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Legal Education and Child-Responsive Digital Reporting Systems for School Bullying Victims

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Abstract

School bullying remains a significant challenge in educational institutions, affecting children's psychological well-being, academic performance, and access to justice. Despite the existence of legal protection frameworks and anti-bullying policies, many cases remain unreported due to fear of retaliation, limited legal awareness, social stigma, and the absence of child-friendly reporting mechanisms. This study aims to examine the role of legal education as the foundation for developing child-responsive digital reporting systems and to analyze the implementation of SI GETAK as an innovative mechanism for protecting school bullying victims. Employing a qualitative empirical socio-legal approach, the study combines regulatory analysis, literature review, and empirical findings obtained through interviews with

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educational stakeholders, including school administrators, teachers, students, and local education authorities. The findings reveal that legal education enhances students' understanding of their rights, encourages reporting behavior, and strengthens access to justice for bullying victims. Furthermore, the implementation of SI GETAK demonstrates that digital reporting systems can provide accessible, confidential, and child-friendly channels for reporting bullying incidents while facilitating coordination among schools, parents, counselors, and relevant authorities. Based on these findings, this study proposes a Legal Education-Based Child-Responsive Digital Reporting Framework consisting of five interconnected dimensions: legal education and rights awareness, child-friendly digital reporting access, integrated protection and case management, restorative justice and victim recovery, and institutional accountability and monitoring. The study contributes to the existing literature by integrating legal education, child protection principles, and digital reporting technologies into a comprehensive framework that strengthens child protection and promotes safer educational environments in the digital era.

KEYWORDS
Legal Education; School Bullying; Child Protection; Digital Reporting System; Child-Responsive Justice.

Introduction

Bullying has become one of the most serious challenges facing educational institutions worldwide. UNESCO reported that approximately one-third of students globally have experienced bullying during their school years, making bullying one of the most prevalent forms of violence against children. Beyond its immediate effects on academic achievement, bullying contributes to depression, anxiety, social exclusion, self-harm tendencies, and long-term psychological

disorders.[1] Consequently, contemporary child protection frameworks increasingly recognize bullying as a violation of children's rights rather than merely a disciplinary issue within schools.[2]

The global concern regarding bullying is equally evident in Indonesia. According to the Indonesian Child Protection Commission (KPAI), bullying remains one of the most frequently reported violations within the education sector. Furthermore, the Ministry of Education, Culture, Research, and Technology reported through the National Assessment that approximately 36.31% of students are at risk of experiencing bullying in educational settings. These findings indicate that despite various policy interventions and child protection regulations, Indonesian schools continue to face substantial challenges in creating safe and inclusive learning environments.[3]

From a legal perspective, bullying should not merely be understood as a disciplinary problem within educational institutions but as a violation of children's fundamental rights. This perspective is rooted in the principle of the *Best Interests of the Child*, as stipulated in Article 3 of the United Nations Convention on the Rights of the Child (CRC), which requires that the best interests of the child shall be a primary consideration in all actions concerning children. The principle has also been incorporated into Indonesian legislation through Law Number 35 of 2014 concerning Child Protection, which obliges the State, educational institutions, parents, and society to ensure children's rights to protection from violence, discrimination, and all forms of abuse within educational settings. Consequently, any policy concerning bullying prevention and reporting mechanisms must prioritize children's safety, participation, recovery, and long-term development rather than merely imposing disciplinary sanctions.

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1 Laura Iseut Lafrance St-Martin and Stéphane Villeneuve, "The Uses of Chatbots in the Context of Children and Teenagers Bullying: A Systematic Literature Review," *Cogent Education* 11, no. 1 (December 2024), https://doi.org/10.1080/2331186X.2024.2312032.

2 UNESCO, "What You Need to Know About School Violence and Bullying," 2023.

3 KPAI, "Pemerintah Bersama Tri Pusat Pendidikan Harus Lebih Optimal 'Turun Tangan' Atasi Bullying/Perundungan Pada Satuan Pendidikan," 2024.

Furthermore, legal protection for children should encompass both preventive and repressive dimensions. Preventive legal protection seeks to minimize the occurrence of violations through legal education, awareness-building, and institutional safeguards, whereas repressive legal protection ensures effective remedies once violations occur. Within the context of school bullying, legal education therefore functions as an essential preventive instrument that equips children with knowledge of their rights, reporting procedures, and available protection mechanisms before incidents escalate into more serious legal problems. This theoretical perspective provides the legal foundation for analysing child-responsive digital reporting systems such as SI GETAK.

The consequences of bullying extend far beyond the educational environment. Zhao et al. analyzed data from 95,545 students and found that bullying significantly increases the likelihood of psychological distress, emotional instability, and poor mental health outcomes among children and adolescents.[4] Similarly, Arseneault emphasized that repeated victimization can affect children's development, educational attainment, and social integration throughout adulthood. These findings demonstrate the importance of establishing early intervention and reporting mechanisms capable of protecting child victims before severe consequences occur.[5]

Recent scholarship has increasingly focused on reporting mechanisms as an essential component of violence prevention. Messman et al. conducted a systematic review of Anonymous Reporting Systems (ARS) and concluded that digital reporting platforms can improve school safety by encouraging victims and witnesses to disclose incidents that might otherwise remain hidden. Digital reporting systems provide greater confidentiality, accessibility, and responsiveness compared to conventional complaint mechanisms. Nevertheless, the study also highlighted limited empirical evidence regarding

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[4] Na Zhao et al., "School Bullying Results in Poor Psychological Conditions: Evidence from a Survey of 95,545 Subjects," June 2023.

[5] Louise Arseneault, "Annual Research Review : The Persistent and Pervasive Impact of Being Bullied in Childhood and Adolescence : Implications for Policy and Practice" 4 (2018): 405–21, https://doi.org/10.1111/jcpp.12841.

implementation models capable of integrating educational and legal dimensions within digital reporting frameworks.[6]

The importance of accessible reporting systems was further demonstrated by Clarke et al., who found that reports of violence against children declined significantly during periods of school closure. Their findings suggest that schools function as critical reporting channels within child protection systems. When reporting infrastructures become inaccessible, opportunities for early intervention decrease substantially, resulting in greater vulnerability among child victims. However, the study primarily focused on reporting accessibility and did not examine the influence of legal awareness on reporting behavior.[7]

In parallel, research concerning children's rights education has emphasized the importance of legal literacy in empowering children to recognize rights violations and seek appropriate remedies. Lundy argues that children's participation rights can only be effectively exercised when children possess adequate knowledge of their legal rights and available protection mechanisms.[8] Similarly, Quennerstedt highlights that rights-based education contributes to children's capacity to engage actively with institutional protection systems. These perspectives indicate that legal education constitutes an important component of child protection that remains underexplored within digital reporting system research.[9]

Within the Indonesian context, studies examining bullying have predominantly focused on legal protection, restorative justice, and

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[6] Elizabeth Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review," *Health Education & Behavior* 51, no. 1 (February 2024): 62–70, https://doi.org/10.1177/10901981211073734.

[7] Damian Clarke et al., "Schools as a Safety-Net: The Impact of School Closures and Reopenings on Rates of Reporting of Violence against Children," *ArXiv* 2206, no. 14612v1 (2022), https://doi.org/https://doi.org/10.48550/arXiv.2206.14612.

[8] Anna Lange Moi et al., "Research Characteristics and Approaches Taken to Follow up with Students Exposed to Bullying: A Scoping Review," *International Journal of Bullying Prevention*, June 2024, https://doi.org/10.1007/s42380-024-00251-8.

[9] Ann Quennerstedt, "Children's and Young People's Human Rights Education in School: Cardinal Complications and a Middle Ground," *Journal of Human Rights* 21, no. 4 (August 2022): 383–98, https://doi.org/10.1080/14754835.2021.2014795.

victim support mechanisms. Marzuki and Sunarto found that victims frequently encounter difficulties in accessing effective complaint mechanisms due to fear, institutional barriers, and limited awareness regarding available legal protections. While their study emphasized the importance of accessible reporting channels, it did not examine the role of digital technology or legal education in strengthening reporting behavior among child victims.[10]

Existing studies reveal several important gaps. First, most research discusses legal education, child protection, digital reporting systems, and restorative justice as separate issues rather than as an integrated child protection framework. Second, previous studies predominantly evaluate the technological effectiveness of digital reporting platforms while paying limited attention to the role of legal education in shaping children's legal awareness and reporting behaviour. Third, restorative justice has mainly been examined from the perspective of victim recovery, whereas limited discussion has been devoted to balancing the legal protection of both child victims and child offenders in accordance with the principles of the Juvenile Criminal Justice System. Finally, empirical studies analysing local government-based digital reporting systems in Indonesia remain scarce, particularly those integrating legal education with child-responsive protection mechanisms.

These gaps are particularly relevant in Bekasi Regency, Indonesia, where the Education Office launched SI GETAK (Sistem Cegah dan Tangani Kekerasan) as a digital platform for reporting violence within educational settings. The application enables students, teachers, parents, and community members to report incidents of bullying and violence through an integrated digital mechanism. SI GETAK represents an innovative example of local government involvement in strengthening child protection through digital governance while supporting the implementation of Minister of Education Regulation Number 46 of

[10] Ismail Marzuki and Moh. Zainuddin Sunarto, "Law, Silence, and Digital Recourse: Addressing Bullying and Body Shaming in Indonesian Higher Education," *Jurnal Cakrawala Hukum* 16, no. 2 (August 2025): 113–28, https://doi.org/10.26905/idjch.v16i2.15371.

2023 concerning the Prevention and Handling of Violence in Educational Units.[11]

This study therefore examines the role of legal education in supporting SI GETAK as a child-responsive digital reporting system for school bullying victims in Bekasi Regency. Accordingly, this study offers three principal novelties. First, it integrates the principle of the Best Interests of the Child into the analysis of digital reporting systems for school bullying, thereby providing a stronger legal foundation than previous technology-oriented studies. Second, it positions legal education not merely as a preventive educational activity but as the legal foundation that enables children to recognize rights violations, exercise their rights, and access reporting mechanisms effectively. Third, this study proposes a Legal Education-Based Child-Responsive Digital Reporting Framework that simultaneously accommodates the legal protection of child victims and child offenders through integrated reporting, institutional intervention, and restorative justice principles. These contributions extend previous scholarship that has generally examined legal education, child protection, restorative justice, and digital reporting independently.

Within this legal framework, SI GETAK should not be viewed merely as a digital reporting application. Rather, it represents an institutional instrument through which legal education can be translated into practical legal protection. Legal education equips students with the knowledge required to identify bullying, understand their legal rights, and utilize reporting mechanisms appropriately, while SI GETAK provides the institutional channel through which those rights may be exercised. Accordingly, legal education and digital reporting should be understood as complementary rather than independent components of child protection.

In addition, the implementation of child protection mechanisms should also consider restorative justice principles as regulated under the Indonesian Juvenile Criminal Justice System. Although the primary objective of bullying prevention is to protect victims, legal responses

[11] Pemerintah Kabupaten Bekasi, "Cegah Kekerasan Di Sekolah, Pemkab Bekasi Luncurkan Aplikasi SI GETAK," 2024.

should simultaneously safeguard the rights of child offenders by emphasizing education, rehabilitation, accountability, and social reintegration. Therefore, child-responsive reporting systems should not merely facilitate complaint submission but also support fair, balanced, and child-centred case resolution involving victims, offenders, parents, schools, and relevant institutions.

A. Legal Education as the Foundation of Child-Responsive Digital Reporting Systems

The findings indicate that legal education constitutes a fundamental component in strengthening child-responsive digital reporting systems for bullying victims. Interviews conducted with students and teachers in Bekasi Regency revealed that many students were unable to distinguish between ordinary peer conflict and bullying that constitutes a violation of children's rights. Consequently, victims often chose silence rather than reporting incidents through available institutional channels. This finding confirms that legal awareness plays a decisive role in children's willingness to seek protection and access justice mechanisms. The inability to recognize rights violations limits the effectiveness of reporting systems regardless of their technological sophistication. Research on children's rights education similarly demonstrates that legal literacy enhances children's capacity to identify violations and participate actively in protection mechanisms.[12]

Legal education plays a crucial role in strengthening children's awareness of their rights and empowering them to respond appropriately when facing bullying. Within educational institutions, legal education should not be understood as introducing a separate law subject into the formal curriculum. Rather, it should be integrated into existing educational activities through civic education, guidance and

[12] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

counselling programmes, character education, anti-bullying campaigns, school orientation programmes, and digital citizenship education. Such an approach enables students to recognize the legal definition of bullying, distinguish bullying from ordinary interpersonal conflict, understand children's rights under national and international legal instruments, identify available reporting mechanisms, and appreciate the legal consequences of violent behaviour. Consequently, legal education functions as a preventive strategy that equips children with the knowledge and confidence necessary to prevent violence before legal intervention becomes necessary. This preventive orientation is consistent with the principle that child protection should prioritize education and awareness before coercive legal measures are employed.[13]

In practical terms, legal education should also be integrated into the operation of digital reporting systems such as SI GETAK. Before students are encouraged to submit reports, schools should provide periodic legal literacy sessions explaining what constitutes bullying, the rights and obligations of students, confidentiality guarantees, reporting procedures, and the institutional follow-up process. Simulation exercises on using SI GETAK, classroom discussions on children's rights, and case-based learning can enhance students' confidence in reporting incidents responsibly. Accordingly, legal education does not merely transfer legal knowledge but also develops legal awareness and reporting competence, thereby increasing the effectiveness of child-responsive digital reporting systems.

The findings further show that legal education functions not only as a preventive strategy but also as an empowerment mechanism. Students who received information regarding children's rights, school violence regulations, and reporting procedures demonstrated greater confidence in reporting incidents compared with students who lacked such knowledge. This finding is consistent with rights-based education theories, which emphasize that access to protection can only be achieved when rights holders understand their rights and available remedies.

[13] I Gusti Ngurah Rai Mahaputra, "Penerapan Restorative Justice Dalam Penyelesaian Tindak Pidana Bullying Yang Dilakukan Oleh Anak," *Jurnal Aktual Justice* 7, no. 2 (December 2022): 106–23, https://doi.org/10.70358/aktualjustice.v7i2.946.

Therefore, legal education should be viewed as an integral component of violence prevention policies rather than merely a complementary educational activity.[14]

Research has consistently demonstrated the importance of legal education in preventing and addressing bullying. Widyawati (2014) emphasized that legal education regarding school bullying functions as a preventive strategy to increase students' understanding of the forms, consequences, and legal implications of bullying behavior. Through enhanced legal awareness, students become better equipped to identify violations of their rights and participate actively in creating a safe school environment. Legal education also encourages students to recognize that bullying is not merely a disciplinary issue but a violation of children's rights that may have legal consequences. Although this study was conducted before the widespread implementation of digital reporting mechanisms in schools, its findings remain highly relevant because digital reporting platforms can only function effectively when children understand the legal significance of reporting and the protections available to victims.[15]

The significance of legal education becomes increasingly apparent in the context of child protection. Nuryani, Widyawati, and Wulandari (2025) argue that legal protection for children requires not only the existence of legal regulations but also preventive measures, vulnerability reduction strategies, and accessible mechanisms through which children can obtain protection and assistance. Their criminological study highlights that children often become victims because of their vulnerable position and limited understanding of available protection mechanisms. Consequently, strengthening children's legal awareness constitutes an essential component of child protection efforts, enabling children to identify violations of their rights and seek appropriate assistance when confronted with harmful situations. This perspective is highly relevant to bullying cases, where many child victims remain silent

[14] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

[15] Anis Widyawati, "Pendekatan Restorative Justice Sebagai Upaya Penyelesaian School Bullying," *Yustisia* 3, no. 3 (2014): 27–37.

because they do not fully understand their legal rights or the procedures available for seeking protection.[16]

Recent studies further reinforce the relationship between legal literacy and access to justice for child victims. Research on legal protection for child victims of bullying demonstrates that effective protection should not be limited to punishing perpetrators but must also ensure the fulfillment of children's rights, recovery, rehabilitation, and access to legal remedies. Child victims frequently encounter barriers to reporting because they fear social stigma, retaliation, disbelief from adults, or negative consequences arising from disclosure. In many cases, victims are unaware of the legal protections available to them, resulting in significant underreporting of bullying incidents. Therefore, legal education becomes a prerequisite for enabling children to utilize reporting mechanisms confidently and to perceive reporting as a legitimate means of obtaining protection and justice.[17]

The growing complexity of bullying in the digital era has also highlighted the need for innovative approaches that integrate legal awareness with technological solutions.[18] Contemporary studies on child protection policies indicate that conventional reporting systems often fail to accommodate children's needs due to bureaucratic procedures, limited accessibility, concerns regarding confidentiality, and insufficient responsiveness to children's psychological conditions. These shortcomings can discourage victims from reporting bullying

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[16] Leni Nuryani, Anis Widyawati, and Cahya Wulandari, "Legal Protection for Children as Victims of Criminal Acts of Exploitation as Beggars in Brebes Regency: A Criminology Perspective," *International Journal of Research and Innovation in Social Science* IX, no. I (2025): 729–35, https://doi.org/10.47772/IJRISS.2025.9010063.

[17] Dian Ety Mayasari, Andreas L. Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law," *Yuridika* 39, no. 1 (January 2024): 79–96, https://doi.org/10.20473/ydk.v39i1.48032.

[18] Antonis Katsiyannis et al., "Bullying in Schools: Persistent Legal Challenges," *Intervention in School and Clinic* 60, no. 3 (January 2025): 179–83, https://doi.org/10.1177/10534512241287378.

incidents, allowing harmful behavior to persist undetected.[19] Consequently, scholars have recommended the development of more accessible, confidential, and child-centered reporting mechanisms capable of facilitating early intervention and victim protection.[20] Within this context, legal education serves as a bridge between legal norms and technological innovation by helping children understand how to access and utilize digital reporting platforms responsibly and effectively.

Comparative experiences from other countries further demonstrate the importance of integrating legal awareness with systematic reporting mechanisms. In Japan, schools conduct the annual *Ijime* Survey under the supervision of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The survey requires every school to identify bullying incidents at an early stage, regardless of whether students have submitted formal complaints. This proactive approach enables schools to detect hidden cases, monitor recurring incidents, and provide timely intervention before bullying escalates into more serious forms of violence. The Japanese experience illustrates that effective bullying prevention depends not only on reporting technology but also on continuous legal awareness, institutional commitment, and active participation by teachers, parents, and students. Therefore, digital reporting systems such as SI GETAK should be complemented by regular legal education and systematic monitoring to maximize their effectiveness.[21]

A child-responsive digital reporting system should therefore be understood as an extension of legal protection efforts in the digital age. Digital reporting platforms offer children a safer and more accessible channel through which they can disclose bullying experiences, seek assistance, and document incidents without facing the barriers often

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[19] Celso Arango et al., "A Web-Enabled, School-Based Intervention for Bullying Prevention (LINKlusive): A Cluster Randomised Trial," *EClinicalMedicine* 68 (February 2024): 102427, https://doi.org/10.1016/j.eclinm.2024.102427.

[20] Helen Diana Fridayani and Dina Desvita Pramesti Putri, "Sounding the Justice for Child: Does Restorative Justice Matters?," *Journal of Law and Legal Reform* 4, no. 3 (July 2023): 303–24, https://doi.org/10.15294/jllr.v4i3.68106.

[21] Mahaputra, "Penerapan Restorative Justice Dalam Penyelesaian Tindak Pidana Bullying Yang Dilakukan Oleh Anak."

associated with traditional reporting methods. Such systems can reduce fear, increase confidentiality, and facilitate timely responses from schools and relevant authorities.[22] However, the effectiveness of these platforms depends significantly on children's understanding of their rights and confidence in the reporting process. Without adequate legal literacy, even technologically advanced reporting systems may fail to achieve their intended objectives because children may remain reluctant to report incidents or may not recognize that their experiences constitute bullying or rights violations.[23]

Although legal education and restorative justice are closely related within the child protection system, they perform different legal functions and should not be treated as interchangeable concepts. Legal education operates primarily at the preventive stage by increasing children's legal literacy, promoting respect for the rights of others, and encouraging early reporting of bullying incidents before they escalate into criminal behaviour. By contrast, restorative justice operates after a bullying incident has occurred. Its primary objective is to resolve the consequences of the incident through dialogue, accountability, victim recovery, behavioural change, and social reintegration while safeguarding the rights of both child victims and child offenders in accordance with the Juvenile Criminal Justice System.[24]

Consequently, the relationship between legal education and restorative justice should be understood as sequential rather than simultaneous. Effective legal education reduces the likelihood of bullying by strengthening legal awareness and responsible behaviour. However, when bullying nevertheless occurs, restorative justice provides

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[22] Ylva Bjereld, Robert Thornberg, and Jun Sung Hong, "Why Don't All Victims Tell Teachers about Being Bullied? A Mixed Methods Study on How Direct and Indirect Bullying and Student-Teacher Relationship Quality Are Linked with Bullying Disclosure," *Teaching and Teacher Education* 148 (October 2024): 104664, https://doi.org/10.1016/j.tate.2024.104664.

[23] Mayasari, Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law."

[24] Ridwan Eko Apriyanto et al., "Analysis Study of the Gaps in Elementary School Personnel Components in Implementing Child-Friendly School Programs," *Jurnal Akuntabilitas Manajemen Pendidikan* 12, no. 2 (September 2024): 38–51, https://doi.org/10.21831/jamp.v12i2.71761.

a child-centred resolution mechanism that emphasizes the best interests of the child, proportional accountability, family involvement, psychological recovery, and the prevention of reoffending. Therefore, SI GETAK should primarily function as an instrument for legal education and early reporting, whereas restorative justice should guide institutional responses after reports have been verified. This distinction ensures conceptual consistency while maintaining an integrated child protection framework.

Furthermore, the findings of Nuryani, Widyawati, and Wulandari (2025) underscore that effective child protection requires a combination of preventive strategies and accessible victim-support mechanisms. This principle aligns closely with the objectives of legal education and digital reporting systems in schools.[25] Legal education functions as a preventive measure by increasing awareness of rights, responsibilities, and legal consequences, whereas digital reporting systems provide the practical infrastructure through which that awareness can be translated into concrete action. Together, these components create a more comprehensive child protection framework that empowers victims, facilitates early intervention, supports evidence-based decision-making, and strengthens access to justice for children affected by bullying.

Accordingly, a child-responsive digital reporting system should not be designed merely as a technological platform but as an educational ecosystem that promotes legal empowerment. Such a system should provide age-appropriate legal information, guidance on reporting procedures, explanations of victims' rights, assurances regarding confidentiality and protection from retaliation, and access to psychosocial and legal support services. By embedding legal education within digital reporting mechanisms, schools can create an environment in which children are empowered to recognize bullying, report incidents safely, and participate actively in the pursuit of justice and recovery. This integrated approach addresses a significant gap in existing scholarship, which has generally examined legal education, child

[25] Nuryani, Widyawati, and Wulandari, "Legal Protection for Children as Victims of Criminal Acts of Exploitation as Beggars in Brebes Regency: A Criminology Perspective."

protection, restorative justice, and digital reporting as separate issues rather than interconnected components of a comprehensive child protection strategy. Therefore, the integration of legal education and child-responsive digital reporting systems offers a promising framework for strengthening the protection of school bullying victims and ensuring that children's rights are effectively safeguarded in the digital era.[26]

Compared with previous studies, this research provides a broader perspective on the effectiveness of digital reporting systems. Messman et al. concluded that anonymous reporting systems contribute to violence prevention by increasing reporting opportunities and reducing barriers associated with fear and stigma. However, their study focused primarily on technological mechanisms and implementation models. The present research demonstrates that legal education represents an additional determinant influencing reporting behavior. Students may have access to digital reporting platforms, but without sufficient understanding of their rights and reporting procedures, such systems remain underutilized. This finding extends previous scholarship by integrating legal literacy into the discussion of school-based reporting systems.[27]

B. Implementation of SI GETAK as a Child-Responsive Digital Reporting System

The study found that SI GETAK (Sistem Cegah dan Tangani Kekerasan) represents an innovative digital governance initiative developed by the Bekasi Regency Education Office to facilitate the reporting and handling of violence in educational settings. The platform enables students, teachers, parents, and community members to report

[26] Shahna Alisya Candra, Trini Handayani, and Aji Mulyana, "Keadilan Restoratif Dalam Kasus Perundungan Oleh Anak: Upaya Pemenuhan Asas Keadilan Bagi Korban," *Journal of Contemporary Law Studies* 2, no. 4 (August 2025): 373–86, https://doi.org/10.47134/lawstudies.v2i4.4243.

[27] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

incidents of bullying and violence through a digital mechanism that is more accessible than conventional reporting procedures. The application was launched as part of the local government's effort to strengthen violence prevention and create safer educational environments.[28]

The implementation of SI GETAK represents an innovative approach to addressing bullying in schools through a child-responsive digital reporting mechanism. As bullying increasingly occurs in both physical and digital environments, conventional reporting methods are often insufficient because they rely heavily on face-to-face disclosure, which many victims perceive as intimidating, complicated, or unsafe. Consequently, a digital reporting platform provides an alternative pathway through which children can report incidents confidentially, access support services, and obtain protection without experiencing additional psychological pressure.

The implementation of SI GETAK reflects several principles associated with child-responsive justice, particularly accessibility, participation, and protection. Respondents indicated that digital reporting reduced concerns regarding direct confrontation with perpetrators and increased opportunities for reporting sensitive incidents. The findings support previous studies suggesting that anonymous and technology-based reporting systems encourage disclosures that would otherwise remain hidden due to fear, embarrassment, or institutional distrust. Digital reporting mechanisms therefore provide important opportunities for improving institutional responsiveness toward child victims.

Nevertheless, the findings reveal that technological innovation alone is insufficient to guarantee effective protection outcomes. Several respondents reported limited awareness regarding the existence of SI GETAK, while others were uncertain about reporting procedures and follow-up mechanisms. These challenges indicate that the effectiveness of digital reporting systems depends not only on technological accessibility but also on socialization, legal education, and institutional

[28] Pemerintah Kabupaten Bekasi, "Cegah Kekerasan Di Sekolah, Pemkab Bekasi Luncurkan Aplikasi SI GETAK."

support. This result differs from many previous studies that emphasize technological effectiveness as the primary determinant of reporting success. The present research demonstrates that user readiness and legal awareness are equally important factors affecting utilization rates.

The development of SI GETAK should first be grounded in the Principle of the Best Interests of the Child, which constitutes the fundamental principle of child protection under Article 3 of the Convention on the Rights of the Child (CRC) and has been incorporated into Indonesian Law Number 35 of 2014 concerning Child Protection. This principle requires that every decision, policy, and institutional response concerning children prioritize their safety, dignity, well-being, development, and future interests. Consequently, digital reporting systems designed to address school bullying should not merely function as technological innovations but must operate as child-centred legal protection mechanisms that ensure every procedural stage from reporting to case resolution is directed toward safeguarding the best interests of every child involved.[29]

Building upon this overarching principle, SI GETAK should further implement several complementary child protection principles. First, the principle of child participation requires that children be provided with meaningful opportunities to report bullying, express their experiences, and participate in decisions affecting their protection. Second, the principle of confidentiality obliges schools to protect children's personal information and prevent secondary victimization resulting from disclosure of sensitive data. Third, the principle of accessibility requires that reporting mechanisms remain easily available, understandable, and usable by all students without discrimination, including children with disabilities and other vulnerable groups. Finally, the principle of accountability requires educational institutions to conduct prompt verification, transparent follow-up, and continuous monitoring to ensure that every report receives an appropriate institutional response.[30]

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[29] Mayasari, Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law."

[30] Amadela Andra Dynalaida et al., "The Concept of Protection for Children Victims of Bullying Based on the Indonesian Criminal Justice System and the Rules of

These principles collectively demonstrate that SI GETAK should not merely be understood as a digital complaint application. Rather, it represents a child-responsive legal protection system in which technological innovation serves the broader objective of realizing children's rights. Consistent with contemporary legal scholarship, effective digital reporting mechanisms should integrate legal education, child participation, institutional accountability, and restorative child protection within a single governance framework that protects both child victims and child offenders while promoting prevention, recovery, and behavioural change.[31]

SI GETAK functions as a digital bridge between victims, schools, parents, counselors, and relevant authorities. Through an integrated reporting interface, students can submit reports regarding bullying incidents, upload supporting information, monitor the progress of case handling, and obtain guidance regarding available support services. Such features are particularly important because many bullying cases remain unreported due to fear of retaliation, social stigma, embarrassment, or lack of trust in existing reporting mechanisms.[32] Studies on mobile-based bullying reporting innovations have shown that digital platforms can increase students' willingness to report incidents by ensuring confidentiality and simplifying access to assistance.

One of the most important characteristics of SI GETAK is its child-centered approach. Unlike traditional complaint mechanisms that often require direct interaction with authority figures, SI GETAK provides a safer reporting environment that reduces emotional barriers experienced by victims. The system may include anonymous or

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International Law," *The Indonesian Journal of International Clinical Legal Education* 4, no. 4 (December 2022): 455–574, https://doi.org/10.15294/iccle.v4i4.36559.

[31] Widyawati, "Pendekatan Restorative Justice Sebagai Upaya Penyelesaian School Bullying."

[32] Indah Puspasari Handayani, Nadia Intan Fadila, and Gatot Purwanto, "Inovasi Mobile Application Sebagai Sarana Pelaporan Dan Penanganan Bullying Di Lingkungan Pendidikan," *Jurnal Pengabdian Masyarakat TEKNO* 7, no. 1 (May 2026): 11–16, https://doi.org/10.29207/jamtekno.v7i1.7708.

confidential reporting options, age-appropriate interfaces, simple language, and clear guidance regarding reporting procedures. These features align with findings from international studies on Anonymous Reporting Systems (ARS), which demonstrate that anonymous reporting mechanisms contribute to school safety by enabling students to disclose concerns about violence and victimization without fear of negative consequences. Furthermore, anonymous reporting systems have been recognized as effective tools for increasing early detection and intervention in school-based violence cases.[33]

From a legal perspective, SI GETAK also serves as an instrument for strengthening access to justice for child victims. Reporting systems should not merely collect complaints but should facilitate legal protection and ensure that victims receive appropriate responses. In this regard, SI GETAK can support the implementation of child protection laws by documenting incidents, maintaining evidence records, and facilitating communication among relevant stakeholders. The system can further assist schools in fulfilling their legal obligations to provide safe educational environments and respond promptly to reports of bullying. Such functions are particularly relevant in light of recent studies emphasizing that legal protection for child victims requires effective reporting, monitoring, and follow-up mechanisms.[34]

The implementation of SI GETAK also supports restorative justice principles in handling bullying cases. Contemporary scholarship on juvenile justice emphasizes that responses to children's misconduct should prioritize restoration, dialogue, accountability, and victim recovery rather than relying solely on punitive measures. Digital reporting systems can facilitate restorative processes by ensuring that reports are documented accurately and that appropriate interventions are initiated at an early stage. Research on restorative justice for children highlights that successful implementation depends on timely

[33] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

[34] Mayasari, Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law."

identification of incidents, victim participation, and collaboration among schools, families, and relevant institutions.[35]

Furthermore, SI GETAK contributes to the digital transformation of child protection mechanisms in educational institutions. Recent studies on school-based digital reporting applications demonstrate that technology can significantly improve the efficiency of case management, communication, monitoring, and response coordination. Digital systems allow schools to maintain structured records of bullying incidents, track intervention outcomes, and generate data that can be used to formulate evidence-based prevention strategies. The implementation of web-based reporting systems has also been shown to enhance transparency and accountability in handling student violations and behavioral problems.[36]

Another significant advantage of SI GETAK is its potential role in preventive intervention. Beyond serving as a reporting platform, the system can be integrated with legal education materials, anti-bullying campaigns, psychological support resources, and child protection information. Such integration transforms SI GETAK from a reactive reporting tool into a comprehensive educational and preventive ecosystem. Recent studies emphasize that effective protection against bullying requires a combination of legal awareness, technological innovation, and collaborative intervention among schools, families, and communities. Therefore, embedding educational resources within the reporting platform can strengthen students' understanding of their rights and encourage proactive engagement in bullying prevention.[37]

In addition, emerging research on digital child protection suggests that technology-assisted systems can improve the identification of

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[35] Riska Ameliana Dewi et al., "The Authority of Judges in The Application of Restorative Justice for Children in Indonesia," *Jurnal Hukum Dan Peradilan* 14, no. 2 (July 2025): 401–24, https://doi.org/10.25216/jhp.14.2.2025.401-424.

[36] Moh Ifan Krisfianto and Uce Indahyanti, "Web-Based Student Violation Management with Real-Time Notifications Transforms School Discipline," *Indonesian Journal of Law and Economics Review* 19, no. 3 (August 2024), https://doi.org/10.21070/ijler.v19i3.1196.

[37] Safa Cyrilla Apsarini, "Legal Protection for Child Victims of Cyberbullying: Policy Analysis, Implementation and Challenges in the Digital Era," *International Conference Restructuring and Transforming Law* 4, no. 1 (2025): 114–24.

harmful behaviors and support vulnerable students more effectively. The integration of digital technologies, including intelligent reporting and monitoring systems, has the potential to facilitate early detection of bullying patterns and strengthen institutional responses. As educational environments become increasingly digitalized, child protection mechanisms must evolve accordingly to ensure that children can access protection through platforms that are familiar, accessible, and responsive to their needs.[38]

Therefore, SI GETAK should be viewed not merely as a technological innovation but as a comprehensive child protection framework that integrates legal education, digital reporting, restorative justice, and institutional accountability. By providing a safe, confidential, accessible, and child-centered reporting environment, SI GETAK strengthens children's access to justice while simultaneously supporting schools in fulfilling their responsibility to create safe and inclusive educational environments. This integrated model represents an important advancement beyond conventional bullying reporting mechanisms and contributes to the development of more effective child-responsive protection systems in the digital era.[39]

Another important finding concerns institutional responsiveness. Participants generally perceived SI GETAK as providing a more structured reporting process compared with informal complaint mechanisms. However, respondents emphasized that trust in the reporting system depends on the consistency and transparency of follow-up actions. Without visible institutional responses, victims may become reluctant to report future incidents. This finding supports child protection literature emphasizing that reporting systems should not only facilitate complaint submission but also ensure timely intervention and victim assistance.

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[38] Gwenyth Isobel Meadows Aditya Paul, Chi Lok Yu, Eva Adelina Susanto, Nicholas Wai Long Lau, "AgentPeerTalk: Empowering Students through Agentic-AI-Driven Discernment of Bullying and Joking in Peer Interactions in Schools," *ArXiv Preprint ArXiv:2408.01459*, 2024, https://doi.org/https://doi.org/10.48550/arXiv.2408.01459.

[39] Mayasari, Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law."

C. Implementation of SI GETAK as a Child-Responsive Digital Reporting System

The development of a legal education-based framework for child-responsive digital reporting requires an integrated approach that combines legal awareness, digital accessibility, child protection principles, and institutional accountability. Existing studies indicate that many bullying incidents remain unreported because children often lack knowledge of their rights, fear retaliation from perpetrators, or do not trust available reporting mechanisms. Consequently, effective child protection cannot rely solely on legal regulations; it must also provide children with the knowledge and practical tools necessary to exercise their rights and seek assistance when victimized.[40]

Based on the findings, this study proposes a legal education-based framework consisting of four interconnected dimensions: legal awareness, reporting accessibility, institutional responsiveness, and child protection outcomes. Legal awareness constitutes the foundation of the framework because children must first understand their rights and reporting procedures before utilizing available reporting mechanisms. Reporting accessibility refers to the availability of digital platforms that are safe, confidential, and easy to use. Institutional responsiveness concerns verification, investigation, and follow-up processes, while child protection outcomes relate to victim safety, recovery, and prevention of repeated victimization. This framework integrates legal education and digital governance perspectives within a single child protection model.[41]

A legal education-based framework positions children not merely as passive recipients of protection but as active rights holders capable of recognizing, reporting, and responding to violations of their rights. Within this framework, legal education functions as the foundational component that equips students with an understanding of bullying, children's rights, reporting procedures, and available legal remedies. Widyawati's work on legal education and school bullying demonstrates

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[40] Ibid.

[41] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

that increasing legal awareness among students can strengthen preventive efforts and encourage responsible behavior within educational environments. Legal literacy enables children to identify bullying not merely as interpersonal conflict but as conduct that infringes upon legally protected rights and requires institutional intervention. This approach aligns with contemporary child rights perspectives that emphasize empowerment as a key dimension of child protection.[42]

The proposed framework differs from previous studies in several respects. Existing scholarship generally treats legal education and digital reporting systems as separate domains. Studies on legal education focus on rights awareness and civic participation, while studies on reporting systems emphasize technological effectiveness and violence prevention outcomes. The present research demonstrates that both dimensions are mutually dependent. Legal education encourages children to recognize violations and report incidents, whereas digital reporting systems provide practical mechanisms for exercising those rights. Consequently, neither component can function optimally without the other.

The second component of the framework is the establishment of accessible and child-friendly digital reporting mechanisms. International research on Anonymous Reporting Systems (ARS) demonstrates that students are more likely to disclose experiences of violence, bullying, or victimization when reporting channels guarantee confidentiality and reduce fear of negative consequences. Digital reporting platforms can therefore address one of the most significant obstacles in bullying prevention: underreporting. By enabling students to submit reports through secure and confidential channels, digital systems facilitate early intervention and improve schools' capacity to respond effectively to incidents.[43]

The importance of accessible reporting systems is further supported by empirical evidence showing that schools function as

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[42] Amadela Andra Dynalaida et al., "The Concept of Protection for Children Victims of Bullying Based on the Indonesian Criminal Justice System and the Rules of International Law."

[43] Messman et al., "Anonymous Reporting Systems for School-Based Violence Prevention: A Systematic Review."

critical reporting channels for violence against children. Research examining the impact of school closures during the COVID-19 pandemic found substantial declines in reports of violence against children when students lost access to school-based reporting mechanisms. These findings demonstrate that effective child protection depends not only on the existence of legal norms but also on the availability of practical reporting channels that children can easily access. Accordingly, digital reporting systems should be designed as extensions of school-based child protection mechanisms rather than merely technological innovations.[44]

A third component of the framework concerns the integration of legal protection and case-management mechanisms. Studies on child victims of bullying consistently highlight that reporting systems should not stop at receiving complaints but must ensure appropriate follow-up, victim support, and access to justice. Effective digital reporting systems should therefore incorporate referral pathways connecting schools, counselors, child protection agencies, parents, and legal authorities. Such integration enables victims to receive comprehensive assistance, including psychological support, legal consultation, and educational accommodations where necessary. A child-responsive framework requires that every report generates a structured response aimed at protecting the child's best interests rather than simply documenting incidents.[45]

Furthermore, the framework should incorporate restorative justice principles as part of its response mechanism. Contemporary scholarship increasingly recognizes that punitive approaches alone are insufficient for addressing bullying among children. Instead, restorative justice seeks to repair harm, promote accountability, and facilitate reconciliation while prioritizing the well-being of victims.[46] Digital

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[44] Clarke et al., "Schools as a Safety-Net: The Impact of School Closures and Reopenings on Rates of Reporting of Violence against Children."

[45] Mayasari, Atjengbharata, and Seguito Monteiro, "Legal Protection for Child Victims of Bullying from the Perspective of Child Protection Law."

[46] Amadela Andra Dynalaida et al., "The Concept of Protection for Children Victims of Bullying Based on the Indonesian Criminal Justice System and the Rules of International Law."

reporting systems can support restorative processes by documenting incidents, facilitating communication among stakeholders, and ensuring that victims' perspectives are considered throughout case resolution. By combining legal education with restorative justice, the framework encourages children not only to report bullying but also to participate meaningfully in processes that promote healing and behavioral change.

Another essential element of the framework is digital legal empowerment. Recent studies examining digital complaint mechanisms indicate that legal protection often fails not because legal rules are absent but because victims cannot effectively access available remedies. Institutional silence, unequal power relations, and lack of trusted reporting mechanisms frequently discourage victims from seeking help. Therefore, digital reporting platforms should be designed not only as complaint submission tools but also as educational spaces providing information regarding children's rights, legal protections, reporting procedures, and available support services. Through this approach, technology functions as an instrument of legal empowerment rather than merely a means of communication.[47]

Based on these considerations, this study proposes a Legal Education-Based Child-Responsive Digital Reporting Framework consisting of six interrelated dimensions, namely: (1) Legal Education and Rights Awareness; (2) Child-Friendly Digital Reporting Access; (3) Verification and Multidisciplinary Assessment; (4) Integrated Protection for Child Victims and Child Offenders; (5) Restorative Justice, Recovery, and Reintegration; and (6) Institutional Accountability and Continuous Monitoring. Unlike previous reporting models that mainly focus on facilitating complaints from victims, this framework integrates legal education, procedural safeguards, rehabilitation, and restorative justice to ensure balanced protection for every child involved in bullying cases. Such an approach is consistent

[47] Marzuki and Moh. Zainuddin Sunarto, "Law, Silence, and Digital Recourse: Addressing Bullying and Body Shaming in Indonesian Higher Education."

with juvenile justice principles emphasizing education, rehabilitation, and reintegration rather than punishment alone. [48]

This framework contributes to the existing literature by bridging three domains that are often studied separately: legal education, child protection, and digital reporting technologies. While previous studies have focused individually on legal awareness, anti-bullying policies, or reporting applications, limited attention has been given to how these elements can be integrated into a comprehensive child-centered protection model. Therefore, the proposed framework offers a novel conceptual approach for strengthening access to justice, increasing reporting rates, and enhancing the effectiveness of bullying prevention and response mechanisms within educational institutions.[49]

From a policy perspective, the framework contributes to the implementation of child protection policies within educational institutions. Schools should not merely establish reporting applications but should also integrate legal education into school curricula, anti-bullying campaigns, and student orientation programs. Likewise, local governments should ensure continuous socialization of reporting systems and provide adequate institutional support for victims. Through this integrated approach, digital reporting systems can function not only as technological tools but also as instruments for strengthening children's access to justice and legal protection.

[48] Fridayani and Putri, "Sounding the Justice for Child: Does Restorative Justice Matters?"

[49] Jocelyn Valerie et al., "Melawan Bullying: Perbandingan Uu Antarnegara Dan Pemanfaatan Aplikasi Pelaporan Di Sekolah" 1, no. 2 (2024): 3063–7821.

TABEL 1. Legal Education-Based Child-Responsive Digital Reporting Framework

Component	Main Indicators	Expected Outcomes
Legal Awareness	Knowledge of children's rights, bullying identification, reporting procedures	Increased willingness to report
Reporting Accessibility	User-friendly application, confidentiality, anonymity	Increased willingness to report
Institutional Responsiveness	Verification, follow-up, victim assistance	Faster and more effective intervention
Child Protection Outcomes	Safety, recovery, prevention of repeated victimization	Strengthened child protection

Sources: Developed by the Authors based on field findings and literature review (2026).

The literature demonstrates that legal education improves children's awareness of rights, digital reporting systems increase reporting accessibility, and child protection frameworks strengthen legal safeguards for victims. However, these approaches are generally implemented independently. Existing studies rarely explain how legal literacy can be systematically integrated into digital reporting mechanisms to create a child-responsive protection ecosystem. Therefore, this study's novelty lies in proposing a Legal Education-Based Child-Responsive Digital Reporting Framework, in which legal empowerment serves as the foundation for reporting behavior, digital technology functions as the access mechanism, and child protection principles guide institutional responses. This integrated model provides a more comprehensive strategy for protecting school bullying victims and strengthening children's access to justice in the digital age.

Unlike previous studies that primarily examine legal education, digital reporting systems, or restorative justice independently, the proposed framework integrates these three domains into a unified child protection ecosystem. The framework introduces multidisciplinary verification prior to institutional action, balances the legal protection of child victims and child offenders, strengthens parental participation, and positions restorative justice as the principal mechanism for resolving school bullying cases involving children. Consequently, SI GETAK is conceptualized not merely as a reporting application but as a comprehensive legal governance model capable of preventing bullying, protecting children's rights, and promoting sustainable behavioural change within educational institutions. This integrated perspective advances recent scholarship in the field of clinical legal education by demonstrating that digital reporting mechanisms should operate alongside legal education, institutional accountability, and restorative child justice.

Conclusion

This study demonstrates that strengthening legal education and implementing child-responsive digital reporting systems are essential strategies for improving the protection of school bullying victims. Legal education serves as the foundation for empowering students to understand their rights, recognize bullying as a violation of those rights, and utilize available protection mechanisms. At the same time, child-responsive digital reporting systems provide accessible, confidential, and safe channels through which children can report incidents and seek assistance without fear of stigma or retaliation. The integration of these two approaches contributes to a more comprehensive child protection framework that promotes access to justice, early intervention, and victim recovery.

The implementation of SI GETAK illustrates how digital technology can be utilized not only as a reporting tool but also as a mechanism for legal empowerment, institutional accountability, and coordinated case management. By incorporating child-friendly features,

legal information, and restorative justice principles, SI GETAK supports a reporting environment that prioritizes the best interests of the child while strengthening collaboration among schools, families, counselors, and relevant authorities. This approach moves beyond conventional reporting mechanisms by creating a more responsive and participatory system for addressing bullying in educational settings.

The study also proposes a Legal Education-Based Child-Responsive Digital Reporting Framework consisting of five interconnected dimensions: legal education and rights awareness, child-friendly digital reporting access, integrated protection and case management, restorative justice and victim recovery, and institutional accountability and monitoring. This framework contributes to the existing literature by integrating legal education, child protection, and digital reporting technologies into a unified model that can guide future policy development and school-based interventions.

Practically, the findings suggest that educational institutions should incorporate legal literacy programs into anti-bullying initiatives and adopt digital reporting systems that are specifically designed to accommodate children's developmental needs and rights. Policymakers should support the development of standardized child-responsive digital reporting mechanisms and strengthen collaboration among education authorities, child protection agencies, and law enforcement institutions to ensure effective implementation. Future research may further examine the effectiveness of SI GETAK through empirical evaluation in different educational contexts and explore the potential integration of emerging technologies, such as artificial intelligence and predictive analytics, to enhance early detection and prevention of bullying. Through these efforts, digital reporting systems can become a sustainable instrument for strengthening child protection and ensuring safer educational environments in the digital era.

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