prevention and Handling Team on acts of violence in schools, the influence of the Violence Prevention and Handling Team on victims of bullying, the differences in violence in schools that have a Violence Prevention and Handling Team and those that have not formed a Violence Prevention and Handling Team.

**Table 3.** Data Analysis Results

Analysis	Result	Value of significance
The Influence of the Violence Prevention and Handling Team on Violence in Schools	= -0,520	sig 0,000 < 0,05
The Influence of the Violence Prevention and Handling Team on Bullying Victims	= -0,528	sig 0,000 < 0,05
Differences in Levels of Violence in Schools	Asymp. Sig = 0,460	> 0,05
Differences Between Bullying Victims	Asymp. Sig = 0,622	> 0,05

### *The Influence of the Violence Prevention and Handling Team on Violence in Schools*

The results of field findings and data analysis that have been carried out, obtained the results that the existence of the Violence Prevention and Handling Team (TPPK) on acts of violence in schools has a negative impact. This condition means that with the existence of TPPK that runs according to its objectives, acts of violence in schools are getting smaller. In detail, the data provides an illustration that the value is -.520 with a sigh of 0.000 <0.05. The R square value is 0.270 which means that TPPK has an influence of 27% on acts of violence in schools. These results confirm that if TPPK can run according to its duties and functions, then acts of violence in schools can be minimized.

Based on this data, students realized that TPPK could be one of an organization that is considered capable of overcoming violence and helping victims find the best solution. This is in accordance with the duties of TPPK in Permendibudristek No. 46 of 2023 Article 39 paragraph 2 which explains the stages of handling violence in schools. TPPK has at least several main task. They are socializing policies and programs for preventing and handling acts of violence, receiving and following up on reports of alleged violence, and handling findings of alleged violence. All prevention and handling efforts are carried out together in the school environment (Kemendikbud, 2024).

### *The Influence of TPPK on Bullying*

The relevance of the data that has been presented previously, regarding the influence of TPPK on acts of violence in schools certainly has relevance to the results of the data obtained on the variable of the influence of TPPK on bullying. Based on the data analysis, the value is -.528 with a sigh of 0.000 <0.05, which means that TPPK has a negative effect on Bullying Victims. This means that the more TPPK works according to its duties, the fewer victims of bullying in schools. The R square value is 0.279, which means that TPPK has an influence of 27.9% on bullying. These data show that TPPK, which has been running effectively, has also minimized acts of bullying in schools.

These results are in accordance with Nisa's opinion (Putri et al., 2020) that the triggering factors for various cases of violence in educational environments include factors from within the perpetrator and environmental factors. In this context, the role of TPPK is an environmental factor that can reduce or prevent cases of bullying in schools. In its duties, TPPK has prepared a bullying prevention and handling program according to the characteristics of the school. Bullying behavior in each school is different. This is in accordance with Harris's opinion (Harris, 2009) which states that bullying behavior is influenced by age. Physical bullying occurs more often in elementary schools students.

Bullying in physical form is more common in elementary school students, verbal bullying behavior is often found in junior high school students, while high school students in bullying other students

are usually social or psychological and also cyberbullying (Widiharto, 2022). The creativity and understanding of TPPK members will have an impact on reducing bullying cases in schools. Some programs that can be carried out by TPPK are by providing role play management, utilizing comic media and animated videos, and holding extracurricular activities that can channel students' aggressive potential such as self-defense (Marhaely et al., 2024).

### *Differences of Violence in Schools between Schools that Have TPPK and those that Do Not Have TPPK*

In this data section, a normality test was previously carried out using Kolmogorov-Smirnov to determine whether the existing data was normal or not. The data test illustrates that in the normality test, the sig value is  $0.000 < 0.05$ , which means that the data is not normal, so a difference test analysis is carried out using Mann Whitney U. The Mann Whitney U test provides an Asymp. Sig value of  $0.460 > 0.05$  so that there is no difference in the level of violence in schools that have formed TPPK and schools that have not formed TPPK. This result can be understood because based on the Kompas survey (Aranditio, 2024), most TPPK in schools that have been formed do not understand their duties and have not been able to develop a systematic violence prevention program. Hamidah et al., (2022) added that the ineffective role of TPPK is due to the lack of socialization to students and parents of students. In addition, there is a reluctance of students to report acts of violence experienced and the evaluation of TPPK in each semester that does not run. A broader and more integrated socialization program as well as supervision and monitoring of programs for preventing and handling violence in schools have also not been carried out properly by educational units (Utomo & Yanuar, 2023).

When viewed from the previous results which stated that TPPK had an effect on reducing violence in schools, while the next results showed no significant difference in the level of violence in schools, it can be explained that even though the school has not formed a TPPK, handling of violence in schools is still carried out. The task of handling violence in schools is carried out by the BK Teacher. In accordance with the opinion of Oktasari et al. (2020) that the BK Teacher has duties in addition to being a school counselor who provides psychological problem services, also provides services to handle other student problems such as cases of violence. In the context of handling violence in schools, the BK Teacher collaborates with the Deputy Principal for Student Affairs. In addition, the BK Teacher also routinely provides prevention services both in the form of socialization and Group Guidance with themes that are relevant to current student problems. Thus, even though the school has not formed a TPPK, handling and prevention have been carried out by the school by involving the BK Teacher. This is reinforced by the opinion of Wibowo et al. (2024) who stated that there is still confusion among TPPK members in carrying out their duties. On the other hand, one of the members of the TPPK at school is the BK Teacher who has a routine and systematic service program for students so that it is difficult to distinguish between the role of the BK Teacher as a member of the TPPK or as a daily task of the BK Teacher (Borualogo et al., 2020).

### *Differences between Bullying Victims Who Have Formed a TPPK and Those Who Have Not Formed a TPPK*

Further data analysis on the differences in bullying victims in schools that have formed TPPK and those that have not formed TPPK. Analysis using Mann-Whitney U shows Asymp. Sig value of  $0.622 > 0.05$  so that there is no difference in bullying victims in schools that have formed TPPK and schools that have not formed TPPK. Based on the data that has been presented, it is proven that the level of violence in schools and bullying victims between schools that have formed TPPK and those that have not formed TPPK do not differ significantly. Thus, TPPK formed in schools has not been effective in suppressing or minimizing acts of violence or bullying victims in schools.

These results are in accordance with the opinion of Fadhilah & Munjin, (2022) who stated that TPPK is not yet widely known by the school academic community. In addition, socialization and public awareness of the importance of reducing bullying in schools greatly influence the task of TPPK in reducing bullying in schools. Parental and community awareness is important in overcoming bullying and has an impact on child development. Without adequate awareness, parents may assume that violence or bullying is commonplace, and this will worsen the problem. Sullivan, (2011) stated that



bullying that is left unchecked without proper understanding will continue to grow. The active role of parents and the community in educating their children about the dangers of bullying and the importance of reporting such incidents. Steffgen's research (Steffgen, G., Ewen, 2007) shows that parental involvement in supporting bullying prevention programs can increase student awareness and strengthen commitment to preventing bullying.

School culture plays an important role in supporting or hindering the success of TPPK. Schools that create an inclusive, safe, and supportive environment for diversity tend to be more successful in preventing bullying. Yurtal, (2014) stated that schools that prioritize tolerance, empathy, and mutual respect can reduce the potential for bullying in the school environment. Social norms in schools can play a major role in shaping students' attitudes towards bullying. If the prevailing norms consider bullying to be commonplace or considered a way to "test courage", then the role of TPPK will be very difficult to implement. Alfiyana et al., (2022) stated that a culture that accepts bullying will worsen the impact of programs such as TPPK, even though the program has been implemented. Support from school leaders states that the success of bullying prevention programs in schools also depends heavily on the commitment of school leaders to create a safe and inclusive culture.

Students often feel that no one can or will help them. This is related to the lack of training for teachers and school staff in recognizing the signs of bullying and a more empathetic approach to victims. Research by Craig et al., (2007) shows that many victims of bullying do not report it because they feel they will not get adequate support or effective solutions.

Several things that can reduce bullying such as public awareness of bullying, teacher and student understanding of bullying, school culture or social norms that can reduce and student courage to report if they see or are victims of bullying should be a program of TPPK in preventing and handling bullying. However, TPPK members do not fully understand this task so that schools, both those that have formed TPPK and those that have not, continue to carry out the function of preventing and handling bullying as they already exist. Thus, TPPK has no different power in handling bullying cases.

## Conclusion

The formation of the Violence Prevention and Handling Team (TPPK) in educational units has a positive impact, namely being able to minimize acts of violence and bullying behavior that occur in schools. If TPPK can be implemented properly, acts of violence and bullying behavior that occur in schools will decrease.. The problem is that TPPK has not been able to play a full role in accordance with Permendibudristek No. 46 of 2023, so there is no significant difference between schools that already have TPPK and those that do not have TPPK in the context of preventing and handling violence and bullying in schools. Overall, although TPPK has shown a positive impact in reducing acts of violence and bullying, its effectiveness is still limited due to inhibiting factors, both internal (such as students' reluctance to report and limited facilities) and external (such as low public awareness and a school culture that is less supportive). Therefore, to increase the active role of TPPK, there needs to be increased training for TPPK members, more structured program evaluations, and closer collaboration between schools, parents, and the community in supporting efforts to prevent acts of violence in schools. This study only took samples from high schools in Semarang and was limited to students who had been victims of violence or bullying at school.

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