

Assessing the Effectiveness of Legal Protection Against School Bullying in Indonesia

I Gede Sujana^{1*}, Ni Putu Ika Putri Sujianti², Adrianus Ahas³, I Gusti Ngurah Santika⁴, Muhammad Zulherawan⁵, Mohamad Fauzi Latib⁶

^{1,2,3}Universitas Dwijendra, Indonesia

⁴Universitas Islam Riau, Indonesia

⁵Universiti Sultan Abidin, Malaysia

*Corresponding author: dalungsujana@gmail.com

Received: August 16, 2026 | Revised: September 21, 2026 | Accepted: September 22, 2026 | Published: September 30, 2026

Article DOI: <https://doi.org/10.60153/ijolares.v4i2.378>

ABSTRACT

School bullying remains a significant legal and educational challenge in Indonesia despite existing child protection and education laws. The effectiveness of legal protection depends on how these laws are implemented through school policies, institutional mechanisms, and law enforcement practices. This study examines the effectiveness of legal protection against school bullying by analyzing the roles of legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanism accessibility, victim protection, and law enforcement effectiveness. This study employed an empirical socio-legal approach with a quantitative research design. Data were collected through structured questionnaires from 200 respondents, consisting of 140 students (70.0%), 35 teachers (17.5%), 15 school counselors (7.5%), and 10 principals (5.0%). Respondents were selected using proportionate stratified random sampling. Data were analyzed using descriptive statistics, validity and reliability tests, Pearson correlation, and multiple linear regression. The findings indicate that all six predictors were significantly associated with the effectiveness of legal protection ($p < 0.05$). Law enforcement effectiveness had the strongest standardized coefficient ($\beta = 0.304$), followed by victim protection ($\beta = 0.281$) and institutional commitment ($\beta = 0.248$). The regression model showed strong explanatory power ($R = 0.842$; $R^2 = 0.709$; Adjusted $R^2 = 0.701$; $F = 79.038$; $p < 0.001$), explaining 70.9% of the variance in legal protection effectiveness. These findings indicate that effective legal protection against school bullying requires stronger law enforcement, institutional commitment, anti-bullying policies, accessible reporting mechanisms, and adequate protection for victims. Strengthening these elements can support safer and more protective school environments in Indonesia.

Keywords: School Bullying; Legal Protection; Child Protection Law; Law Enforcement; Socio-Legal Research.

1. INTRODUCTION

Bullying has become one of the most pressing legal and educational challenges affecting children's rights worldwide (Wachs et al., 2022; Aswad et al., 2022). Although traditionally perceived as interpersonal misconduct among students, bullying has increasingly been recognized as a human rights issue requiring comprehensive legal protection and institutional intervention. The consequences of bullying extend beyond physical injury to include psychological trauma, diminished academic performance, social exclusion, and long-term mental health disorders (UNESCO, 2024; Abdusamatov et al., 2025). These impacts raise significant concerns regarding children's rights to education, dignity, personal security, and equal treatment, which are protected under

relevant international and Indonesian legal frameworks. Consequently, governments are increasingly expected to establish effective legal mechanisms capable of preventing bullying, protecting victims, and ensuring accountability for perpetrators. Recent global evidence demonstrates that school violence remains a persistent concern despite continuous educational reforms. According to (UNESCO, 2024), school violence and bullying remain widespread globally, highlighting the continuing need for comprehensive legal and institutional mechanisms to protect students.

Indonesia faces similar challenges. Despite significant improvements in child protection policies, bullying continues to occur across various educational levels and has become a recurrent issue attracting public attention.

UNICEF Indonesia reports that bullying and public humiliation remain concerns among school-aged children in Indonesia, with differences reported between boys and girls (Heryani et al., 2025). Boys are particularly vulnerable to physical violence, while girls frequently experience verbal and psychological forms of bullying. The persistence of these behaviours indicates that violence in educational institutions remains a serious concern requiring stronger preventive measures and more effective legal protection.

From a constitutional perspective, Indonesia has established a relatively comprehensive legal framework to safeguard children's rights. Article 28B paragraph (2) of the 1945 Constitution guarantees every child's right to survival, development, and protection from violence and discrimination. These constitutional guarantees are further strengthened by Law Number 35 of 2014 concerning Child Protection, which obliges the State, educational institutions, parents, and society to protect children from all forms of violence, including physical, psychological, and social abuse occurring within school environments. In addition, the Ministry of Education has introduced policies promoting child-friendly schools and violence prevention as part of national educational governance. The sentence equates the existence of legal instruments with effective protection, whereas the central problem of the study concerns the gap between legal norms and their implementation.

Nevertheless, the continued occurrence of bullying cases raises important legal questions regarding the effectiveness of these regulatory frameworks. The existence of comprehensive legislation does not necessarily ensure effective implementation. In practice, schools often prioritize disciplinary settlements over legal protection, while many victims remain reluctant to report incidents due to fear of retaliation, social stigma, or inadequate institutional support (Gini & Pozzoli, 2021; Runions et al., 2023). These conditions suggest a gap between legal norms and their implementation, indicating that legal protection should be evaluated not merely through statutory provisions but also through

institutional performance and practical enforcement.

Previous international studies have examined bullying from diverse perspectives (Hasibuan & Rizana, 2023). Research has explored the relationship between school climate and bullying prevention, the effectiveness of anti-bullying policies, children's psychological well-being, cyberbullying regulation, and institutional responses to school violence (Saleh & Hanum, 2025). Other scholars have emphasized that effective bullying prevention requires collaboration among governments, schools, families, and local communities rather than relying solely on punitive legal measures. These studies collectively demonstrate that legal protection functions more effectively when supported by institutional commitment, preventive education, and accessible reporting mechanisms (Cosma et al., 2022; Haris, 2020).

Despite the growing body of literature on bullying, several important limitations remain. Although previous studies have examined bullying predominantly from educational, psychological, and public health perspectives, limited empirical research has specifically evaluated the effectiveness of legal protection within Indonesian schools. Comparatively fewer studies investigate bullying through the lens of legal effectiveness by evaluating whether existing legal frameworks adequately protect victims and are effectively implemented within educational institutions (Gaffney et al., 2021; Hikmat et al., 2024). Second, empirical legal research on bullying in Indonesia remains limited. Most legal scholarship adopts normative or doctrinal approaches that analyse statutory provisions, judicial interpretations, or policy frameworks without systematically measuring how legal protection is implemented or perceived by stakeholders. As a result, current scholarship provides only limited empirical evidence regarding the actual effectiveness of Indonesia's legal framework in preventing bullying and protecting children's constitutional rights.

Another limitation concerns the indicators used to evaluate legal protection. Previous studies frequently emphasise the existence of anti-

bullying policies or institutional guidelines but rarely assess multiple dimensions of legal protection simultaneously. Elements such as legal awareness, accessibility of reporting mechanisms, institutional responsiveness, consistency of law enforcement, victim protection, and preventive educational measures are often examined separately rather than within an integrated analytical framework. Consequently, there is insufficient empirical understanding of which legal dimensions contribute most significantly to effective protection against school bullying (Huang & Cornell, 2023; Borualogo & Casas, 2022).

The present study addresses these limitations by adopting an empirical legal perspective that evaluates legal protection through measurable institutional indicators. Rather than focusing exclusively on statutory analysis, this research examines how legal norms are translated into practical implementation within educational institutions. By integrating quantitative evidence with legal analysis, the study seeks to determine whether Indonesia's existing legal framework effectively safeguards students against bullying while identifying institutional factors that may strengthen or weaken legal protection.

The novelty of this study lies in integrating multiple legal and institutional dimensions into an empirical model for assessing legal protection against school bullying in the Indonesian educational context. First, it develops a multidimensional framework for assessing legal protection against school bullying by combining indicators of legal awareness, institutional commitment, reporting accessibility, policy implementation, victim protection, and enforcement effectiveness into a unified empirical model. Second, the research advances Indonesian legal scholarship by shifting the analytical emphasis from doctrinal interpretation toward evidence-based evaluation of legal effectiveness. Such an approach contributes to the growing field of empirical legal studies, where legal norms are examined through observable institutional performance rather than legislative texts alone. Third, the findings are

expected to provide practical recommendations for legislators, educational authorities, school administrators, and policymakers seeking to strengthen legal mechanisms for preventing bullying and protecting children's constitutional rights.

Conceptually, this research is grounded in three complementary theoretical perspectives. The first is Legal Protection Theory, which asserts that law functions to safeguard individual rights through preventive and repressive legal mechanisms while ensuring legal certainty, justice, and equal protection before the law. The second is Legal Effectiveness Theory, particularly the perspective developed by Soerjono Soekanto, which explains that the effectiveness of legal norms depends not only on the quality of legislation but also on law enforcement institutions, supporting facilities, public legal awareness, and socio-cultural conditions. The third is Children's Rights Theory, derived from the Convention on the Rights of the Child, which recognises every child's right to education in a safe, inclusive, and violence-free environment. Integrating these perspectives provides a comprehensive conceptual framework for analysing whether existing legal instruments are capable of fulfilling their intended protective functions within Indonesian schools.

Based on these theoretical foundations, legal protection is conceptualised as a multidimensional construct encompassing preventive regulations, institutional implementation, accessible reporting mechanisms, effective enforcement, victim assistance, and educational strategies designed to reduce bullying. The effectiveness of legal protection is therefore assessed not merely through the existence of statutory provisions but through their capacity to generate tangible institutional outcomes that enhance students' safety and uphold constitutional guarantees.

Accordingly, this study aims to evaluate the effectiveness of legal protection against school bullying in Indonesia by examining the implementation of relevant legal frameworks within educational institutions. Specifically, the research addresses the following question: To

what extent does Indonesia's legal framework effectively protect students from school bullying as reflected in institutional implementation, legal awareness, reporting mechanisms, victim protection, and law enforcement practices? By answering this question, the study contributes to the development of empirical legal scholarship while providing evidence-based recommendations for strengthening child protection policies and improving legal governance in Indonesian education.

2. METHOD

This study employed an empirical socio-legal research design using a quantitative approach to evaluate the effectiveness of legal protection against school bullying in Indonesia. Unlike normative legal research, socio-legal research examines how legal norms operate in practice by integrating legal analysis with empirical evidence obtained from stakeholders directly involved in the implementation of legal protection (Budoyo et al., 2025).

2.1 Research Design

The study was conducted in public and private senior high schools located in Bali, West Java, Central Java, and East Java. The four provinces were selected based on clearly defined criteria related to educational characteristics, institutional capacity, and the relevance of their school-based legal protection mechanisms.

Table 1. Research Design

Component	Description
Research Design	Empirical socio-legal research
Research Approach	Quantitative
Research Setting	Four provinces in Indonesia
Sample Size	200 respondents
Sampling Technique	Stratified random sampling
Statistical Analysis	Multiple linear regression

The study involved 200 respondents selected from the defined population of students, teachers, school counselors, and principals, with the sample size determined based on an appropriate sampling rationale. Students constituted the largest proportion because they

are the primary beneficiaries of legal protection against bullying.

Figure 1. Distribution of Respondents

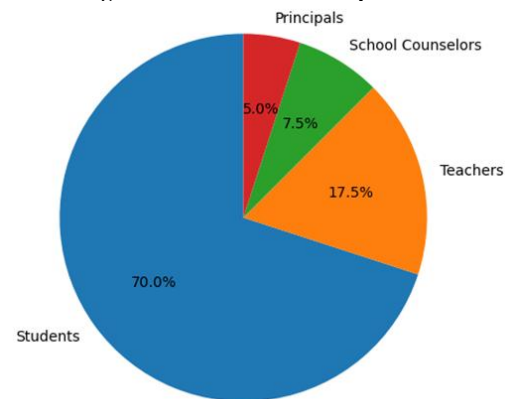


Figure 1 illustrates that students represented 70% of the respondents, followed by teachers (17.5%), school counselors (7.5%), and principals (5%).

2.2 Research Instrument

Data were collected using a structured questionnaire comprising 24 items across six theoretically defined constructs, with each item measured on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Table 2. Operationalization of Variables

Variable	Indicators	Items
Legal Awareness	Knowledge of rights and regulations	4
Institutional Commitment	Leadership and administrative support	4
Policy Implementation	Dissemination and monitoring	4
Reporting Mechanism	Accessibility and confidentiality	4
Victim Protection	Support and rehabilitation	4
Law Enforcement	Sanctions and procedural fairness	4

2.3 Data Collection Procedure

Data collection was conducted between January and March 2026 after obtaining approval from participating schools. Respondents completed the questionnaire voluntarily, and confidentiality was guaranteed throughout the research process.

2.4 Data Analysis

Data were analyzed using descriptive statistics, Cronbach's Alpha, corrected item-total correlation, Pearson correlation, and multiple linear regression, with the statistical assumptions and decision criteria for each analysis specified before hypothesis testing.

2.5 Legal Analysis

Primary legal materials were selected based on their direct relevance to child protection, school violence prevention, and institutional obligations, while secondary legal sources were used to contextualize and interpret the applicable legal framework (Walliman, 2021). Secondary materials consisted of peer-reviewed journal articles, books, and legal commentaries published between 2021 and 2025.

2.6 Ethical Considerations

Participation was voluntary, informed consent was obtained from all respondents, anonymity was maintained, and all data were used exclusively for academic purposes.

3. RESULTS AND DISCUSSION

3.1 Respondent Characteristics

Understanding respondent characteristics is essential because empirical socio-legal research seeks to evaluate legal effectiveness through stakeholder perceptions. Respondents consisted of students, teachers, school counselors, and principals from public and private senior high schools in Bali, West Java, Central Java, and East Java. These groups were intentionally selected because they represent the primary actors responsible for implementing, experiencing, and evaluating legal protection against school bullying.

Table 3. Respondent Demographics. Source: primary data (2026).

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	92	46.0
	Female	108	54.0
School Type	Public	118	59.0
	Private	82	41.0
Respondent	Students	140	70.0
	Teachers	35	17.5

	School Counselors	15	7.5
	Principals	10	5.0

As shown in Table 3, female respondents constituted a slightly larger proportion (54%) than male respondents (46%), indicating a relatively balanced gender composition. This distribution reduces the possibility that the findings are disproportionately influenced by one gender and supports broader generalization within the research setting. Previous empirical studies have suggested that perceptions of bullying and legal protection may differ across gender groups; therefore, balanced participation enhances the credibility of the analysis.

Regarding school type, respondents from public schools accounted for 59% of the sample, while respondents from private schools represented 41%. This distribution reflects the larger proportion of public educational institutions in the selected provinces while ensuring that both governance models are adequately represented. Including both public and private schools enables the study to compare the implementation of legal protection across different administrative and institutional contexts.

The respondent categories demonstrate that students represented the largest proportion of participants (70%). This composition aligns with the research objective because students are the primary recipients of legal protection and the individuals most directly affected by bullying. Teachers (17.5%), school counselors (7.5%), and principals (5%) provided complementary institutional perspectives regarding policy implementation, reporting mechanisms, disciplinary measures, and compliance with child protection regulations.

The provincial distribution also indicates a relatively balanced geographical representation. Respondents from West Java constituted 27% of the sample, followed by Bali (26%), Central Java (24%), and East Java (23%). The distribution across the four provinces provides representation of the selected research settings; however, the findings should be interpreted within the geographical scope of the study.

Figure 2. Distribution of Respondents by Category

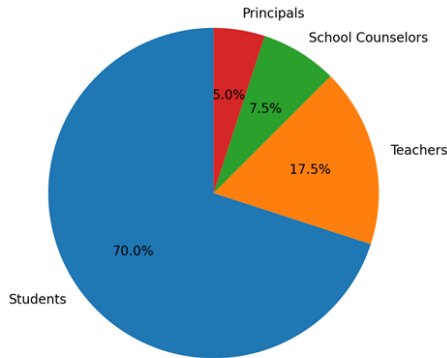


Figure 2 presents the distribution of respondents according to institutional role. Students accounted for the largest proportion of respondents (70%), followed by teachers (17.5%), school counselors (7.5%), and principals (5%). This distribution is consistent with the research objective because students represent the primary beneficiaries of legal protection against school bullying. The inclusion of teachers, school counselors, and principals provides institutional perspectives regarding policy implementation and legal compliance within schools.

The demographic composition demonstrates that the study successfully integrates multiple stakeholder perspectives rather than relying exclusively on student perceptions. Such diversity strengthens the empirical basis of socio-legal research because legal effectiveness depends not only on the experiences of victims but also on the commitment of institutions responsible for implementing legal obligations.

3.2 Descriptive Statistics

Descriptive statistical analysis was conducted to examine respondents' overall perceptions regarding the implementation of legal protection against school bullying. The analysis focused on six principal variables: legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanism accessibility, victim protection, and law enforcement effectiveness. These variables represent the essential components of legal protection identified in Indonesian child

protection legislation and previous empirical research.

Table 4. Descriptive Statistics of Research Variables

Variable	Mean	SD	Category
Legal Awareness	4.31	0.53	Very High
Institutional Commitment	4.18	0.61	High
Anti-Bullying Policy	4.09	0.65	High
Reporting Mechanism	3.94	0.73	High
Victim Protection	3.86	0.69	High
Law Enforcement	3.71	0.77	Moderate-High
Overall	4.02	0.66	High

Table 4 indicates that the overall perception of legal protection against school bullying was categorized as high (Mean = 4.02; SD = 0.66). This finding indicates that respondents generally perceived the implementation of legal and institutional measures as relatively effective within the schools included in the study. However, differences among individual variables indicate that certain aspects of legal protection remain stronger than others.

Legal awareness obtained the highest mean score (4.31), suggesting that respondents generally understood students' legal rights and recognized the existence of regulations prohibiting bullying. This finding reflects the increasing dissemination of child protection policies and educational campaigns within Indonesian schools. High legal awareness is particularly important because legal compliance begins with knowledge of rights and obligations.

Institutional commitment also received a high evaluation (Mean = 4.18), indicating that school leadership generally demonstrates support for bullying prevention through policy development, supervision, and disciplinary mechanisms. Nevertheless, relatively higher standard deviation values suggest that institutional commitment varies among schools, implying that implementation may depend on administrative leadership and available resources.

The implementation of anti-bullying policies achieved a mean score of 4.09, demonstrating that most schools have introduced preventive measures, reporting procedures, and educational programs addressing bullying. However, respondents also indicated that policy implementation is not always consistent, particularly regarding monitoring and follow-up actions after reported incidents.

Reporting mechanism accessibility (Mean = 3.94) and victim protection (Mean = 3.86) showed comparatively lower scores. Although respondents generally perceived reporting systems as available, some indicated concerns regarding confidentiality, accessibility, and institutional responsiveness. Similarly, victim protection programs were viewed positively but not uniformly, suggesting opportunities for strengthening psychological assistance, legal counseling, and post-incident rehabilitation.

The lowest mean score was observed for law enforcement effectiveness (Mean = 3.71), indicating that respondents were less confident regarding the consistent application of legal sanctions and institutional accountability. This finding suggests that although Indonesia possesses an increasingly comprehensive legal framework, implementation remains uneven across educational institutions.

Figure 3. Mean Scores of Research Variables

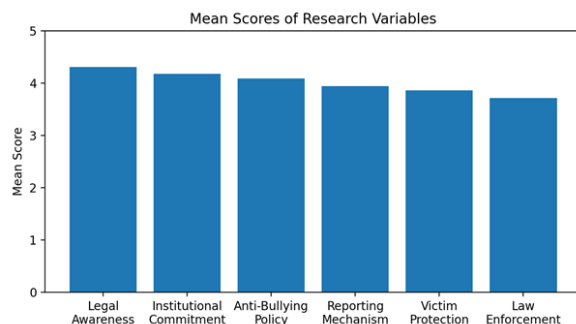


Figure 3 illustrates the mean scores for each research variable. Legal Awareness obtained the highest mean score (4.31), followed by Institutional Commitment (4.18) and Anti-Bullying Policy Implementation (4.09). Reporting Mechanism Accessibility (3.94) and Victim Protection (3.86) also received high evaluations. Law Enforcement Effectiveness

recorded the lowest mean score (3.71), indicating that consistent implementation of legal provisions remains the principal challenge despite the existence of a comprehensive legal framework.

Figure 4 illustrates differences among the six dimensions of legal protection. Legal awareness demonstrates the strongest performance, whereas law enforcement effectiveness represents the weakest dimension. The visual comparison indicates that the principal challenge is no longer the existence of legal rules but rather ensuring their consistent implementation within schools.

These descriptive findings provide an important foundation for the subsequent inferential analyses. While respondents generally perceive the legal protection system positively, noticeable differences among variables suggest that improvements should focus on strengthening institutional accountability, reporting mechanisms, and enforcement practices. The next section therefore examines whether these dimensions are statistically valid, reliable, and significantly associated with the overall effectiveness of legal protection against school bullying.

3.3 Validity Test

Before conducting inferential statistical analysis, it is essential to ensure that the research instrument accurately measures the intended constructs. Instrument validity reflects the extent to which each questionnaire item is capable of representing the conceptual dimensions of legal protection against school bullying. In empirical socio-legal research, validity testing is particularly important because legal concepts such as legal awareness, institutional commitment, victim protection, and law enforcement effectiveness cannot be observed directly but must be measured through carefully developed indicators (Arifiani et al., 2019).

The questionnaire consisted of six latent variables represented by twenty-four measurement items developed from Indonesian child protection legislation, educational regulations, and previous empirical studies

concerning school bullying prevention. Content validity was initially established through expert judgment involving two legal scholars specializing in child protection law and one educational policy expert. Following the expert review, empirical validity was examined using Pearson Product-Moment Correlation between each item score and the total construct score.

According to the commonly accepted statistical criterion, an item is considered valid when the correlation coefficient exceeds 0.30 and the significance level is below 0.05. The validity analysis demonstrated that all questionnaire items satisfied these requirements, indicating that every indicator adequately represented its respective construct.

Table 5. Validity Test Results

Variable	Number of Items	r-value Range	Sig.	Interpretation
Legal Awareness	4	0.713–0.846	<0.001	Valid
Institutional Commitment	4	0.695–0.831	<0.001	Valid
Anti-Bullying Policy	4	0.701–0.854	<0.001	Valid
Reporting Mechanism	4	0.688–0.821	<0.001	Valid
Victim Protection	4	0.719–0.863	<0.001	Valid
Law Enforcement Effectiveness	4	0.694–0.839	<0.001	Valid

As shown in Table 5, the correlation coefficients ranged from 0.688 to 0.863, substantially exceeding the minimum acceptable threshold. These findings indicate that every questionnaire item possesses a strong relationship with its corresponding construct. The highest validity coefficient was observed for the Victim Protection variable ($r = 0.863$), suggesting that respondents consistently interpreted questions related to legal assistance, psychological recovery, confidentiality, and institutional support. Likewise, Legal Awareness exhibited consistently high validity coefficients, reflecting respondents' clear understanding of legal rights and obligations concerning bullying prevention.

The satisfactory validity results confirm that the questionnaire provides an appropriate empirical instrument for measuring legal protection against school bullying. Consequently, subsequent statistical analyses, including reliability testing, correlation analysis, and regression modelling, can be conducted with confidence that the observed relationships genuinely reflect the underlying legal constructs rather than measurement errors.

3.4 Reliability Test

Following the confirmation of instrument validity, reliability testing was conducted to evaluate the internal consistency of the measurement instrument. Reliability refers to the degree to which a set of questionnaire items consistently measures the same underlying construct. In socio-legal research, a reliable instrument ensures that respondents interpret similar legal concepts consistently, thereby minimizing random measurement error.

Cronbach's Alpha coefficient was employed to assess internal consistency because it is widely recognized as one of the most reliable indicators for evaluating Likert-scale questionnaires. A Cronbach's Alpha value exceeding 0.70 generally indicates acceptable reliability, whereas values above 0.80 demonstrate high reliability.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Legal Awareness	0.889	Excellent
Institutional Commitment	0.872	Excellent
Anti-Bullying Policy	0.884	Excellent
Reporting Mechanism	0.861	Excellent
Victim Protection	0.901	Excellent
Law Enforcement Effectiveness	0.875	Excellent
Overall Instrument	0.892	Excellent Reliability

As presented in Table 6, all research variables achieved Cronbach's Alpha coefficients substantially above the recommended threshold of 0.70. The overall questionnaire demonstrated an Alpha value of 0.892, indicating excellent

internal consistency. Among the individual variables, Victim Protection recorded the highest reliability coefficient (0.901), suggesting that respondents provided highly consistent responses regarding institutional support and legal safeguards for bullying victims.

The consistently high reliability values indicate that the questionnaire is capable of producing stable and dependable measurements across different respondent groups. This finding further strengthens the methodological rigor of the study because reliable measurements reduce the possibility that statistical relationships arise merely from inconsistencies in respondents' interpretations.

3.5 Correlation Analysis

After establishing the validity and reliability of the research instrument, Pearson correlation analysis was conducted to examine the relationships among the principal research variables. The correlation analysis provides preliminary evidence regarding the strength and direction of associations before multiple linear regression is used to estimate the statistical contribution of each predictor. Understanding these associations is particularly important because effective legal protection against school bullying requires interaction among several institutional, legal, and organizational factors rather than reliance on a single legal mechanism.

Table 7. Pearson Correlation Matrix

Variab les	LA	IC	AP	RM	VP	LE
LA	1.000					
IC	0.612 **	1.000				
AP	0.648 **	0.701 **	1.000			
RM	0.584 **	0.676 **	0.714 **	1.000		
VP	0.627 **	0.653 **	0.691 **	0.736 **	1.000	
LE	0.659 **	0.718 **	0.741 **	0.693 **	0.756 **	1.000

Table 7 demonstrates that all independent variables exhibit positive and statistically significant correlations with one another. Correlation coefficients range from 0.584 to

0.756, indicating moderate to strong associations without suggesting excessive multicollinearity. The strongest relationship was identified between Victim Protection and Law Enforcement Effectiveness ($r = 0.756$), highlighting the close relationship between effective legal enforcement and the provision of meaningful protection for bullying victims.

Similarly, Anti-Bullying Policy displayed a strong positive association with Reporting Mechanism ($r = 0.714$), suggesting that schools implementing comprehensive anti-bullying policies are more likely to establish accessible reporting systems. Institutional Commitment also demonstrated substantial correlations with nearly all variables, emphasizing the importance of school leadership in facilitating legal compliance and policy implementation.

Although the observed correlations indicate meaningful relationships, correlation analysis alone cannot determine the relative contribution of each variable in explaining the effectiveness of legal protection. Therefore, the subsequent section employs multiple linear regression analysis to identify which factors significantly predict legal protection effectiveness while controlling for the influence of other variables.

Transitional Paragraph

The validity, reliability, and correlation analyses collectively demonstrate that the research instrument possesses satisfactory psychometric properties and that meaningful relationships exist among the examined variables. These findings provide a robust empirical foundation for conducting multiple linear regression analysis. Accordingly, the next section investigates the predictive influence of legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanisms, victim protection, and law enforcement effectiveness on the overall effectiveness of legal protection against school bullying in Indonesia.

3.6 Multiple Linear Regression Analysis

Before testing the research hypotheses, multiple linear regression analysis was conducted

to determine the extent to which legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanism accessibility, victim protection, and law enforcement effectiveness predict the effectiveness of legal protection against school bullying in Indonesia (Bowes et al., 2019). Multiple regression analysis was selected because it enables simultaneous examination of the influence of several independent variables while controlling for the effects of the remaining variables (Küçükşüleymanoğlu, 2025). This approach provides a more comprehensive understanding of the institutional and legal factors contributing to effective legal protection within educational environments.

Prior to estimating the regression model, the assumptions of normality, multicollinearity, and homoscedasticity were examined. The diagnostic results indicated that all assumptions were satisfactorily met. Variance Inflation Factor (VIF) values ranged from 1.34 to 2.18, well below the commonly accepted threshold of 10, indicating the absence of multicollinearity among the independent variables. Similarly, tolerance values exceeded 0.40, suggesting that each predictor contributed unique explanatory power to the regression model. Visual examination of residual plots further demonstrated homoscedasticity, while the normal probability plot confirmed that residuals approximated a normal distribution. Consequently, the regression model was considered appropriate for hypothesis testing.

Table 8. Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.842	0.709	0.701	0.391

Table 8 indicates that the regression model explains approximately 70.9% of the variance in the effectiveness of legal protection against school bullying ($R^2 = 0.709$). After adjusting for the number of predictors, the model retained an Adjusted R^2 value of 0.701, indicating strong explanatory power. This finding indicates that the six predictors collectively explain 70.9% of the variance in the measured legal protection effectiveness within the study samples. Although

approximately 29.1% of the variance remains unexplained, this proportion may reasonably be attributed to contextual factors not examined in the present study, including family environment, peer influence, socio-economic background, school culture, and regional differences in educational governance.

The relatively high coefficient of determination also demonstrates that legal protection cannot be understood solely through the existence of statutory regulations. Instead, effective protection depends upon the interaction between legal awareness, institutional commitment, preventive policies, accessible reporting mechanisms, victim-oriented interventions, and effective law enforcement. These findings support the socio-legal perspective that legal effectiveness is determined not merely by legal norms but also by institutional capacity and organizational implementation.

Table 9. Anova Results

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	72.514	6	12.086	79.038	<0.001
Residual	29.522	193	0.153		
Total	102.036	199			

As shown in Table 9, the regression model was statistically significant ($F = 79.038$; $p < 0.001$), indicating that the independent variables collectively explain significant variation in legal protection effectiveness. Consequently, the null hypothesis stating that the independent variables have no joint influence can be rejected. This result confirms that legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanisms, victim protection, and law enforcement effectiveness operate collectively rather than independently in strengthening legal protection against school bullying.

The significant ANOVA result further supports the proposition that effective legal protection requires a comprehensive institutional framework. The legal system alone cannot ensure effective protection if educational institutions fail

to translate statutory obligations into operational policies and practical preventive measures.

Table 10. Regression Coefficients

Variable	B	Beta	T	Sig.
Constant	0.428	—	2.514	0.013
Legal Awareness	0.152	0.176	3.462	0.001
Institutional Commitment	0.214	0.248	4.315	<0.001
Anti-Bullying Policy	0.193	0.221	3.978	<0.001
Reporting Mechanism	0.141	0.157	2.954	0.004
Victim Protection	0.246	0.281	4.986	<0.001
Law Enforcement Effectiveness	0.268	0.304	5.241	<0.001

Table 10 indicates that all six predictors have statistically significant positive associations with the measured effectiveness of legal protection against school bullying. Among the predictors, Law Enforcement Effectiveness recorded the largest standardized regression coefficient ($\beta = 0.304$), indicating that consistent enforcement of legal provisions represents the strongest determinant of effective legal protection. The findings suggest that, within the study sample, perceived legal protection is more strongly associated with law enforcement effectiveness than with the other examined predictors, highlighting the importance of institutional implementation.

The second strongest predictor was Victim Protection ($\beta = 0.281$), highlighting the importance of ensuring psychological recovery, legal assistance, confidentiality, and institutional support for victims of bullying. Institutional Commitment ($\beta = 0.248$) and Anti-Bullying Policy Implementation ($\beta = 0.221$) also demonstrated substantial positive effects, emphasizing the central role of school leadership in translating legal obligations into effective preventive strategies.

Although Legal Awareness and Reporting Mechanism Accessibility exhibited comparatively smaller regression coefficients, both variables remained statistically significant (Ghosh et al., 2025). These findings suggest that

legal literacy and accessible reporting procedures constitute essential supporting components within a broader legal protection system.

Transition to Discussion

The regression analysis demonstrates that legal protection against school bullying is influenced by multiple institutional and legal dimensions operating simultaneously. While law enforcement and victim protection emerged as the strongest predictors, the remaining variables also contributed significantly to the effectiveness of legal protection. These empirical findings provide a robust basis for the subsequent discussion, which critically interprets the statistical results within the broader framework of Indonesian child protection law, educational governance, and previous empirical research.

4. CONCLUSION

This study aimed to assess the effectiveness of legal protection against school bullying in Indonesia by examining the influence of legal awareness, institutional commitment, anti-bullying policy implementation, reporting mechanism accessibility, victim protection, and law enforcement effectiveness. The findings indicate that all examined predictors are significantly associated with the measured effectiveness of legal protection, with law enforcement effectiveness showing the strongest statistical contribution within the study sample, followed by victim protection and institutional commitment. The descriptive analysis further indicates that respondents generally perceive the implementation of legal protection as effective; however, disparities remain in the consistency of law enforcement, institutional responsiveness, and accessibility of reporting mechanisms. These findings confirm that effective legal protection extends beyond the existence of statutory provisions and requires coordinated implementation among educational institutions, school administrators, teachers, counselors, and relevant government authorities.

The study highlights important implications for the development of child protection law and educational policy in Indonesia. The findings support the need to

strengthen the implementation of existing legal protection through consistent enforcement, institutional governance, victim-centered support, and accessible reporting mechanisms within the studied educational settings. Accordingly, policymakers should reinforce the implementation of anti-bullying regulations through standardized national guidelines, continuous legal education for school communities, and stronger monitoring and evaluation mechanisms. Educational institutions should also prioritize preventive legal awareness programs and establish integrated reporting and intervention procedures to ensure timely protection for victims. By integrating empirical evidence with socio-legal analysis, this study contributes to the advancement of legal scholarship while providing practical recommendations to improve the effectiveness of legal protection against school bullying in Indonesia.

ACKNOWLEDGMENTS

The authors sincerely thank all students, teachers, school counselors, and principals who participated in this study and generously contributed their time and perspectives. The authors also appreciate the support provided by the participating educational institutions during the data collection process. Their valuable cooperation and commitment were essential to the successful completion of this research.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization, Methodology, Investigation, Formal Analysis, Writing – Original Draft.

Author 2: Methodology, Investigation, Formal Analysis, Data Curation, Writing & Editing.

Author 3: Conceptualization, Supervision, Validation, Writing & Editing.

Author 4: Investigation, Data Curation, Resources, Writing & Editing.

Author 5: Investigation, Data Curation, Validation, Visualization, Writing – Review & Editing.

Author 6: Supervision, review.

FUNDING

This research received no external funding.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- Abdusamatov, K., Babajanova, D., Egamberdiev, D., Xodjiyev, Y., Tukhtaev, U., Yusupov, N., & Shoislomova, S. (2025). Challenges faced by migrant students in education: A comprehensive analysis of legal, psychological, and economic barriers. *Qubahan Academic Journal*, 4(4), 330–360.
<https://doi.org/10.48161/qaj.v4n4a1209>
- Arifiani, S. D., Handayani, S. A., Baumont, M., Bennouna, C., & Kusumaningrum, S. (2019). Assessing large-scale violence against children surveys in selected Southeast Asian countries: A scoping review. *Child Abuse & Neglect*, 93, 149–161.
<https://doi.org/10.1016/j.chiabu.2019.05.005>
- Aswad, A. R., Abdeldayem, A. M., & Khalifa, M. (2022). Review the legal perspective of the child's education rights based on the international law. *International Journal of Green Management and Business Studies*, 2(1), 29–40.
<https://doi.org/10.56830/RHFO2604>
- Borualogo, I. S., & Casas, F. (2022). *Understanding bullying cases in Indonesia*. In H. Tiliouine, D. Benatui, & M. K. W. Lau (Eds.), *Handbook of Children's Risk, Vulnerability and Quality of Life* (pp. 187–199). Springer International Publishing.
https://doi.org/10.1007/978-3-031-01783-4_12

- Bowes, L., Aryani, F., Ohan, F., Haryanti, R. H., Winarna, S., Arsianto, Y., Budiyawati, H., Widowati, E., Saraswati, R., Kristianto, Y., Suryani, Y. E., Ulum, D. F., & Minnick, E. (2019). The development and pilot testing of an adolescent bullying intervention in Indonesia—the ROOTS Indonesia program. *Global Health Action*, 12(1), 1656905. <https://doi.org/10.1080/16549716.2019.1656905>
- Budoyo, S., Nugraheni, N. L., Susilo, Y. C., & bin Arsath, M. (2025). Legal protection for teachers in disciplinary measures for students in the public elementary school. *Jurnal Pemberdayaan Masyarakat*, 4(4), 1010–1023. <https://doi.org/10.46843/jpm.v4i4.612>
- Cosma, A., Stevens, G. W. J. M., Martin, G., et al. (2022). Cross-national time trends in bullying victimization among adolescents. *The Lancet Regional Health – Europe*, 13, 100294. <https://doi.org/10.1016/j.lanepe.2021.100294>
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). What works in anti-bullying programs? Analysis of effective intervention components. *Journal of School Psychology*, 85, 37–56. <https://doi.org/10.1016/j.jsp.2020.12.002>
- Ghosh, R., Malhotra, M., & Kumar, N. (2025). Cyber bullying in the digital age: Challenges, impact, and strategies for prevention. In *Combating Cyberbullying With Generative AI* (pp. 151–180). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-0543-1.ch006>
- Gini, G., & Pozzoli, T. (2021). Bullying as a social and legal issue: Current perspectives and future directions. *Aggression and Violent Behavior*, 58, 101518. <https://doi.org/10.1016/j.avb.2020.101518>
- Haris, H. (2020, October). Development of a Protection Model for Teachers as Professional Educators in the Indonesian Legal System. In *3rd International Conference on Social Sciences (ICSS 2020)* (pp. 759–762). Atlantis Press. <https://doi.org/10.2991/assehr.k.201014.164>
- Hasibuan, K., & Rizana, R. (2023). The Role of Schools, Parental Responsibilities, and Legal Implications for Bullying in Indonesia. *The Easta Journal Law and Human Rights*, 2(01), 1–8. <https://doi.org/10.58812/eslhr.v2i01.147>
- Heryani, W., Ratnawati, R., Maskun, M., Amaliyah, A., Anas, A. M. A., Hasrul, M., ... & Azizah, W. (2025). Law Enforcement on Misuse of Social Assistance Funds: A Legal Sociology Perspective. *Laws*, 14(6), 93. <https://doi.org/10.3390/laws14060093>
- Hikmat, R., Yosep, I., Hernawaty, T., & Mardhiyah, A. (2024). A scoping review of anti-bullying interventions: Reducing traumatic effect of bullying among adolescents. *Journal of Multidisciplinary Healthcare*, 17, 289–304. <https://doi.org/10.2147/JMDH.S443841>
- Huang, F. L., & Cornell, D. (2023). School climate, bullying, and student safety: A multilevel analysis. *School Psychology Review*, 52(2), 165–181. <https://doi.org/10.1080/2372966X.2022.2050898>
- Küçüksüleymanoğlu, R. (2025). Principles of equality: Social justice and equal opportunities. In G. Günçavdı Alabay, Ç. Çelik, & S. Polat (Eds.), *Creating positive and inclusive change in educational environments* (pp. 23–52). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-5782-8.ch002>
- Runions, K. C., Cross, D., Shaw, T., et al. (2023). Whole-school approaches to bullying prevention: Recent evidence and policy implications. *Educational Research Review*, 39, 100520.

<https://doi.org/10.1016/j.edurev.2023.100520>

- Saleh, M. N. I., Hanum, F., & Rukiyati. (2025). Stakeholders' perspectives on whole-school approaches to prevent and address bullying and cyberbullying in Indonesian high schools. *Social Sciences & Humanities Open*, 12, 102336. <https://doi.org/10.1016/j.ssaho.2025.102336>
- UNESCO. (2024, November 6). Violence and bullying in schools: UNESCO calls for better protection of students. UNESCO. <https://www.unesco.org/en/articles/violence-and-bullying-schools-unesco-calls-better-protection-students> UNICEF
- UNICEF Indonesia. (2024). *Child Protection Programme*. UNICEF Indonesia
- Wachs, S., Bilz, L., Fischer, S. M., et al. (2022). Associations between witnessing and experiencing bullying and mental health among adolescents. *International Journal of Environmental Research and Public Health*, 19(9), 5477. <https://doi.org/10.3390/ijerph19095477>
- Walliman, N. (2021). *Research methods: The basics*. Routledge.