STAKEHOLDERS MAPPING IN THE IMPLEMENTATION OF ANTI-BULLYING POLICIES IN THE SCHOOL ENVIRONMENT LUBUKLINGGAU CITY

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ABSTRACT

The research aims to find the actors who play a role, their perceptions, and how patterns of interdependence work together in implementing anti-bullying policies in the school environment. The research framework adopted the concept of network governance related to actors, perceptions, and patterns of independence and roles in policy implementation. The research was conducted for six months using qualitative methods with 18 informants from regional apparatus organizations, task forces and public and private schools, parents and related organizations. Data were collected through FGDs, interviews, documentation and observation. Triangulation of sources and actors was conducted for data validity and reliability. Data analysis was conducted interactively through data display, reduction, and conclusion drawing. The results showed that the actors involved in reducing anti-bullying policies in the school environment were identified as 18 actors from the government, semi-government, private sector, and social community. The perception of actors related to the field of anti-bullying in the school environment generally regarding the context and content of anti-bullying policies in the school environment found a gap in the form of the reluctance / attitude of victims of bullying to report cases of bullying that occurred. The research recommends strengthening the participation model, increasing campaigns, building an information technology-based complaint system and open government data.

Keywords: Anti-bullying, Policy network, Policy makers, School environment and stakeholder mapping

Introduction

Bullying in the school environment has become a significant issue in various regions in Indonesia, including in Lubuklinggau City. This phenomenon requires handling that involves various stakeholders, including the government, schools, families, and communities. According to data from the Central Statistics Agency (BPS) and reports from the Indonesian Child Protection Commission...
(KPAI), In 2023 (as of September) the Indonesian Child Protection Commission has received 1800 cases related to the fulfillment of children’s rights and special protection of children. The complaints are divided into 2 clusters, namely Fulfillment of Children’s Rights (FCR) 68.7% of cases and Special Protection of Children (SPC) 31.3% of cases. Child Rights Fulfillment cases dominate the complaint reports at the Indonesian Child Protection Commission [1][2].

Bullying is a serious concern in Lubuklinggau City, with reports showing that bullying incidents occur quite frequently at the junior and senior high school levels [2]. According to data from the Central Bureau of Statistics (BPS) and reports from the Indonesian Child Protection Commission (KPAI), bullying cases in schools in Lubuklinggau City show an alarming trend[1]. Based on BPS data in 2023, there was an increase in bullying cases reported in the school environment. Meanwhile, KPAI noted an increase in complaints related to bullying involving students in this city.

Data from Lubuklinggau City Police also shows a significant number of reported bullying cases. Throughout 2023, Lubuklinggau City Police received more than 50 reports of bullying, both in the form of physical, verbal, and cyberbullying. This figure shows that bullying is still a crucial problem that requires serious attention from various parties[3].

Table 1. Bullying Cases in Lubuklinggau City School Environment in 2023

<table>
<thead>
<tr>
<th>No</th>
<th>NUMBER OF CASES</th>
<th>YEAR</th>
<th>VICTIMS</th>
<th>PERPETRATORS</th>
<th>HANDLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 People</td>
<td>2022</td>
<td>a. 3 victims of bullying</td>
<td>a. Friends at School</td>
<td>a. Mediation, Psychologist Assistance and Peaceful Ending</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. 7 Sexual Victi</td>
<td>b. Outsiders</td>
<td>b. Mediation, Psychologist Assistance and ended in Punishment</td>
</tr>
</tbody>
</table>

Figure 1. Data on Child Protection Cases from Complaints to the Indonesian Child Protection Commission in 2023
The empirical conditions above show that Lubuklinggau City is not completely safe from bullying practices in the school environment. Practically, this further shows the importance of regulation on anti-bullying in the school environment as a form of protection not only for students but also for education units, teachers and the Lubuklinggau City community in general.

Currently, anti-bullying practices in the school environment only rely on the Lubuklinggau Mayor’s Decree Number: 378/Kpts/Disdikbud/2023 concerning the Establishment of a Task Force for the Prevention and Handling of Violence in the Education Unit Environment dated October 16, 2023 [4] as an implementation of the Minister of Education, Culture, Research and Technology Regulation Number 46 of 2023 concerning Prevention and Handling of violence in the Education Unit Environment [5]. In practice, especially against anti-bullying in the school environment, there is no clear regulation. So that this is felt not to provide protection for students in education units in Lubuklinggau City from bullying practices or bullying while on the other hand the phenomenon of bullying behavior or bullying tends to increase at least in the last 2 (two) years.

In bullying management, stakeholder mapping is essential to ensure that each party involved can contribute effectively. Related to this, [6] explain that the use of a network complexity approach is the most essential issue because it is related to the diversity of perceptions and attempts to accelerate the production (Output) that is expected to be carried out in interdependent interactions between policy actors. The current policy network perspective according to Klijn and Koppenjan includes three (3) things, namely policy networks, public services and policy implementation, and government network collaboration[7].

Research on anti-bullying policies in the Lubuklinggau City school environment with a policy network study will contribute to the understanding of the existing policy community regarding the roles, interactions, and interdependencies between actors. For anti-bullying policies in the school environment, this will increase the capacity of recommendations given based on the real role of the Regional Apparatus Organization (OPD) involved. For scientific studies, this research is important in developing a New Public Governance paradigm based on partnerships, togetherness, and collaboration which are felt to be important in overcoming the challenges of the current global era [8][9][10].
Moreover, several previous studies have rarely discussed the interaction between actors in tackling anti-bullying in the school environment. Some previous studies such as research on the evaluation of the Anti-Bullying program [11] that the programs implemented were able to significantly reduce the incidence of bullying, especially when involving active participation from the entire school community. The involvement of teachers, students, and parents in the program is the key to success [12], [13], [14], [15].

Another study highlighted the main role of teachers and parents in preventing and handling bullying cases at school and home [16], [17], [18], [19] [20], [21]. Influence of Social Media and Family Environment: Studying the impact of social media and family environment on bullying behavior among adolescents [22], [23] [24]. The Psychological Impact and Treatment of Bullying: Examines the psychological impact of bullying on middle school students and methods of dealing with it [25], [26].

Bullying Causal Factors and Prevention. Examines the factors that cause bullying and prevention strategies, including the implementation of child-friendly school programs and restorative approaches [27], [28], [29], [30], [31], [32].

The Role of Counselors and Comparative Studies: Discusses the role of school counselors in handling bullying cases as well as the differences in bullying cases between public and private schools [33], [34], [35], [36].

Research related to anti-bullying policies in the school environment related to the interaction network between actors is therefore still very much needed. Based on this description, the researcher is interested in proposing research on “Stakeholders mapping in the implementation of anti-bullying policies in the school environment Lubuklinggau City”.

Methods

The type of research used in this research is qualitative explanatory research with case studies to provide an explanation of why something happened or answer the question “why” [37].

In this study, the determination of informants was selected by purposive sampling, namely the technique of sampling data sources with certain considerations and objectives[38]. Certain considerations mean choosing data sources or people who are considered to know best about what is expected.

The validity of the data in this study is determined using credibility criteria using source triangulation to check data on its validity, comparing the results of interviews with the contents of a document by utilizing various sources of information data as a consideration[39].

The data analysis used is descriptive analytic method, which describes the data collected in the form of words, pictures, and not numbers. Data that comes from manuscripts, interviews, field notes, documents, and so on, is then described so that it can provide clarity on reality or reality[40].

Result and Discussion

1. The Actors Involved in the Implementation of Anti-Bullying Policy in Lubuklinggau City Schools

Actors involved in the Implementation of Anti-Bullying Policy in Lubuklingau City Schools include those involved in the delivery of Anti-Bullying Policy in Schools. Klijn & Koppenjan stated that actors in policy and governance can be government, semi-government, private, or social community groups[7]. With four arenas of Anti-bullying Policy Implementation in Schools in accordance with Permen-digbud Ristek Dikti Number 46 of 2023 [41] and Lubuklinggau Mayor Decree NUMBER : 378/KPTS/DISDIKBUD/2023 [42].

The Task Force for the Prevention and Handling of Violence in the Education Unit is related to actions that either directly or indirectly affect the number of bullying in the school environment. This is because coordination, convergence and planning are key processes of policy implementation [43] that enable decisions to be made and directions to be given. The Regional Representative Council (DPRD) and the Mayor are the culminating actors of coordination and planning practices. The Deputy Mayor leads the technical implementation of coordination and convergence. Bappeda leads
the planning that enables program management. Other relevant local government organizations provide planning proposals, information exchange and coordination.

Actors involved in the government category are the Education and Culture Office and its staff who have the task of implementing guidance, monitoring and supervising the Prevention and Handling of Violence in education units if bullying occurs or so that bullying does not occur. The Office of Women’s Empowerment, Child Protection and Community Empowerment which has the task of involving aspects of women’s empowerment and child protection in anti-bullying policies. Provides the necessary support and resources to protect children from violence.

The Social Service Office, which has the task of providing rehabilitation services for victims of bullying. Integrate social services in efforts to prevent and handle violence in schools. The Women and Children Protection Unit which has the task of providing special protection for women and children who are victims of bullying. Collaborate with education units to create a safe environment. The Health Office, which is tasked with providing mental health resources and support services. Regional Health Police who are tasked with handling severe cases of bullying that involve criminal behavior.

Semi-government actors involved in handling anti-school bullying in Lubuklinggau City are the Indonesian Child Protection Commission (KPAI) which has the task of monitoring and following up reports of bullying, and to provide policy recommendations to the government related to protecting children from bullying. Integrated Service Center for Women and Children Empowerment (P2TP2A) which has the task of providing counseling and rehabilitation services for victims and perpetrators of bullying, and conducting socialization and education about bullying to the community. Public Schools that have the task of implementing anti-bullying programs, policies, and reporting mechanisms. Teachers’ Union which has the task of advocating for policies that protect teachers and students from bullying.

Private Actors involved in handling school anti-bullying in Lubuklinggau City are Private Schools that have the task of implementing anti-bullying policies in the school environment, conducting training for teachers and staff on handling bullying, and providing counseling services for students. Non-Governmental Organizations (NGOs) that have the task of conducting campaigns and education on the negative impacts of bullying, providing legal and psychological assistance for victims of bullying. Corporations/Companies that have the task of sponsoring anti-bullying programs in schools, and supporting CSR programs that focus on child protection and education.

Social Community Actors involved in handling anti-bullying in schools in Lubuklinggau City are the School Committee, which plays a role in formulating school policies related to anti-bullying, and supervising the implementation of policies in schools. Parents/Guardians whose role is to provide moral and psychological support to children who are victims or perpetrators of bullying, and educate children about the importance of respecting and appreciating others. The General Public has the role of reporting cases of bullying to the authorities, and supporting a safe and bullying-free school environment through active participation in school activities.

Table 2. Stakeholder Mapping Matrix of Anti-bullying Policy in Lubuklinggau City Schools

<table>
<thead>
<tr>
<th>Stakeholder Category</th>
<th>Actors</th>
<th>Role</th>
<th>Impact</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Regional Representative Council Lubuklinggau City</td>
<td>Implementation and Monitoring</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Mayor of Lubuklinggau</td>
<td>Implementation and Monitoring</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Lubuklinggau City Education and Culture Office</td>
<td>Implementation and Monitoring</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Stakeholder Category</td>
<td>Actors</td>
<td>Role</td>
<td>Impact</td>
<td>Influence</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>Women's Empowerment, Child Protection And Community Empowerment Office</td>
<td>Advocacy and Support</td>
<td>High</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>UPT Protection of Women and Children</td>
<td>Advocacy and Support</td>
<td>High</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Social Services</td>
<td>Mental health services</td>
<td>High</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Health Office</td>
<td>Advocacy and Support</td>
<td>High</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Police Resort</td>
<td>Follow up reports of bullying cases with a legal approach</td>
<td>High</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Semi-Government</td>
<td>Public Schools</td>
<td>Policy Implementation</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>National Anti-Bullying Programs</td>
<td>Training and Resources</td>
<td>Medium</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>Private Schools</td>
<td>Independent Policy Development</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>Educational Consultants</td>
<td>Expert Advice and Training</td>
<td>Medium</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Technology Companies</td>
<td>Digital Tools and Platforms</td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Mental Health Professionals</td>
<td>Counseling and Support</td>
<td>High</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Social Community</td>
<td>Parents and Parent-Teacher Associations (PTAs)</td>
<td>Advocacy and Support</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Non-Profit Organizations</td>
<td>Campaigns and Resources</td>
<td>Medium</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Student Organizations</td>
<td>Peer Support</td>
<td>Medium</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Community Leaders</td>
<td>Awareness and Community Support</td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>


2. **Analysis of Stakeholder Mapping Actor Positions and Interrelationships between Actors of the Anti-Bullying Policy Program in Lubuklinggau City Schools**

   The results of data analysis related to the position and interrelationships are depicted in a network map that is included in the diagram which is divided into four fields as the division of tasks of the team to reduce the number of bullying in the Lubuklinggau City school environment as follows:
Figure 2. Stakeholder Mapping Matrix of Anti-bullying Policy in Lubuklinggau City Schools

Description:

- Government Actors
  - GA1 = Regional Representative Council
  - GA2 = Mayor of Lubuklinggau
  - GA3 = Lubuklinggau City Education and Culture Office
  - GA4 = Women’s Empowerment, Child Protection And Community Empowerment Office
  - GA5 = UPT Protection of Women and Children
  - GA6 = Social Services
  - GA7 = Health Office
  - GA8 = Police Resort

- Semi-Government Actors
  - SG1 = Public Schools
  - SG2 = National Anti-Bullying Programs

- Private Actors
  - PA1 = Private Schools
  - PA2 = Educational Consultants
  - PA3 = Technology Companies
  - PA4 = Mental Health Professionals

- Social Community
  - SCA1 = Parents and Parent-Teacher Associations (PTAs)
  - SCA2 = Non-Profit Organizations
  - SCA3 = Student Organizations
  - SCA4 = Community Leaders
The number of actors identified was 18 as depicted in the colorful ball. The actors are located in the diagram which is divided into four quadrants. Each quadrant (I,II,III,IV) is the four areas of tasks in the Anti-Bullying Policy in Lubuklinggau City Schools. The lines connecting each sphere show the working relationship between actors in anti-bullying.

Based on the color of the ball, the four colors explain the four categories of actors in anti-bullying. Government actors are instrumental in the anti-bullying policy community. Semi-government actors, business actors, and social community actors also play a role in anti-bullying.

The various components of actors connected in the cooperation network show that no one actor is dominant in the implementation of this program. the future of network governance is a complex public issue and many actors are involved. Focus on the creation of networks and governance networks towards hybrid governance where hierarchies, markets, and governance networks are combined[8].

Concept of distinguishing actors as shared (dedicated actors), brokered (connecting actors), and fragmented (fragmented actors) explains some things related to information exchange, dedication, and coordination[44]. Actors GA7, SCA4, and PA3 have one-way connections, characterizing them as fragmented actors. Brokers are GA3, SGA1 and SCA1. The shared position with the highest intensity of connectivity is GA3.

A governance network model linking intra-governmental cooperation that shows the lead agency and the agencies involved. The model shows the actors involved (key actors or brokers) and the characteristics of the roles performed[45]. Figure 2 also shows quadrants I and II are the arenas with the most actors and connectivity. With a significantly unequal relationship structure, the Anti-Bullying Policy in Schools has a resource allocation structure where actors in arenas 1 and II tend to potentially have more than actors in arenas III and IV.

Conclusion

The actors involved in reducing bullying in the school environment in Lubuklinggau City were identified as 18 actors. Government Actors consist of: Regional Representative Council, Mayor of Lubuklinggau, Lubuklinggau City Education and Culture Office, Women's Empowerment, Child Protection And Community Empowerment Office, UPT Protection of Women and Children, Social Services, Health Office, Police Resort. Semi-Government Actors consist of: Public Schools and National Anti-Bullying Programs and Mental Health Professionals. Social Community consist of: Parents and Parent-Teacher Associations (PTAs), Non-Profit Organizations, Student Organizations, and Community Leaders.

Perceptions of actors related to the anti-bullying field in the school environment generally regarding the context and content of anti-bullying policies in the school environment found gaps. The gap is in the form of the reluctance of victims of bullying to report cases of bullying that occur. This is important to improve to increase the success of the program. The perception of actors related to the fields of Communication, Behavior and assistance is the concern of several informants regarding the data of victims of bullying that leaked and spread to the public. So that Network Governance to encourage anti-bullying policies is a challenge at the local level. The weakness of local level policy capacity is due to the habits of local organizations that are rooted in transactional, limited to regional reach, only able to compete locally. Then the field of coordination, convergence and planning, namely; first, the role of planning and budgeting can cover the existing problems. Second, increasing the convergence of actions from each actor so that there is synergy of roles in reducing the number of bullying in the school environment. Third, the issue of village carrying capacity in reducing bullying in the school environment. The field of data, monitoring and evaluation and knowledge management, namely the importance of open government data, aims to include outside actors to cooperate in the network and influence decision making.

Strengthening the participation model that needs to be implemented by strengthening the role of family assistants, the anti-bullying task force team. Then solutions that open up oppor-
tunities for good relations and social opportunities in the organization by providing opportunities for brokers (top managers) to convey information, the organization's role is to convey information not to produce information. Finally, it is necessary to build an IT-based complaint service to minimize the occurrence of bullying and facilitate coordination between actors in overcoming bullying cases.

Acknowledgement

We would like to express our deepest gratitude to all those who have provided support, assistance, and participation in this research. Hopefully the results of this study can provide great benefits and be the first step in creating a school environment that is safe, comfortable, and free from bullying in Lubuk Linggau City.

References


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