



**Implementation regulations on academic and regulation of
the republic of indonesia no.35 of 2014.**

**(Article 76c) concerning child protection as a school principal
strategy In preventive efforts in school bullying**

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Abstract

The focus of this research is , *first* , Strategy What Which done by Head Al-Khoeriyah Vocational School, Tasikmalaya City in preventing bullying and violence in the school environment; *second*, how is the implementation of academic regulations and UU RI No. 35 of 2014 concerning Child Protection, the role of the Vice Principal for Student Affairs in support strategy head school To use ward off seeds violence and bullying emerging in environment school. Results study This conclude that; head school as 'agent change' in engineering social education has do deterrence violence and bullying in school through Academic Regulations and the transformation of Law No. 35 of 2014 concerning child protection.Academic regulations Which in a manner 'macro' implemented to in form action preventive And curative with three model strategy; *first* , Model strategy head school with the enforcement of RI Law No. 35 of 2014 concerning Child Protection through academic regulations in a manner implementative developed in System Education And Curriculum pesantren-based, *Second* , Model strategy head school with the development of character development programs and the transformation of religious values in the daily lives of students ; And *third* , Model strategy head school with implementing a spiritual activity program by carrying out joint duha prayers, reciting the Koran and deepening the study of the yellow book before learning activities.Study This implicated on strengthening theory manipulation social education Which state that institution school is minature from public Which has operate function For do manipulation social education To use prevent acts of violence, bullying Which appear since in environment school.

Keywords

The Principal's Strategy, the seeds of Bullying and School Academic Regulations and Republic of Indonesia Law No. 35 of 2014

Introduction

Cases resulting from violence in schools are increasingly being encountered both through information in print media and what we see on television screens. In addition to brawls between students, there are actually forms of aggressive or violent behavior that may have been happening in schools for a long time, but have not received attention, perhaps not even been considered something serious. For example, forms of intimidation from friends or bullying, isolation from their friends, so that children become lazy to go to school because they feel threatened and afraid, so that they can develop mild depression and can affect learning in class. The perpetrators of this bullying can be done by anyone, not just students, but there are times when it is also done by teachers who incidentally are educators who are expected to provide more meaningful educational values for students as the next generation of the nation. Bullying can occur at all levels of school starting from kindergarten up to high school, even up to university. At the high school level bullying most often occurs in the form of brawls between students. At this level bullying often occurs because adolescence is a transitional period in human development so that adolescents usually want to appear more valued, have power and want to show who they really are. At the tertiary level, we often witness brawls between tertiary institutions in big cities. What shocked the archipelago the most was the occurrence of Bullying at STPDN which led to death (<https://www.cnnindonesia.com/nasional/2017>). Bullying or violence that shocked the world of international education, namely the bloody incident in April 2007 at the Virginia Tech Campus in Blacksburg, incidents of bullying and violence against children that are still fresh in our minds, namely what happened to one of the students of PP Gontor Ponorogo, East Java. (<https://regional.kompas.com/read/2022/09/08/153547378>)

All of the cases above that shocked the world of education raise various questions, what is going on in the world of education today? A question that requires answers from people in the scope of education, such as teachers, lecturers, principals. The Chancellor or anyone who is in the educational environment is the spearhead of forming the character of this nation. To what extent are efforts to understand the law and the Child Protection Act socialized and become the rule of law? for the sustainability of the world of education, it is also homework for the government as Stakeholder in education how to fix the world of education which is a printer of superior human resources who are the next generation of development of this country in a better direction School is the second educational environment after the family. School plays an important role in the psychological, social and emotional development of a teenager. A positive social environment will have an impact on positive mental development, and vice versa. For example, case Bullying that often occurs in the school environment.

Based on this presentation, then there is a very specific purpose of studies in international journals, namely to analyze strategy carried out by The Principal of SMK Al-Khoeriyah Tasikmalaya City through the implementation of RI Law no. 35 of 2014 (article 76C) and the Al-Khoeriyah Vocational School Academic Regulations in a preventive effort to prevent violent behavior and bullying appears on school environment.

Literature review

Definition of Bullying

Bullying or disturbing is the basis of the word bullying , in English (bully). Aggression, verbal violence, physical violence and psychological violence are components of bullying behavior that are usually done on purpose. Trevi emphasized that bullying behavior also occurs when a group of people feel strong and this behavior is used to hurt weak people .³ Olweus in 1995 conducted significant research on perpetrators and victims of bullying in Sweden, as many as 9% of elementary school children were indicated as regular victims, while as many as 7% as bullies .⁴ . ((Bulu. 2019)4. Marela et al. 2017)

Bullying can be interpreted as an aggressive behavior with the intention of hurting other people that is carried out repeatedly and continuously in an interpersonal relationship that is characterized by an imbalance of power, even without any real provocation. ⁵ (Faizah, 2017) . Djuwita stated that there are forms of coercive behavior or attempts to harm someone psychologically or physically ⁶ (Masdin , 2013). Usually this behavior is carried out by people who have power or power over people who are considered weak. Bullying in schools is still a problem in the world of education in Indonesia. Many students do not understand in depth about their bullying behavior do or they get from the environment. Students also do not know how to reject bullying behavior so that it does not become the root of the problem mental health .

According to Yamin et al (2018), the factors that motivate students to engage in bullying behavior include:

1. Class differences, economic problems, ethnicity or racism. Bullying factors can occur when there are extreme differences between individuals and a group where they join and if the members of the group cannot respond properly, it can become a factor causing bullying.
2. Traditions or customs in seniority. Seniority is often used as an excuse for bullying. This seniority does not just stop, seniority is included in repeated and chained behavior. This seniority occurs with reasons to satisfy the desire to find trouble, seek popularity, channel grudges and show power.
3. Families don't get along. The existence of various internal problems from the family such as absence of parents, suffering from depression, lack of communication and disharmony are the causes of this behavior.
4. significant violence.
5. The climate of the school environment is not warm and hostile or discriminatory.

6. 5 . Implementation of Academic Regulations School Rules that are not yet Effective
7. Republic of Indonesia Law no. 35 of 2014 concerning Child Protection has not been socialized thoroughly to all school members.
8. Weak understanding of religious values, especially those related to social ethics.
9. Individual or group characters. Have a sense of revenge in the association of peers, misinterpretation of the victim's behavior. ⁷

(⁷ Yamin, A., et al. (2018). Prevention of Bullying Behavior in SPN 2 Tarogong Kidul Students, Garut Regency. Journal of Community Service Vol 2 (4) 293-295)

Another factor which is the dominant factor that turns someone into a bully is the youth playgroup. This factor is a factor that arises and is adopted when an individual grows and becomes a teenager. When teenagers do not have guidelines in choosing play groups, teenagers may enter into groups play that leads to juvenile delinquency activities. Adolescents are individuals with a phase of psychological development where they really need recognition of their existence. A deviant youth playgroup may seek recognition of self-existence by oppressing people who feel weaker so that they have recognition from their environment that they have courage and power.

Legislation Regarding Child Protection

Republic of Indonesia Law No. 35 of 2014 regulates 1) Children within and within educational units are required to receive protection from acts of physical, psychological violence, sexual crimes, and other crimes committed by educators, educational staff, fellow students, and/or other party ⁸. The legal basis for this law are : Article 20, Article 20A paragraph (1), Article 21, Article 28B paragraph (2), and Article 34 of the 1945 Constitution of the Republic of Indonesia; Law Number 4 of 1979 concerning Child Welfare; Law Number 7 of 1984 concerning the Elimination of All Forms of Discrimination . K h his intestines related to This journal is Article 19, Which reads:

"Country – country participant will take step legislative, administrative, social and educational, to protect children from all form violence physique And mental, injured or abuse, neglect or abuse or exploitation, including sexual abuse, while in foster care person parents, guardians, or person other Which raise children. "

Every party Which involved in school (power educator, craftsman garden school, guard school, officer cleanliness school And all learners) have to realize that no violence physical, mental, and sexual inside any form, including abandonment of children who need protection. School should be a safe place as home second for child as participant educate. In school, para child should feel love Darling Which reasonable from para person adult (teacher, school janitor, everyone inhabitant school). Should fellow participant educate must grow mark brotherhood so that can each other value, love, And honor so that No do violence physique nor mentally to child educate other. para person mature Which is at in environment school Also should treat all child educate like his son Alone, own flavor want to protect and love them naturally.

Right which the school must fulfill create an atmosphere Which safe, comfortable, and conducive during the implementation of learning. safe atmosphere, comfortable, and conducive to expedite in achieving the goals of the education system national.

More Specific Again arranged in Regulation Minister Education And Culture No. 82 of 2015 concerning Prevention and Mitigation of Acts Violence in Environment Unit education. Where mentioned that school as unit education must do protection to child educate. Schools are obliged to prevent the occurrence of violence in the school environment. As stated in Article 7 and Article 8 paragraph (1) letter a letter b letter c and letter d, namely:

Chapter 7 "prevention follow violence in environment unit Education is carried out by students, parents/guardians participant students, educators, education staff, education units, committees school, public, government regency/city, government province, And Government in accordance with his authority."

Article 8 paragraph (1) letters a, b, c, and d "precautions that done by unit education includes: a. create education unit environment that is free from acts of violence; b. build environment unit education Which safe comfortable, and fun and far from violence, among others with do activities in framework prevention violence; c. must ensure security, safety and comfort for participant educate in implementation activities/learning at school and outside school activities unit education; d. must quick report to parents/guardians including seeking initial information if available suspicions/symptoms of imminent acts of violence involving participant well educated victims and perpetrators. "

Chapter Which arrange obligation school in countermeasures in the event of acts of violence in the school environment, namely at Article 10 paragraph (1). Where education units have an obligation to provide assistance to victims of violence school environment, and must provide a report to the parents of students

This article regarding child abuse is specifically regulated in Article 76C of Law 35/2014 which reads:

Everyone is prohibited from placing, allowing, doing, ordering to do, or participating in violence against children.

Meanwhile, sanctions for people who violate the article above (perpetrators of violence/abuse) are specified in Article 80 of Law 35/2014:

(1) Everyone who violates the provisions referred to in Article 76C, shall be punished with imprisonment for a maximum of 3 (three) years 6 (six) months and/or a maximum fine of Rp. 72,000,000.00 (seventy-two million rupiahs).

(2) In the event that the child referred to in paragraph (1) is seriously injured, then the offender shall be punished with imprisonment for a maximum of 5 (five) years and/or a fine of up to Rp. 100,000,000.00 (one hundred million rupiah).

Definition of Academic Rules of Student Conduct

School rules are benchmarks or standards for certain things. As for the rules referred to in accordance with those intended by the Minister of Education and Culture dated 1 May 1974 No.14/U/19874 , school rules are provisions that regulate

daily school life and contain sanctions for violators. 8 (Wisnu Aditya Kurniawan, Students' Orderly Culture at School Strengthening Student Character Education (West Java: CV Jejak, 2018), p.12.)

The obligation to comply with school rules and regulations is important because it is part of the school system and not just a school accessory.

Methodology

Type _ Study

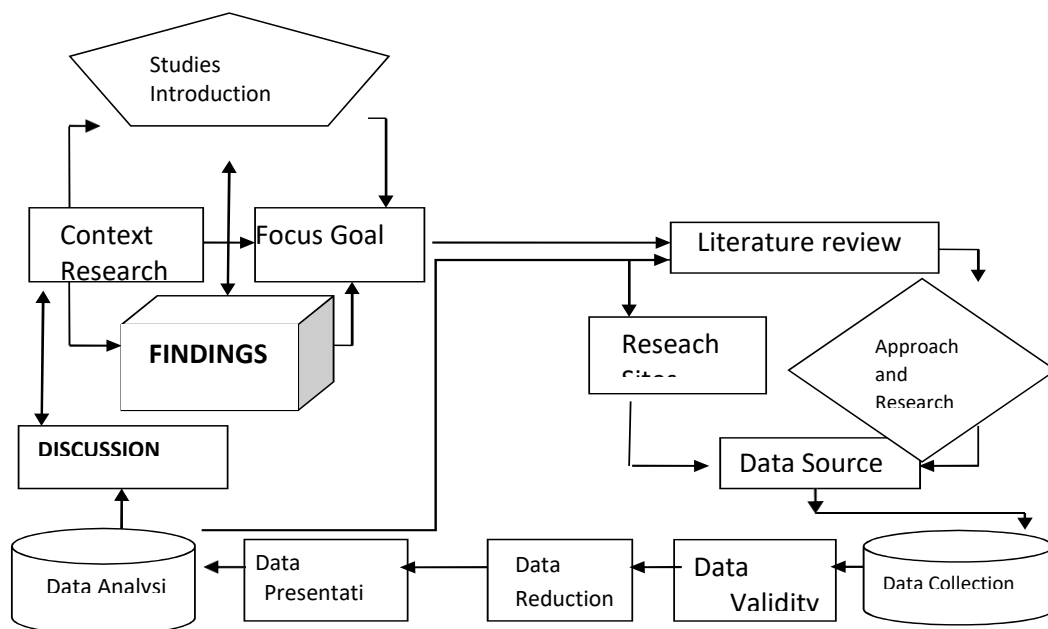
Journal "Implementation of Academic Regulations and Republic of Indonesia Law No.35 of 2014 (Article 76C) Concerning Child Protection as a Head Strategy in Preventive Bullying Efforts in Schools" is a qualitative study that is studied qualitatively descriptive with use approach phenomenological For find variant deep models A case with the setting of a multi- location. ⁹ (⁹ Laexy J. Moleong, Research Methods Qualitative (Bandung: Rosdakarya, 1996), 4)

By using a qualitative approach, researchers must interact directly with the school, as well as related parties with the aim of obtaining accurate information, as it is, through a process of observation and interviews so that they can achieve the targets needed in research, (Sugiyono, 2010: 4) .

Research Method Approach

Approach phenomenology This own principle that researchers have no assumptions about what things mean to people who are researched. " Inquiry phenomenological start with shut up, attitude shut up is action For catch understanding something Which currently researched". 10 (10 Ibid 9)

in nature implementation study This can done with systematic And planned with channel scheme as following below;



Picture. 1.1 Scheme Study.

Disclosure of research data

Overview General Site Location Study

As time goes by and the number of students increases, there are many challenges and problems that must be solved. Especially the problem of social interaction among school residents. The potential for horizontal conflict between students at school results from social friction and the influence of technological developments and the digital information age. One of the cases that happened to a student named Agni, a Class X TKJ student at Al-Khoeriyah Vocational School. Agni, who experienced treatment from his friends, became the object of ridicule from his classmates verbally by making fun of a "father's name". This case is not used as research material however only as description case Which flat back To use expose And while analyzing the legal issues of this research.

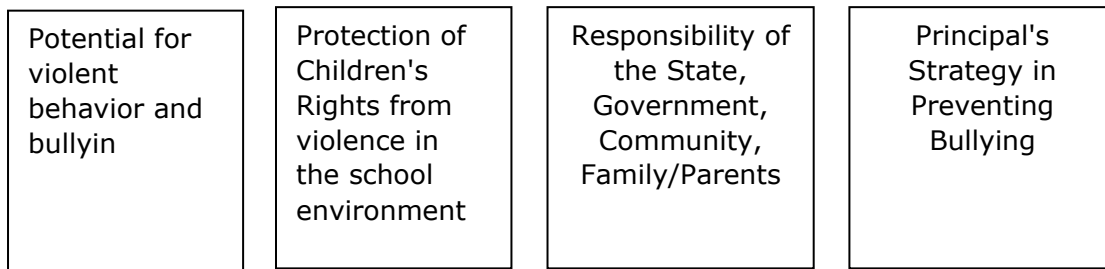
Academic Rules of Student Conduct

The application of Student Academic Rules is a school policy taken to shape and familiarize students' character/ morals for the better. These regulations were made for various reasons. Among them are to create and accustom students to do good things, behave positively, have a noble character, and reduce the level of student violations when they are at school. The application of student discipline is very effective in preventing bullying behavior towards all school members. In addition, the application of the Student Rules of Conduct has a positive influence on student learning outcomes, because with the inculcation of good attitudes or behavior in students, students' lives become organized and directed. Students become aware of their duties and responsibilities as a student, namely learning.

Thus they will be more active, creative, focus on learning so that students will be more driven or motivated to excel and will bring success and success to students. It is different if a student has not been instilled with attitudes, discipline, then his life will be filled with a problem because his behavior is contrary to applicable regulations. This will become an obstacle in learning activities and achievement of learning outcomes. Students who have not been instilled in a disciplined attitude are less enthusiastic and experience difficulties in learning, their concentration will be disturbed so that the activities carried out are only activities that do not support the development of their potential and achievements. So that this results in learning achievement which will show unsatisfactory results.

Research results and analysis

Research result



1. Groove in Study

Analysis

Analysis Children's Right to Protection at School

Public And institutions other like institution education (schools) are obliged to participate in facilitating for the sake of implementation protection and welfare child.

Every citizen has the same rights , including the rights of a child must be equalwith person mature. In in theory justice This there is principle equality Which fair on chance (the principle of fair equality of opportunity) .

Child in age Which Still very young must protected, in accordance with:

1. Constitution Well-being Child Chapter 2 paragraph (1) "child entitled on welfare, care, care and guidance based on compassion both in his family and in special care to grow and growing properly." Continued in Article 3 "In circumstances that dangerous, it is the child who first has the right to receive help, rock, and protection."
2. Protection Act Children Article 1 paragraph (1) "Protection of Children are all activities to guarantee and protect children and their rightsso that can life, grow, develop, And participate in a manner optimal according to human dignity and worth, and receive protection from violence and discrimination"
3. Constitution HAM Chapter 52 paragraph (1) "Every child entitled on protection by people old, family, community, and country."

Analysis of who is responsible for which students is at in the school environment

kindly general not quite enough answer protection child in in environment school is at in hand Teacher or party school like Which arranged in Civil Code Article 1367 paragraph (4), Which reads:

Chapter 1367 paragraph (4) "Teacher school responsible about loss Which published by student during time student That is at under their tutelage."

Analysis of the Principal's Strategy in Preventing Bullying in Schools

Understanding Strategy

The word strategy comes from the Greek "strategos" which means an effort to achieve a victory in a war. Initially it was used in a military environment, but the term strategy is used in various fields that have relatively the same essence . [Laksmi Dewi and Masitoh, Learning Strategies, (Jakarta: MORA RI, 2009)] h. 3

According to Gerald Michaelson, strategy is a plan that will be implemented by doing various things that are fixed. [Geral A. Michaelson and Steven W. Michaelson, Sun Tzu Business Sales Strategy, (Batam: Karisma Publishing Group, 2004), p. 8]

Meanwhile, according to Siagian strategy is a series of basic decisions and actions made by top management and implemented by all levels or organizations in order to achieve the goals of the organization. [Sondong P. Siagian, Management, (Jakarta: Bumi Aksara, 1995), p. 15]

Strategy is an important factor in achieving company goals, the success of a company, institution, depends on the leader's ability to formulate the strategy used. The company's strategy is very dependent on the company's goals, circumstances and the existing environment.

Some of the principal's strategies in preventing bullying at Al-Khoeriyah Vocational School, Tasikmalaya City, are:

1. provide legal understanding and awareness to all school members through socialization of the implementation of RI Law No. 35 of 2014 of 2014. (article 76c) concerning child protection
2. Enforcement of Academic Rules of Student Conduct at school, by implementing rewards and punishments
3. Optimizing understanding of religious teachings regarding the prohibition of violent behavior and bullying through optimizing PAI learning and extra-curricular strengthening of character by involving PAI teachers and ROHIS administrators
4. Religious activities and learning approach to Islamic Religious Education (PAI) in a deeper sense wide.

The role of the principal

In this case, Richard A. Gorton mentions at least six tasks principals and competencies that must be possessed and can be played by the head school with Good namely; First, head school must capable Act as a manager (manager); second, the principal is a leader in in the process of education and teaching (instructional leader); third , Chief schools as enforcers of rules, regulations and school discipline (disciplinarian); fourth , the principal as a community liaison facilitator (facilitator of human relations); fifth , the principal as an agent of change

(change agent), and sixth , the principal as a mediator and conflict mediator in institution school (conflict mediator). [Richard A Gorton, School Administration: Challenge and Opportunity for leadership (United state of America; Wm. C. Brown Company Publishers, 1974), 65]

Conclusions and recommendations

Conclusion

There are three models of the Principal's Strategy as a 'change agent' in manipulation social educator k an To use ward off violence and bullying in the school environment can outlined as following namely;

1. Implement Standard Operating Procedures (SOP) in the form ethical rules of Islamic life (School Rules of Conduct Academic) for students, teachers, school staff and Guardian student .
2. Do strengthening humanist religious understanding and activities extracurricular religion and strengthening character by carrying out the duha prayer program, tadarus al-Qur'an, kuliyah duha, yellow book study, and monthly recitation every 4th week. .
3. Dissemination and implementation of RI Law no. 35 of 2014 concerning child protection and criminal sanctions for bullying.

Suggestion

The seeds and potential for violent and bullying behavior are like viruses in everyday life society, that is if this is not prevented and handled as early as possible, it will manifest the character of a nation that is vengeful and radical. So for prevention and potential prevention attitude emerges violence and bullying is necessary effort Which Serious, systematic and well structured.

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