

Development of the PERISAI Program (Prevention of Sexual Violence and Intimidations) as an Effort to Prevent Gender-Based Violence

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Abstract

Gender-based violence remains a significant issue in educational settings, including special schools that serve students with special needs. Students in special schools are particularly vulnerable to bullying, intimidation, and sexual violence due to limited self-protection skills, psychosocial challenges, and insufficient preventive support systems. Based on the 2024 Education Report data at State Special School 02 in Serang City, indicators related to bullying and sexual violence were categorized as unsafe, indicating the urgent need for a systematic prevention program. This study aimed to develop the PERISAI Program (Prevention of Sexual Violence and Intimidation) as a collaborative and contextual model for preventing gender-based violence in special schools. This study employed a modified Research and Development (R&D) approach consisting of needs analysis, program design, expert validation, revision, and limited field trials. The participants involved students with special needs, teachers, school counselors, parents, and expert validators. Data were collected through interviews, observations, questionnaires, documentation, and validation sheets, and analyzed using qualitative descriptive analysis and simple quantitative descriptive statistics. The findings revealed that the PERISAI Program was categorized as feasible to highly feasible based on expert validation results. The program was positively received by teachers and parents because it provided practical guidelines for preventing sexual violence and bullying in special school environments. The program integrates prevention education, parental involvement, school support systems, and continuous monitoring within a collaborative framework adapted to the characteristics of students with special needs. This study contributes to the development of a contextual and applicable gender-based violence prevention model for special schools, particularly in educational settings with limited resources and socioeconomically vulnerable families. The PERISAI Program also offers practical implications for strengthening child protection and creating safer and more inclusive educational environments.

Keywords

Gender-Based Violence; Special Education; Prevention Program; Child Protection

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1. INTRODUCTION

Gender-based violence has become one of the most urgent issues in educational environments worldwide, including in schools that serve students with special needs. Violence in educational settings not only threatens students' physical safety but also negatively affects psychological well-being, emotional development, academic achievement, and social participation (UNESCO, 2021; World Health Organization, 2021). UNESCO reported that millions of children worldwide experience bullying, intimidation, sexual harassment, and other forms of violence during their school years, creating long-term consequences for their educational and psychosocial development (UNESCO, 2019). In many cases, violence occurring in schools is closely related to unequal power relations, gender stereotypes, and discriminatory social structures that place certain groups in vulnerable positions (Rahmayani et al., 2025). Gender-based violence refers to all forms of violence directed toward individuals based on gender identity, gender expression, or unequal gender relations. It includes physical violence, verbal intimidation, bullying, sexual harassment, psychological abuse, and discriminatory treatment (Rahmayani et al., 2025). In educational contexts, gender-based violence frequently appears in the form of bullying, humiliation, harassment, exclusion, and sexual misconduct among students. These behaviors may occur directly in classrooms and school environments or indirectly through digital media and peer interactions. Previous studies have shown that gender-based violence in schools significantly influences students' emotional security, self-esteem, school engagement, and mental health (Ybarra et al., 2019; Hong & Espelage, 2012). Therefore, schools are expected to function not only as educational institutions but also as safe and inclusive environments that protect students from all forms of violence (UNESCO, 2020).

Students with special needs are among the groups most vulnerable to violence and intimidation in schools. Their vulnerability is influenced by various factors, including communication difficulties, limited social interaction skills, dependency on adults, low self-protection abilities, and social stigma associated with disability (Rose et al., 2011). Research indicates that students with disabilities are more likely to become victims of bullying and violence compared to their peers without disabilities (Heiman, 2012; Rose, 2016). In special school environments, students may experience double vulnerability due to the intersection between disability and unequal social power relations. These conditions often make students with special needs less able to recognize dangerous situations, report violence, or defend themselves against intimidation and abuse (Mishna, 2003). In Indonesia, the issue of gender-based violence in schools has gained increasing public attention in recent years. Reports from educational institutions and child protection agencies indicate that bullying, intimidation, and sexual violence remain serious concerns within school environments. The Indonesian Ministry of Education, Culture, Research, and Technology has also emphasized the importance of preventing and handling violence in educational units through national child protection policies and school safety guidelines (Kemendikbudristek, 2023). However, despite these policy initiatives, many schools still face challenges in implementing systematic and sustainable violence prevention programs, especially in schools with limited resources and inadequate psychosocial support systems (Astuti & Rahayu, 2021).

The situation is even more complex in special schools. Many special schools in Indonesia still encounter limitations in infrastructure, professional support services, parental involvement, and preventive educational programs related to violence and child protection. These conditions may increase the risk of violence experienced by students with special needs. At State Special School 02 in Serang City, Banten Province, the 2024 Education Report revealed unsafe indicators related to bullying and sexual violence. The findings indicate that gender-based violence remains a significant concern within the school environment. Interviews and field observations also identified several cases of intimidation among students, emotional violence, and incidents involving inappropriate sexual content exposure. In addition, some students reportedly experienced violence within their family environments, while parental supervision and awareness regarding violence prevention remained limited due to socioeconomic challenges faced by families.

These conditions demonstrate that violence prevention efforts in special schools cannot rely solely on reactive approaches that respond only after incidents occur. Schools require structured, collaborative, and sustainable prevention programs capable of involving multiple stakeholders simultaneously. Effective violence prevention should include students, teachers, school counselors, parents, and school management as part of an integrated support system. The ecological theory proposed by Bronfenbrenner (Bronfenbrenner, 2005) explains that children's development is strongly influenced by interactions between individuals and their surrounding social environments, including family, school, and community. Therefore, preventing gender-based violence requires collaboration across these social systems to create safe and supportive learning environments (Espelage & Swearer, 2010; Hong & Espelage, 2012). Several previous studies have examined violence prevention efforts in educational settings. Safitri and Wijayanti (2024) emphasized the importance of character education in preventing gender-based violence in schools through the integration of moral and social values into learning processes. Fauziah & Budiman, 2025 found that educational socialization programs regarding bullying and sexual violence could improve students' awareness and understanding of violence prevention. Meanwhile, Gadama and Utami (2025) reported that school-based sexuality education significantly enhanced students' self-efficacy in protecting themselves from sexual violence. Other studies also showed that comprehensive school-based anti-bullying programs contribute positively to improving school climate and reducing violent behavior among students (Bradshaw, 2015; Ttofi & Farrington, 2011).

Although these studies contribute important insights into violence prevention, most of them focus primarily on general school contexts, theoretical discussions, or limited socialization activities. Few studies specifically address collaborative prevention models designed for special schools involving students, teachers, and parents simultaneously. Previous research has also tended to emphasize descriptive findings rather than the development of contextual intervention products that can be implemented sustainably in schools. Research concerning violence prevention in special education settings remains relatively limited, particularly in the Indonesian context. Existing studies often focus on identifying the prevalence of bullying or examining the psychological impacts of violence on students with disabilities, rather than developing contextual intervention programs tailored to the characteristics of special schools (Heiman, 2012; Rose et al., 2011). In fact, special schools require adaptive prevention strategies that consider students' cognitive, emotional, social, and communication needs. Violence prevention programs for students with special needs should also involve simplified educational materials, visual communication approaches, intensive mentoring, and family participation to ensure program effectiveness and sustainability (Humphrey & Symes, 2013).

Based on these conditions, this study seeks to develop the PERISAI Program (Prevention of Sexual Violence and Intimidation) as a collaborative and contextual effort to prevent gender-based violence in special schools. The PERISAI Program is designed to integrate violence prevention education, parental involvement, teacher collaboration, and school support systems within a single structured framework adapted to the characteristics of students with special needs. Unlike previous programs that mainly focus on one-time socialization or general educational approaches, the PERISAI Program emphasizes sustainable collaboration among schools and families while utilizing empirical data from the Education Report as the basis for program development. The novelty of this study lies in several aspects. First, the study specifically focuses on special school contexts, which remain underexplored in violence prevention research in Indonesia. Second, the program integrates students, teachers, guidance counselors, and parents within a collaborative prevention framework. Third, the study develops an applicable school-based program rather than merely evaluating existing policies or describing violence phenomena. Fourth, the PERISAI Program is designed contextually based on actual school conditions and students' needs identified through field analysis. Consequently, this study is expected to contribute both theoretically and practically to the development of gender-based violence prevention models in inclusive and special education settings.

Therefore, the purpose of this study is to develop the PERISAI Program as a contextual, collaborative, and feasible model for preventing gender-based violence in special schools. Specifically, this study aims to identify the actual conditions of gender-based violence in State Special School 02 in Serang City, analyze school needs related to violence prevention, design the PERISAI Program based on the characteristics of students with special needs, validate the program through expert assessment, and examine the feasibility of the program through limited implementation trials. Through this study, it is expected that special schools can strengthen their role as safe, inclusive, and child-friendly educational environments that support the protection and well-being of students with special needs.

2. METHODS

This study employed a modified Research and Development (R&D) approach to develop the PERISAI Program (Prevention of Sexual Violence and Intimidation) as a collaborative model for preventing gender-based violence in special schools. The Research and Development method was selected because this study focused on producing and validating an applicable educational program that could be implemented directly in school settings (Borg & Gall, 2003). The development process was adapted to the context and practical needs of the research while maintaining systematic stages of program development. The study was conducted at State Special School 02 in Serang City, Banten Province, Indonesia. This location was selected purposively based on the findings of the 2024 Education Report, which indicated unsafe conditions related to bullying and sexual violence within the school environment. In addition, preliminary observations and interviews revealed the absence of a structured and sustainable gender-based violence prevention program in the school.

The participants in this study consisted of students with special needs, teachers, guidance counselors, parents, and expert validators. Participant selection was conducted using purposive sampling, in which participants were intentionally selected based on specific criteria relevant to the objectives of the study (Creswell, 2018). The criteria included participants' direct involvement in school activities, experiences related to violence prevention, and their roles in supporting students within the educational environment. The participants involved in this study included students with special needs as the target users of the program, classroom teachers and guidance counselors as program facilitators, parents as collaborative partners in violence prevention efforts, and expert validators consisting of specialists in special education and child protection. The development stages of the study were adapted from Borg and Gall's R&D model and simplified into five stages: (1) needs analysis, (2) program design, (3) expert validation, (4) program revision, and (5) limited field trial. In the first stage, needs analysis was conducted to identify the forms of gender-based violence occurring in the school environment, the school's existing prevention efforts, and the needs of students, teachers, and parents regarding violence prevention programs. The second stage involved designing the PERISAI Program framework, including program objectives, educational materials, implementation procedures, parental involvement strategies, and monitoring mechanisms. The third stage consisted of expert validation to assess the feasibility and relevance of the program. Suggestions and feedback from validators were then used to revise and improve the program design before implementation. Finally, a limited field trial was conducted to examine the practicality and acceptability of the program within the school environment.

Data collection techniques in this study included interviews, observations, questionnaires, documentation, and validation sheets. Semi-structured interviews were conducted with teachers, guidance counselors, and parents to explore experiences and perspectives regarding gender-based violence and school prevention efforts. Observations were carried out to identify students' social interactions, school climate conditions, and potential risks related to violence and intimidation within the school environment. Questionnaires were distributed to teachers and parents to identify school needs and gather responses regarding the feasibility and usefulness of the PERISAI Program. Documentation techniques were used to collect supporting data, including Education Report results,

school records, and related policy documents. The research instruments used in this study consisted of interview guidelines, observation sheets, questionnaires, and expert validation sheets. The interview guidelines focused on identifying the prevalence of gender-based violence, school prevention efforts, and participants' needs regarding violence prevention programs. Observation sheets were designed to record social interactions among students and school environmental conditions related to violence risks. The questionnaires measured participants' responses toward the relevance, feasibility, and usefulness of the PERISAI Program. Meanwhile, expert validation sheets were used to assess several aspects of the program, including the suitability of the objectives, the relevance of the materials, the clarity of the procedures, and the feasibility of implementation in special school settings.

The validity of the instruments was established through expert judgment involving specialists in special education and educational research. Feedback from validators was used to revise and refine the instruments before data collection and program trials were conducted. This process aimed to ensure that the instruments were relevant, understandable, and appropriate for the characteristics of participants and the context of special education. Data analysis in this study employed qualitative and quantitative descriptive techniques. Qualitative data obtained from interviews, observations, and documentation were analyzed through data reduction, data display, and conclusion drawing (Miles et al., 2014). This analysis was conducted to identify school needs, interpret participants' responses, and improve the design of the PERISAI Program. Quantitative data derived from questionnaires and validation sheets were analyzed using descriptive statistics in the form of percentages and feasibility categories. The feasibility criteria of the program were categorized as highly feasible, feasible, moderately feasible, or not feasible. The PERISAI Program was considered feasible if it obtained positive validation results from experts and positive responses from teachers and parents during the limited trial process. Ethical considerations were also applied throughout the research process. The researcher obtained permission from the school prior to conducting the study. Participants were informed about the objectives of the research, and their participation was voluntary. Confidentiality and anonymity of participants were maintained to protect their privacy and ensure ethical research practices, particularly because the study involved sensitive issues related to violence and child protection.

3. FINDINGS AND DISCUSSIONS

Analysis of PERISAI Program Development Needs

The results of the needs analysis show that special schools in Serang City face serious problems related to gender-based violence, particularly in the form of sexual violence and bullying. These findings were obtained from Education Report data showing red indicators in the aspect of violence, and were reinforced by the results of interviews and observations in the school environment. These conditions indicate that the school does not yet have a structured and sustainable violence prevention system.

The needs analysis also shows that efforts to address violence have been reactive and incidental, only taking place after cases have emerged. There are no school programs specifically designed to prevent sexual violence and gender-based intimidation from an early age. This is in line with previous research findings which state that the absence of preventive programs causes violence in schools to continue to recur and be difficult to control (Safitri & Wijayanti, 2024: 2052).

In terms of resources, schools actually have the potential support of guidance counselors and teachers who are committed to creating a safe school environment. However, this potential has not been integrated into a clear program framework. In addition, parental involvement in violence prevention efforts is still limited, influenced by the socioeconomic conditions of families, the majority of which are in the lower-middle class. This situation reinforces the need for programs that not only focus on students, but also involve teachers and parents collaboratively.

Thus, the results of the needs analysis confirm that schools need a gender-based violence prevention program that is contextual, easy to understand, and can be implemented sustainably in special schools. The program needs to be designed in accordance with the characteristics of students with special needs and the social conditions of the school, which is then manifested in the P.E.R.I.S.A.I. Program.

Design and Flow of the PERISAI Program

Based on the results of the needs analysis, the PERISAI (Prevention of Sexual Violence and Intimidation) Program was designed as a preventive and collaborative school program. The program design places the school at the center of violence prevention by involving three main elements, namely students, teachers (including guidance counselors), and parents.

The PERISAI program is structured into several main components, namely violence prevention education, strengthening a safe school environment, parental involvement, and monitoring and follow-up. The education component focuses on introducing personal boundaries, safe relationships, and forms of sexual violence and intimidation that can occur in the students' environment. The material is delivered using an approach tailored to the characteristics of students with special needs, in terms of language, media, and learning activities.

The implementation of the PERISAI Program begins with the preparation stage, which involves socializing the program to the entire school community and forming an implementation team. This stage aims to build a common understanding and shared commitment to preventing gender-based violence. Next, the education stage is carried out in stages for students with the assistance of teachers and guidance counselors. Socialization can also be carried out through anti-bullying posters and the school's social media accounts.

The next stage involves engaging parents through socialization and discussion activities, such as seminars held by schools and mentoring with guidance counselors, which aim to increase parents' understanding of gender-based violence and the importance of safe and supportive parenting at home. The mentoring and reinforcement stage is carried out continuously by classroom teachers and guidance counselors to monitor changes in student behavior and prevent the emergence of potential violence. The final stage consists of evaluation and follow-up to assess the implementation of the program and formulate improvements and future program development.

The design and flow of the PERISAI program are in line with the ecological approach to violence prevention, which emphasizes the importance of simultaneous involvement of the school and family environments (WHO, 2021: 18).

Program Validation and Testing Results

The results of the PERISAI Program validation by special education experts and school practitioners show that the program is categorized as feasible to highly feasible for implementation in special schools. The aspects assessed include the suitability of the program objectives, the relevance of the material, the clarity of the implementation procedures, and the feasibility of the program in a special school environment.

Validators assessed that the PERISAI Program has advantages in terms of its suitability to the real needs of schools and the involvement of multiple parties in its implementation. Some of the validators' input related to simplifying the language and adjusting activities to be more friendly to students with special needs. This input was used as the basis for refining the program before limited trials were conducted.

The limited trial of the PERISAI Program showed positive responses from teachers and parents. Teachers assessed that the program helped provide clear guidance on the prevention of sexual violence and intimidation, while parents felt that it helped them understand their role in protecting their children

from the risk of violence. Although this study did not aim to measure effectiveness quantitatively, the trial results showed that the program could be implemented realistically and was accepted by the school community.

Discussion on the Development of Gender-Based Violence Prevention Programs

The development of the PERISAI Program reinforces previous research findings that gender-based violence prevention in schools requires a comprehensive and collaborative approach. Unlike general prevention programs, the PERISAI Program is specifically designed for the context of special schools, taking into account the characteristics of students with special needs and the socioeconomic conditions of their families. The main novelty of this program lies in the integration of prevention education, strengthening the school environment, and involving parents in a single structured program framework. This approach expands on the findings of Safitri and Wijayanti (2024: 2055), which emphasize the importance of character education in violence prevention, by adding a dimension of systematic collaboration between schools and families. In addition, the PERISAI Program provides practical contributions to the development of gender-based violence prevention programs that can be replicated in other special schools with similar characteristics (Slee, 1995; Smith, 2016; Sullivan, 2011; Swearer, 2010). By utilizing Education Report data as the basis for program development, this study also shows how national policy data can be optimally used in school program planning.

Overall, the results and discussion of this study indicate that the PERISAI Program is a relevant, contextual, and applicable innovation in efforts to prevent sexual violence and gender-based intimidation in special schools. This program not only responds to the practical needs of schools, but also contributes conceptually to the development of a model for preventing gender-based violence in special education settings.

The findings of this study demonstrate that the development of the PERISAI Program provides a contextual and collaborative approach to preventing gender-based violence in special school environments. The program was developed based on actual school needs identified through interviews, observations, and Education Report data, which revealed unsafe indicators related to bullying and sexual violence. These findings support previous studies stating that violence prevention programs are more effective when they are designed according to the social and educational context of the school environment (Bradshaw, 2015; Ttofi & Farrington, 2011).

The PERISAI Program emphasizes collaboration among students, teachers, guidance counselors, and parents as an integrated prevention system. This collaborative approach aligns with Bronfenbrenner's ecological theory, which explains that children's development and behavior are strongly influenced by interactions within multiple social systems, including family, school, and community environments (Bronfenbrenner, 2005). In the context of violence prevention, the ecological approach highlights that schools cannot address gender-based violence independently without support from families and broader social environments (Espelage & Swearer, 2010). Therefore, involving parents and teachers simultaneously in the PERISAI Program becomes an important strategy to strengthen students' protection and supervision both inside and outside school.

The results also indicate that students with special needs require adaptive and continuous support regarding violence prevention education. Previous studies have shown that students with disabilities are more vulnerable to bullying, intimidation, and sexual violence due to communication barriers, dependency on adults, and limited self-protection skills (Rose et al., 2011; Heiman, 2012). In addition, Mishna, 2003 explained that students with learning difficulties often experience social exclusion and peer victimization that negatively affect their emotional and academic development (Farmer & Petrin, 2017; Gadama & Utami, 2025; Kurniasari et al., 2018). These findings reinforce the importance of designing prevention programs specifically adapted to the characteristics of students with special needs, as implemented in the PERISAI Program through simplified educational materials, intensive mentoring, and supportive communication approaches.

The educational component of the PERISAI Program also supports the findings of previous research regarding the importance of school-based prevention education. Gadama and Utami (2025) found that sexuality education programs significantly improved students' self-efficacy in protecting themselves from sexual violence. Similarly, (Safitri & Wijayanti, 2024) emphasized that character education integrated into school activities can strengthen students' awareness of respect, empathy, and anti-violence values. In the present study, violence prevention education was not only focused on increasing students' knowledge, but also aimed at developing awareness regarding safe relationships, personal boundaries, and respectful social interactions (Reeves, 2006; Ttofi & Farrington, 2011; Ybarra et al., 2019).

Another important finding of this study is the role of parental involvement in strengthening violence prevention efforts. The study revealed that many parents had limited understanding regarding gender-based violence and child protection issues. This condition is consistent with previous studies indicating that family socioeconomic conditions and parental educational backgrounds often influence the effectiveness of violence prevention efforts among children (Astuti & Rahayu, 2021). Through socialization activities and collaborative discussions involving parents, the PERISAI Program attempted to strengthen parental awareness and encourage active participation in monitoring and supporting children's safety.

Furthermore, the validation results demonstrated that the PERISAI Program was categorized as feasible to highly feasible for implementation in special schools. The positive responses from teachers and parents indicate that the program addresses practical needs within the school environment. This finding supports previous studies which argue that effective anti-violence programs should be practical, sustainable, and adaptable to school contexts ((Cross, 2011; Nickerson, 2019). In addition, using Education Report data as the basis for program development reflects an evidence-based approach that strengthens the program's relevance and applicability (Elias, 2014; Espelage, 2014).

Compared to previous studies, the novelty of this research lies in the development of a collaborative prevention program specifically designed for special school settings (Allen, 2010; Carter, 2015). Previous studies generally focused on general education contexts, descriptive analyses, or limited intervention activities without integrating schools and families into a unified prevention framework (Fauziah & Budiman, 2025; Safitri & Wijayanti, 2024). In contrast, the PERISAI Program combines prevention education, parental involvement, teacher collaboration, and school monitoring systems within a structured program model adapted to students with special needs.

This study also contributes theoretically to the development of violence prevention models in inclusive and special education settings. The findings reinforce ecological and social learning perspectives, which emphasize that students' behaviors and social interactions are shaped through environmental influences and social experiences (Bandura, 1997). Supportive school climates, positive peer interactions, and collaborative family involvement are therefore essential components in reducing violent behavior and creating safe educational environments (Cornell, 2013; Wang, 2014).

Despite its contributions, this study has several limitations. First, the implementation of the PERISAI Program was limited to one special school, which may affect the generalizability of the findings. Second, the study focused primarily on program development and feasibility rather than measuring program effectiveness quantitatively. Future studies are recommended to conduct broader implementation and experimental evaluations involving multiple schools to examine the long-term effectiveness of the program in reducing gender-based violence among students with special needs.

Overall, the findings indicate that the PERISAI Program has strong potential as a contextual, collaborative, and applicable model for preventing gender-based violence in special schools. The program not only addresses the practical needs of schools but also contributes to strengthening child protection systems and promoting safer, more inclusive educational environments for students with special needs.

4. CONCLUSION

This study aims to develop the PERISAI Program (Prevention and Responsive Education on Sexuality Issues and Inclusive Anti-Violence) as an effort to prevent and address gender-based violence in special schools in Serang City, Banten. Based on the results of a needs analysis, it was found that educational units face serious problems related to gender-based violence, both in the form of bullying among students, sexual violence experienced by students in the family environment, and limited understanding of school communities regarding child protection and gender equality issues.

The results of the development show that the PERISAIdirancang program is comprehensive and contextual in nature, taking into account the characteristics of special schools and involving students, teachers (including guidance counselors), and parents as a unified system. This program was developed through stages of needs analysis, design, expert validation, and limited trials using a Design-Based Research (DBR) approach, which allows for continuous program refinement based on actual conditions in the field.

Expert validation results show that the PERISAI Program is in the category of feasible to highly feasible in terms of material substance, clarity of implementation, suitability to the characteristics of students with special needs, and its potential implementation in educational units. Limited trials also showed an increase in school community understanding of gender-based violence issues and the formation of collective awareness about the importance of the role of schools and families in creating a safe and inclusive learning environment.

Thus, it can be concluded that the PERISAI program has strong potential as a model for preventing and addressing gender-based violence in special schools, particularly in the context of educational units with limited resources and the low to middle socioeconomic status of students' parents.

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