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## **Optimizing The Role Of The Violence Prevention And Handling Team At SMPN 53 Bandung Through The Sarasa 53 Program**

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Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

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### **ABSTRACT**

The phenomenon of violence in educational environments requires systematic and integrated handling through strengthening school institutions. This study aims to analyze the optimization of the role of the Violence Prevention and Handling Team (TPPK) at SMPN 53 Bandung through the SARASA 53 action program. Using a descriptive qualitative approach with a case study method, data were collected through questionnaires, interviews, observations, and documentation studies. The results of the study indicate that the overall effectiveness of the program is in the "Effective" category (80%), with the level of student understanding of bullying reaching 90%. However, the aspect of "Courage to Report" (70%) remains a challenge influenced by the psychosocial and economic conditions of the community. This study concludes that the SARASA 53 program plays a crucial role as an early detection instrument that changes the paradigm of violence management from reactive to preventive-educational.

**Keywords:** *SARASA 53, Violence Prevention, Bullying, Educational Administration.*

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## **INTRODUCTION**

Schools should be a safe environment for students to grow and develop. However, reality shows that acts of violence—whether physical, verbal, or digital—continue to haunt the world of education. National data from 2024 showed a significant increase in bullying cases, with 25% concentrated at the junior high school (SMP) level. This indicates that schools are now vulnerable to threats that often go undetected, resembling the "tip of the iceberg" phenomenon where reported cases far outnumber actual incidents.

As a legal response, the government, through Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023, requires the establishment of a Violence Prevention and Handling Team (TPPK) in every educational unit. SMPN 53 Bandung, as an educational institution in an urban area with heterogeneous social dynamics, faces real challenges related to aggressive behavior and intimidation between students. In this context, the school initiated the SARASA 53 program as a strategy to optimize the role of the TPPK. This research examines how the program is able to optimize the role of TPPK in preventive and curative efforts, while also mapping the factors that influence its success in the field.

## **METHODOLOGY**

This research uses a descriptive qualitative approach to explore the phenomenon of the role of the TPPK (Community Empowerment and Student Empowerment Team) in the natural context of SMPN 53 Bandung. A case study method was chosen to conduct an in-depth investigation of the team's working mechanisms over the course of one academic year. The researcher served as the primary instrument, supported by primary data through in-depth interviews with the TPPK team and student representatives, as well as secondary data in the form of case statistics and school policy documents.

Data collection was conducted through participant observation of student journaling sessions and cross-checking of documents such as the decree establishing the TPPK and the standard operating procedures (SOPs) for case handling. Data validity was ensured through triangulation techniques, which compared information from student questionnaires with the results of TPPK team interviews and official documents. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, presentation in descriptive narrative and matrix formats, and drawing conclusions through verification of identified patterns.

## **RESULT AND DISCUSSION**

### **Result**

SMPN 53 Bandung is located in East Bandung, a densely populated transitional area. The majority of students' parents come from lower-middle economic classes

and work in the informal sector. This economic situation correlates with high levels of psychosocial stress for students at home, which often manifests as aggressive behavior at school. Before the SARASA 53 program was implemented, the school was vulnerable to inter-student conflict that was difficult to detect early. Based on quantitative data from student questionnaires, Table 1 shows:

Table 1

Level of Effectiveness of the SARASA 53 Program Based on Student Perceptions

No	Program Evaluation Indicators	Average Score	Percentage	Category
1	Understanding Types of Bullying	4,5	90%	Very Effective
2	Feeling of Safety in the School Environment	4,2	84%	Effective
3	Courage to Report	3,5	70%	Moderately Effective
4	TPPK Response Speed	4,0	80%	Effective
—	Overall Average	<b>4,0</b>	<b>80%</b>	Effective

Table 1 shows that the effectiveness of the SARASA 53 program is in the effective category, with an average achievement of 80%. The indicator for understanding types of bullying received the highest score, indicating the success of the TPPK socialization in increasing student literacy regarding various forms of violence. Conversely, the indicator for courage to report showed the lowest score, although it is still in the fairly effective category. The overall effectiveness of the program is in the "Effective" category. Understanding Types of Bullying (90%) is the highest indicator, indicating that the TPPK socialization was very successful in providing literacy regarding forms of violence (physical, verbal, and digital). Student Sense of Safety (84%): Reflects the creation of a more conducive school atmosphere after program implementation. Courage to Report (70%): Although in the fairly high category, this figure indicates psychological barriers for students to use the complaint hotline.

Qualitative data shows that the SARASA 53 program, through its journalism medium, has a dominant psychological impact on students. Students reported feeling calmer and having a safe outlet to express negative emotions. This has proven effective in dissecting the "tip of the iceberg" phenomenon of bullying, where hidden problems can be identified by guidance counselors through students' reflective notes. Further qualitative data triangulation can be seen in Table 2 below:

Table 2  
Data Triangulation Matrix: Optimizing the Role of the TPPK

Aspects	Student Data	TPPK Data	School Documents	Conclusion
<b>Early Detection</b>	Journaling reveals hidden conflicts	BK conducts routine follow-up	Journaling SOPs are available	Consistent
<b>Case Response</b>	Feeling considered fast enough	Team responds within 3 days or less	Documented handling process	Consistent
<b>Reporting</b>	Still hesitant to report	Digital hotline constraints	Not all students have access	Consistent
<b>Prevention</b>	Better understanding of bullying	Regular outreach	Violence literacy module	Consistent

Triangulation results demonstrated alignment between student perceptions, the TPPK team's statements, and school documents. This data consistency strengthens the validity of the findings that the SARASA 53 program functions effectively as an early detection-based prevention instrument.

#### Discussion

The results indicate that the optimization of the TPPK's role at SMPN 53 Bandung occurred due to a paradigm shift from curative measures (handling after the incident) to preventive-educational ones. The SARASA 53 program acts as an early detection tool that enables the school to identify the seeds of conflict before they escalate into physical violence. The literacy rate of up to 90% provides a strong foundation for building a self-protection system among students.

Through the triangulation matrix, alignment was found between the TPPK team's reports and student perceptions. The team's response speed (80%) is not simply a perception figure, but is supported by the existence of verified Case Handling Standard Operating Procedures (SOPs) and a careful investigation process. This validation demonstrates that the management of special services at the school has been implemented in accordance with the mandate of Permendikbudristek No. 46 of 2023.

This study revealed that the main obstacle to optimization lies in the economic conditions of the surrounding community. Limited communication devices and internet quotas hamper the effectiveness of the digital complaint hotline. Furthermore, social stigma in densely populated areas, which considers verbal teasing "daily jokes," makes students hesitant to report for fear of being perceived as weak by their peers. The lack of parental involvement, who are busy working in the informal sector, also slows the process of resolving cases that require family

coordination.

The integration of quantitative and qualitative data indicates that the effectiveness of the SARASA 53 program is not only perceptual but also confirmed through the systematically documented working mechanisms of the TPPK. These findings reinforce that optimizing the role of the TPPK requires a combination of administrative instruments, psychosocial approaches, and active student participation. Barriers to reporting emphasize the importance of prevention strategies that adapt to the socio-economic conditions of the school environment.

## **CONCLUSION**

Optimizing the role of the Violence Prevention and Handling Team (TPPK) at SMPN 53 Bandung through the implementation of the SARASA 53 program has proven effective in strengthening the violence prevention system within the school environment. This program not only increased the institutional capacity of the TPPK but also contributed significantly to improving student literacy regarding bullying and strengthening a sense of security within the school ecosystem. The overall effectiveness of the program was categorized as effective, indicating that the preventive-educational approach can be implemented operationally in junior high schools.

The reflective journaling approach in the SARASA 53 program serves as a strategic instrument for early detection of latent violent behavior. This mechanism enables schools to more accurately identify students' psychosocial dynamics, enabling case management to shift from a reactive approach to prevention and recovery. These findings indicate a paradigm shift in school violence management toward a more humanistic and sustainable student-specific service model, in line with national policy as stipulated in Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023.

However, students' courage to report cases of violence still faces obstacles. Family socioeconomic factors, limited access to technology, and the normalization of verbal violence within the social environment are structural barriers that impact the effectiveness of reporting mechanisms. This confirms that optimizing the role of the TPPK cannot be separated from the social context of the surrounding school community and requires a broader collaborative approach.

Based on these findings, this study recommends strengthening an inclusive alternative reporting system, increasing confidentiality guarantees for reporters, and involving parents and the community as part of a comprehensive violence prevention strategy. Future research is recommended to develop a mixed-methods approach to more measurably assess the long-term impact of TPPK optimization on students' psychological well-being and academic achievement.

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