BULLYING IN INDONESIA:
Key Facts, Solutions, and Recommendations
Violence Against Children*

2/3 girls or boys aged 13-17 have experienced at least one type of violence in their lives.

3/4 of children and adolescents who have experienced at least one type of violence reported that perpetrators were their friends or peers.

*National Survey of Children and Adolescents' Life Experience (SNPHAR) conducted by the Ministry of Women's Empowerment and Child Protection (MoWECP), 2018.

Prevalence of Bullying in Indonesia

41% of children and adolescents who have experienced bullying at least a few times a month, according to PISA (Programme for International Student Assessment) Study in 2018.

Types of bullying

<table>
<thead>
<tr>
<th>Types of bullying</th>
<th>Proportion of students aged 15 who reported that it occurred at least a few times a month</th>
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</thead>
<tbody>
<tr>
<td>I got hit or pushed around by other students</td>
<td>18% 12.8% 23.1%</td>
</tr>
<tr>
<td>Other students took away or destroyed things that belong to me</td>
<td>22% 18.7% 25.2%</td>
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<tr>
<td>I was threatened by other students</td>
<td>14% 10% 18.2%</td>
</tr>
<tr>
<td>Other students made fun of me</td>
<td>22% 19.4% 25.6%</td>
</tr>
<tr>
<td>Other students left me out of things on purpose</td>
<td>19% 16.7% 21.4%</td>
</tr>
<tr>
<td>Other students spread nasty rumors about me</td>
<td>20% 16.4% 24.2%</td>
</tr>
</tbody>
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Online Bullying

- A poll of 2,777 Indonesian young people aged 14-24 found that 45% reported they had experienced cyberbullying. Boys reported slightly higher rates than girls (49% compared to 41%).
- The most common types of cyberbullying according to 1,207 respondents in U-Report: Harassment through chatting applications (45%), unauthorized spread of personal photo/video (41%), Other types of harassment (14%).

Impact of Bullying

- Aggressive behaviors among youth, including violence and bullying, are associated with increased risk of psychiatric disorders across the life-course, poor social functioning and educational outcomes.
- Up to 40% of child suicides in Indonesia are related to bullying, according to Former Social Affairs Minister Khofifah Indar Parawansa.
- Greater exposure to bullying is associated with lower performance in reading (PISA 2018).

In a recent UNICEF study in Sorong District, West Papua, 87% of teachers surveyed said that they always or usually take harassment seriously when it is reported at school, while only 9% of students felt that teachers take harassment seriously when it is reported. Widely different perceptions of bullying among teachers and students are concerning and should be addressed so that students feel confident teachers will take action if bullying is reported.

Notes

1 Meanwhile, the Global School-based Health Survey (GSHS) 2015 found that 20.6% students aged 13-17 reported that had been bullied over the last 30 days.
2 https://indonesia.ureport.in/v2/opinion/3454/
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WHAT UNICEF AND PARTNERS HAVE DEVELOPED TO PREVENT BULLYING:

<table>
<thead>
<tr>
<th>Positive Discipline Programme</th>
<th>Bullying Prevention Programme (ROOTS Indonesia)</th>
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</thead>
<tbody>
<tr>
<td>Developed by the Ministry of Women’s Empowerment and Child Protection (MoWECP), with support from UNICEF and Yayasan Nusantara Sejati, the positive discipline programme trains teachers on how to discipline children without using harsh physical and verbal forms of punishment which are ineffective and can have long-term damage to children.</td>
<td>Roots Indonesia is an evidence-based, adolescent-driven anti-bullying intervention model, which was developed based on workshops with government, universities, youth, and civil society.</td>
</tr>
<tr>
<td>Teachers, Headmasters, and School Committee</td>
<td>Junior High School (SMP) students aged 12-15</td>
</tr>
</tbody>
</table>
| 1. The modules are first being taught to *pengawas* (school supervisor) through a training-for-trainers workshop.  
2. The facilitators implement training for teachers through KKG *(Kelompok Kerja Guru* Teachers’ Working Group for Primary School) and MGMP *(Musyawarah Guru Mata Pelajaran* Subject Teachers’ Working Group for Secondary School), focusing on developing skills and capacity of teachers in fostering children’s critical awareness about their behavior. | 1. Students ‘vote’ or ‘nominate’ their peers whom they spent the most time with to become Agents of Change or members of OSIS (students who are highly influential in their social networks).  
2. 40 Agents of Change per school participate in 15 afterschool sessions to identify bullying issues in their schools as well as design, implement and evaluate the solutions themselves through a campaign and all-school event. |

(An integrated implementation of both approaches in one school is suggested for a more comprehensive results)

### Where and when has it been used?

**2016 pilot study:**
- 80 elementary schools in Papua and 40 elementary schools in West Papua, reaching approximately 480 teachers and 7,200 students in total.

**2019:**
- **Universitas Muhammadiyah (Unimuda) Sorong,** West Papua and **Universitas Negeri Makassar** in South Sulawesi are adapting the curriculum to become mandatory pre-service training for teachers.
- MoWECP is disseminating positive discipline module in more than 20 cities/districts in 15 provinces, reaching more than 2,000 school teachers and staff.

**In pilot schools in Papua and West Papua provinces, use of physical punishment decreased by 16% and emotional punishment decreased by 9%.**

### How to use it?

#### Teachers’ reaction to students who misbehave

<table>
<thead>
<tr>
<th>Using physical punishment</th>
<th>Using emotional punishment</th>
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</thead>
<tbody>
<tr>
<td><strong>Baseline</strong> 20.57% 4%</td>
<td><strong>Baseline</strong> 13.47% 4%</td>
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<tr>
<td><strong>Endline</strong></td>
<td><strong>Endline</strong></td>
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</tbody>
</table>

### What is the impact?

### Notes

6 National: Yayasan Nusantara Sejati and Ministry of Women’s Empowerment and Child Protection  
South Sulawesi: Yayasan Indonesia Mengabdi; Local Education Office; Women’s Empowerment and Child Protection Office.  
Central Java: Yayasan Setara; LPA Klaten; A coalition of universities in Central Java (Sebelas Maret University, Universitas Negeri Semarang, Soegijapranata Catholic University, Diponegoro University and Klaten Widya Dharma University); Yayasan Nusantara Sejati; Local Education Office; Women’s Empowerment and Child Protection Office.

7 In Central Java’s pilot schools, bullying perpetration and victimization increased slightly from the baseline due to improved awareness of students and teachers as to what constitutes bullying leading to increased reporting.
**KEY RECOMMENDATIONS:**

1. **Ensure teachers use positive discipline as an alternative to harmful physical and emotional punishment.**

   a. Children learn better and have better attendance rates when teachers use positive discipline, rather than violent punishment. The Ministry of Education and Culture is working with UNICEF to integrate positive discipline training for all teachers through in-service training mechanisms (through Kelompok Kerja Guru (KKG) and Musyawarah Guru Mata Pelajaran (MGMP)) as well as on-service training through e-learning on the Rumah Belajar platform.

2. **Implement bullying and peer violence prevention programmes through schools.**

   a. Promoting values such as cooperation, tolerance and kindness as part of character building can reduce bullying and other forms of violence in schools and in turn create a better learning environment for students as well as more pro-social members of society in the long-term. Consider integrating the “Roots Indonesia” programme as part of the OSIS/extracurricular programme at schools; in UNICEF pilot provinces, the innovative programme has been proven to reduce bullying by up to 30%.

   b. **Co-create a National Kindness Campaign together with UNICEF and other partners to spread kindness and tolerance and end bullying in Indonesian schools.**

3. **Develop a child safeguarding policy including a strong code of conduct for teachers and school administration to prevent and address conduct issues of staff against other staff as well as students.**

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**Making bullying uncool in Central Java**

SEMARANG, Indonesia – Tika, a 14 year old student at State Junior Secondary School 17 Semarang, Central Java, recalls a memory she can’t quite shake from three years ago. “My classmates put a bucket over my head,” she says softly. “Then they took turns hitting me.”

For a Government committed to ending all forms of violence against children, schools are a key front in the battle. Roots, an initiative launched by UNICEF and the Ministry of Women’s Empowerment and Child Protection, in partnership with an array of district governments and NGO partners, invites students to take the lead in addressing the peer-to-peer abuse.

Roots is more than a one-off event. It is the culmination of a year-long process. Over that period, 30-40 girl and boy “Agents of Change” examine bullying from several angles to determine what it is and what should be done to stop it. All these lessons come together during Roots Day for the wider student body.

Tika was chosen as one of the 30 “agents of change” whose task it was to stand up against bullying and plan Roots Day.

Roots has given her a way to process and move on from the painful memories of the past. “No-one should ever have to feel what I felt, and I want to help ensure 100 per cent of children are treated the same.”

As she rises to address her teachers, her shyness seems to have fallen away. She is beaming. “Jangan jadi bully (don’t become a bully),” she yells, as others join in. “Mari jadi pembela (Let’s become defenders)!”

Photo booths, music, and other attractions during Roots Day help spread the message, but the most important aspect is the opening of the conversation, says another Agent of Change Dzulqar, 14. “The best way to end bullying is to make sure friends talk to friends about it,” he says. “And that starts with Roots Day.”