

IMPLEMENTATION OF BALI PROVINCE REGIONAL REGULATION NUMBER 6 OF 2014 CONCERNING CHILD PROTECTION AGAINST STUDENT BULLYING VIOLENCE IN THE ENVIRONMENT OF STATE SENIOR HIGH SCHOOL 1 ABIANSEMAL

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Absract

Bali Provincial Regulation Number 6 of 2014 mandates child protection yet bullying still occurs at SMA Negeri 1 Abiansemal. This study aims to analyze the implementation of this policy using George C. Edward III's model (communication, resources, disposition, and bureaucratic structure) through qualitative descriptive methods. Data were obtained through observation, in-depth interviews, and documentation. The results indicate that implementation is suboptimal. Key obstacles include gaps in policy communication, a suboptimal ratio of guidance and counseling teachers, high administrative burdens, and external influences such as family parenting styles and peer pressure. The study concludes that effective child protection requires intensive synergy between schools, parents, and the local government. Strengthening the school-based monitoring system, increasing mentoring capacity, and active collaboration are needed to create a safe and child-friendly school environment.

Keywords: Bullying, Child Protection Regulation, Implementation, SMA Negeri 1 Abiansemal.

A. INTRODUCTION

Children are the precious assets of the nation who hold the right to life, growth, development, and reasonable participation in accordance with human dignity and worth. In accordance with the 1945 Constitution of the Republic of Indonesia and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 on Child Protection, every child is entitled to special protection from all forms of violence and discrimination. However, in reality, the school environment which ideally serves as a place for character building and moral education has not yet been entirely freed from practices of violence, particularly bullying.

Based on data from the Indonesian National Police Information Center (Pusiknas Polri, 2025), national bullying cases continue to escalate. During the period from January to November 2023,

there were 10,617 recorded individuals, increasing to 12,216 individuals in 2024, and rising further to 14,512 individuals in 2025. A similar phenomenon is also apparent at the regional level of Bali Province. As a juridical response to this issue, the Regional Government of Bali Province enacted Regional Regulation of Bali Province Number 6 of 2014 concerning Child Protection. This Regional Regulation mandates the protection of children from all forms of physical and mental violence (bullying), whether within the family environment, the community, or formal educational units.

Regional Regulation of Bali Province Number 6 of 2014 was formulated with the primary objective of providing a legal foundation for all stakeholders, including schools, parents, and communities, in efforts to protect children from the threat of violence. The child protection referred to encompasses children, including students who are still pursuing education in schools. With the existence of Regional Regulation of Bali Province Number 6 of 2014, it is hoped that legal certainty will be established in efforts to prevent and handle cases of violence against children, particularly within the school environment. This regulation provides a legal basis for schools, educators, parents, and communities to play an active role in safeguarding children from all forms of violence, while affirming the responsibility of educational institutions to create a safe and ethical learning environment.

This research is focused on SMA Negeri 1 Abiansema, Badung Regency, Bali Province. Based on preliminary studies and school recapitalization data for the years 2023–2025, there have been recorded cases of bullying encompassing forms of verbal violence (teasing and insults), physical violence (brawls among students), and cyberbullying. The breakdown of school violence case data is presented in the following table:

Table 1. Data on Violence/Bullying at SMA Negeri 1 Abiansema (2023–2025)

Case	Year		
	2023	2024	2025
Verbal (mockery, insults)	7	9	10
Physical/Fighting	1	3	1
Cyberbullying	1	3	3
Total	9	15	11

Source: SMA Negeri 1 Abiansema, 2025.

Based on Table 1, it can be seen that cases of violence and bullying against students continued to occur at SMA Negeri 1 Abiansema during the 2023–2025 period. The data indicate that efforts to prevent and address bullying in the school environment have not yet been fully implemented optimally. This condition demonstrates a gap between the child protection policy stipulated in Bali Provincial Regulation Number 6 of 2014 and its implementation practices at the school level.

In light of these problems, the author is interested in examining them in a scientific study entitled “Implementation of Bali Provincial Regulation Number 6 of 2014 concerning Child or Student Protection against Violence/Bullying in the Environment of SMA Negeri 1 Abiansema.”

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Based on the background described above, the main problems in this study focus on two key issues, namely how Bali Provincial Regulation Number 6 of 2014 concerning Child Protection is implemented in addressing student violence and bullying at SMA Negeri 1 Abiansema, and what factors hinder the implementation of the regulation. In line with these research questions, the objectives of the study are divided into two main categories. The general objective is to develop research skills, cultivate critical thinking, and fulfill one of the academic requirements for obtaining a Bachelor's Degree (S1) in the Public Administration Study Program, Faculty of Social Sciences and Humanities, Ngurah Rai University. The specific objective is to gain an in-depth understanding of the implementation of child protection and to identify various obstacles encountered in the field.

Furthermore, the results of this study are expected to provide significant theoretical and practical contributions to various parties. Theoretically, this study is expected to contribute ideas to the development of knowledge in the field of Social Sciences and Humanities and to enrich references for future researchers interested in exploring issues related to public policy and child protection. Practically, the findings are expected to assist and provide valuable insights for academics, school institutions, and local governments in evaluating the effectiveness of handling cases of violence in educational environments.

Thus, this research is not only intended as a means for the author to apply and compare theories acquired during their academic studies with empirical realities in the field, but is also expected to provide constructive solutions for improving the quality of child protection policy implementation in schools.

B. LITERATURE REVIEW

Concept of Policy Implementation

Conceptually, implementation is a crucial stage in the public policy cycle that bridges normative regulatory formulations and the realities of action in the field. According to Usman (2002:70), implementation refers to activities, actions, measures, operations, applications, or mechanisms within a systematically structured system designed to obtain and achieve predetermined objectives. In other words, implementation is not merely an independent administrative activity, but rather a series of operational processes that require alignment between program planning and the dynamics of practical implementation at the target level.

In examining the phenomenon of public policy implementation more comprehensively, one of the most widely used and comprehensive classical approaches is the model proposed by George C. Edwards III. According to Edwards III, policy implementation is a dynamic process involving the interaction of various complex factors that influence one another. Through this approach, various subcategories of fundamental factors are presented in detail, making it possible to identify the extent of their direct and indirect influence on the success or failure of a policy in achieving its predetermined objectives.

Furthermore, George C. Edwards III identifies four main variables that play vital and determining roles in the public policy implementation process. These four variables include: (a) communication, which concerns the extent to which policy information is conveyed clearly, consistently, and accurately to implementers and target groups; (b) resources, which include the availability of staff, budgets, facilities, infrastructure, and adequate information; (c) disposition, which reflects the commitment, willingness, and responsiveness of implementers in carrying out the policy; and (d) bureaucratic structure, which concerns the division of responsibilities, standard operating procedures (SOPs), and interagency coordination. These four factors overlap and interact with one another, serving as an analytical framework for examining various obstacles and supporting factors in the implementation of a policy in the field.

C. RESEARCH METHODOLOGY

The author employs a descriptive research method with a qualitative approach. Sugiyono (2016) states that the qualitative method is a research method used to examine natural object conditions, in which the researcher serves as the key instrument.

The data used in this study consist of qualitative and quantitative data. According to Albert Kurniawan (2016), qualitative data are data expressed not in the form of numbers, but in words, sentences, or charts. Qualitative data can be used in ordinal or ranking forms. Qualitative data are data that do not consist of numerical figures or data that cannot be quantified, but rather information obtained from the research location to support quantitative data, such as information about the history of the establishment of SMA Negeri 1 Abiansema. According to Albert Kurniawan (2016:7), quantitative data are data expressed in numerical form; in this case, they refer to data concerning students who reported or were reported for bullying on social media.

There are two sources of data in this study, namely primary data and secondary data. Primary data are data obtained from the first source, such as interview results or questionnaire responses commonly collected by researchers (Umar, 2018:41). The data obtained consist of information collected through direct observation of the sources, namely the research location and the relevant respondents. Secondary data are primary data that have been further processed and presented either by the party who collected the primary data or by another party, for example, in the form of tables or diagrams (Umar, 2018:42). In this study, secondary data consist of data that have been processed by other parties and can therefore be directly utilized, such as organizational structure, job descriptions, staffing statistics, and other relevant information.

In qualitative research, the researcher themselves serves as the research instrument, conducting direct observations at the research location with the necessary equipment, such as interview guidelines, cameras, photographs, and documentation materials.

This study uses purposive sampling. According to Sugiyono (2016:218), in qualitative research, one of the sampling techniques frequently used is purposive sampling. Purposive sampling is a technique for selecting data sources based on certain considerations. Such considerations may include selecting individuals who are considered to have the most knowledge

about the information expected by the researcher, or individuals who have authority, thereby facilitating the researcher's exploration of the object or social situation being studied. The selected informants are individuals directly involved in the implementation of Regional Regulation Number 6 of 2014 concerning Child Protection against Student Violence and Bullying at SMA Negeri 1 Abiansema, as well as individuals who have a relationship with the research object. In this study, the author selected 8 (eight) informants, consisting of: 1 (one) principal, 1 (one) vice principal for student affairs, 1 (one) school guidance and counseling (BK) teacher, 1 (one) homeroom teacher, 1 (one) parent of a student who was a victim of violence, 1 (one) student victim, 1 (one) reported student, and 1 (one) school security guard.

The data collection techniques used in this study are observation, interviews, documentation, and online tracing. The data analysis technique used is qualitative data analysis. According to Miles and Huberman, as cited in Silalahi (2010), there are three qualitative data analysis techniques: data reduction, data presentation, and conclusion drawing

D. RESULT AND DISCUSSION

Implementation of Bali Provincial Regulation Number 6 of 2014 concerning Child Protection against Student Violence and *Bullying* at SMA Negeri 1 Abiansema

Based on the research methods employed and the findings obtained and analyzed by the researcher, it can be concluded that:

Communication

The dissemination of information regarding Bali Provincial Regulation Number 6 of 2014 at SMA Negeri 1 Abiansema has been carried out preventively and flexibly through oral communication, telephone calls, official letters, and the placement of anti-bullying notices or posters on classroom bulletin boards. Nevertheless, the effectiveness of this communication still faces obstacles in the form of differences in perceptions and interruptions in information flow between the school and parents at home. Parents' busy schedules have resulted in the follow-up supervision function within the family environment not operating optimally. In addition, some students are still reluctant to report incidents independently due to concerns about social stigma among their peers.

Resources

The availability of human resources at the school is quantitatively adequate; however, responsibility for specific bullying prevention efforts is primarily concentrated on guidance and counseling (BK) teachers and the student affairs division. Given that the total number of students reaches 1,056, the availability ratio of BK teachers is considered less than ideal for providing intensive and comprehensive assistance. Furthermore, the absence of regular certified technical training for all subject teachers on psychological mediation for children also limits the speed of responses to cases at the classroom level.

Disposition / Implementer Attitudes

The mental attitudes and commitment of policy implementers, including the Principal, Vice Principal, BK Teachers, and Homeroom Teachers, demonstrate a positive and proactive tendency in applying humanistic and persuasive approaches. However, external challenges arising from unrestricted social interactions and peer groups outside the school often shape students' perceptions that teasing or minor intimidation is merely a form of ordinary "joking." This requires implementers to make additional efforts to change students' mindsets so that they understand the legal and moral boundaries in accordance with the mandate of the Regional Regulation.

Bureaucratic Structure

Formally, the bureaucratic structure and operational division of responsibilities at SMA Negeri 1 Abiansema have been clearly organized through the distribution of authority among school management, the Vice Principal for Student Affairs, the BK Coordinator, Homeroom Teachers, and security personnel. However, in operational practice, the high administrative workload carried by homeroom teachers and teaching staff makes monitoring students' social and psychological dynamics less comprehensive. Consequently, case management tends to be reactive after incidents occur rather than being based on integrated preventive measures.

Factors Hindering the Implementation of Bali Provincial Regulation Number 6 of 2014 concerning Child Protection against Student Violence at SMA Negeri 1 Abiansema

Based on the research methods employed and the findings obtained and analyzed by the researcher, it can be concluded that the main factors hindering the implementation of Bali Provincial Regulation Number 6 of 2014 at SMA Negeri 1 Abiansema include the following:

Family Factors

Based on the research findings, family factors have a significant influence on bullying behavior. These factors include limited communication, disharmonious or rigid parenting patterns, permissive parental attitudes, and a lack of positive role models at home. Children tend to imitate violence witnessed within the family environment or seek recognition at school in inappropriate ways as a result of insufficient attention. This condition hinders the implementation of Bali Provincial Regulation Number 6 of 2014 concerning Child Protection at SMA Negeri 1 Abiansema because the effectiveness of the regulation depends heavily on synchronization between character education at school and supportive parenting practices at home. Without such synergy, efforts to help victims recover from trauma become difficult because they lack a sense of security from their earliest social environment, namely the family.

Child-Related Factors

Internal factors or students' personal psychological conditions play a crucial role. The interview findings indicate that student behavior is triggered by an identity crisis in seeking social recognition, the need to demonstrate dominance to conceal feelings of inferiority, impulsive characteristics that make emotional control difficult, and a lack of awareness regarding the negative impact of their actions on others. Such aggressive and selfish behavior hinders the implementation of Bali Provincial Regulation Number 6 of 2014 because regulations have limited ability to reach the deeper awareness of students who perceive their actions as acceptable means

of establishing their identity. As a result, victims may experience psychological pressure, reduced self-confidence, and fear of interacting with others, making it more difficult to achieve the objective of child protection within the school environment.

School Environmental Factors

Based on the interviews, student behavior at school is exacerbated by weak environmental controls and the normalization of violence, which is regarded as “joking” or a “tradition of seniority.” Another contributing factor is an imbalance in power relations, in which students who perceive themselves as stronger bully those who are weaker in order to gain recognition and demonstrate power.

This significantly hinders the implementation of Bali Provincial Regulation Number 6 of 2014 because the absence of a strict monitoring system and a less responsive school climate creates stigma that prevents victims from reporting incidents. Without practical protection and a healthy school climate, student victims may continue to feel powerless, preventing the protection of students from being achieved optimally.

Child Social Environment Factors

Based on the interviews, the social environment has a considerable influence through peer pressure. Students may engage in intimidation as a form of social adaptation, to maintain their status, or to demonstrate misguided group solidarity. The perception that belittling friends is merely a trivial aspect of adolescent social interaction causes students’ boundaries to become unclear. This condition hinders the implementation of Bali Provincial Regulation Number 6 of 2014 because misguided loyalty to peer groups makes perpetrators perceive their actions as acceptable, while victims may feel collectively ostracized. As a result, victims may choose to remain silent due to fear of being excluded by the broader social environment, thereby hindering the legal protection process and psychological assistance provided by SMA Negeri 1 Abiansema from being carried out effectively and comprehensively.

E. CONCLUSION

Based on the analysis using George C. Edwards III’s policy implementation theory, the implementation of Bali Provincial Regulation Number 6 of 2014 concerning Child Protection against Violence/Student Violence at SMA Negeri 1 Abiansema has been carried out but has not yet been fully optimal. In terms of communication, socialization and the dissemination of information between the school, parents, and students have been established, although their effectiveness still needs to be improved so that awareness of the legal framework for child protection can be strengthened. Regarding the resource indicator, the availability of supporting personnel, particularly Guidance and Counseling (BK) teachers, is still considered disproportionate to the total number of students, thereby hindering intensive supervision. Meanwhile, in terms of disposition, school implementers have demonstrated cooperative and caring attitudes and have attempted to handle cases through educational approaches; however, in terms of bureaucratic structure, the handling mechanism still relies predominantly on BK teachers,

meaning that the role of first-line personnel, such as homeroom teachers, in early detection needs to be further optimized.

The factors that hinder the implementation of the regulation include family environmental factors, individual child factors, school environmental factors, and social interaction factors. In terms of the family environment, the lack of harmonious parenting patterns and limited parental attention at home often encourage children to seek power compensation within the school environment. From the perspective of individual child factors, certain psychological characteristics, such as the perpetrator's tendency to dominate or the victim's mental vulnerability, also contribute to the occurrence of violent behavior. In addition, school environmental factors, such as gaps in supervision during certain hours or in secluded areas, as well as social environmental factors, such as peer pressure and misguided group loyalty in seeking social recognition, present additional challenges that complicate efforts to prevent and address *bullying* in schools.

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