

ABSTRAK

HIKMATUN NISA, NPM: 20.22.129, Judul **“IMPLEMENTASI KEBIJAKAN PENCEGAHAN DAN PENANGANAN KEKERASAN DI LINGKUNGAN SATUAN PENDIDIKAN BERDASARKAN PERMENDIKBUDRISTEK NOMOR 46 TAHUN 2023 DI KABUPATEN HULU SUNGAI UTARA (Studi Kasus: SMA Negeri 1 Amuntai dan SMA Negeri 2 Amuntai)”**. Dibawah bimbingan Ibu **Ratna Sari, S.Sos., M.A** sebagai Dosen Pembimbing I dan Bapak **Djayeng Turano Gunade, S.Sos., M.AP** sebagai Dosen Pembimbing II.

Kebijakan pencegahan dan penanganan kekerasan di lingkungan satuan pendidikan bertujuan untuk menciptakan lingkungan belajar yang aman, nyaman, ramah anak dan bebas dari segala bentuk kekerasan. Kebijakan ini diatur dalam Permendikbudristek Nomor 46 Tahun 2023 sebagai pedoman bagi satuan pendidikan dalam melakukan upaya pencegahan, penanganan serta pelaporan kasus kekerasan di sekolah. Namun dalam pelaksanaannya, kebijakan ini masih menghadapi berbagai tantangan, seperti masih terjadinya kekerasan baik dalam bentuk verbal maupun non verbal di sekolah, adanya keterlambatan pembentukan Tim Pencegahan dan Penanganan Kekerasan (TPPK) serta belum tersusunnya Standar Operasional Prosedur (SOP) tertulis secara khusus di kedua sekolah. Tujuan penelitian ini adalah untuk mengetahui implementasi kebijakan pencegahan dan penanganan kekerasan di lingkungan satuan pendidikan serta faktor-faktor yang memengaruhi pelaksanaannya di SMA Negeri 1 dan SMA Negeri 2 Amuntai.

Penelitian ini menggunakan pendekatan kualitatif dengan tipe *deskriptif* kualitatif. Teknik pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Sumber data diperoleh melalui penarikan informan secara purposive sampling yang berjumlah 14 orang, terdiri dari kepala sekolah, guru mata pelajaran, guru bimbingan dan konseling serta siswa. Data yang terkumpul kemudian dianalisis dengan teknik reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa implementasi kebijakan pencegahan dan penanganan kekerasan di kedua sekolah tergolong cukup baik, khususnya pada sub variabel komunikasi, sumber daya dan disposisi, yang ditandai dengan adanya sosialisasi kebijakan, tersedianya layanan bimbingan konseling, komitmen sekolah dalam menangani kasus serta mekanisme pelaporan yang berjalan efektif. Namun, pada sub variabel struktur birokrasi masih tergolong kurang baik, terutama pada indikator keterlambatan pembentukan TPPK dan belum tersedianya SOP tertulis yang baku. Faktor penghambat implementasi kebijakan meliputi masih terbatasnya pengawasan sekolah terhadap perilaku kekerasan, kurangnya kejelasan sosialisasi yang disampaikan terkait dengan isi kebijakan dan belum adanya kebijakan batasan dan perlindungan guru dalam menindaklanjuti kekerasan. Faktor pendukungnya yaitu kemudahan akses dan rasa aman yang mendorong tingginya minat pelaporan siswa, adanya peran aktif guru dalam mencegah terjadinya kekerasan di sekolah, adanya penerapan prinsip sekolah ramah anak di lingkungan sekolah.

implementasi kebijakan ini, pihak sekolah disarankan untuk meningkatkan konsistensi komunikasi dan pemerataan sosialisasi kebijakan kepada seluruh warga sekolah, menyusun SOP tertulis secara khusus, memperkuat pelatihan bagi TPPK dan guru serta mempercepat penyesuaian struktur organisasi pelaksana kebijakan. Dengan demikian, diharapkan kebijakan pencegahan dan penanganan kekerasan dapat berjalan lebih optimal dalam mewujudkan satuan pendidikan yang kondusif, aman dan nyaman bagi anak dan seluruh warga sekolah.

ABSTRACT

HIKMATUN NISA, NPM: 20.22.129, title **“THE IMPLEMENTATION OF THE POLICY ON THE PREVENTION AND HANDLING OF VIOLENCE IN EDUCATIONAL INSTITUTIONS BASED ON REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY NUMBER 46 OF 2023 IN HULU SUNGAI UTARA REGENCY (Case Study: SMA Negeri 1 Amuntai and SMA Negeri 2 Amuntai)”**, Under the guidance of Mrs. **Ratna Sari, S.Sos., M.A** as Supervisor I and Mr. **Djayeng Turano Gunade, S.Sos., M.AP** as Supervisor II.

The policy on the prevention and handling of violence in educational institutions aims to create a safe, comfortable, child-friendly learning environment free from all forms of violence. This policy is regulated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 as a guideline for educational institutions in conducting prevention, handling, and reporting of violence cases in schools. However, in its implementation, this policy still faces several challenges, such as the continued occurrence of both verbal and non-verbal violence in schools, delays in the establishment of the Violence Prevention and Handling Team (TPPK), and the absence of specific written Standard Operating Procedures (SOPs) in both schools. This study aims to examine the implementation of the policy on the prevention and handling of violence in educational institutions and to identify the factors influencing its implementation at SMA Negeri 1 Amuntai and SMA Negeri 2 Amuntai.

This study employed a qualitative approach with a descriptive qualitative type. Data were collected through interviews, observations, and documentation. The data sources were obtained using purposive sampling involving 14 informants, consisting of school principals, subject teachers, guidance and counseling teachers, and students. The collected data were analyzed using data reduction, data display and conclusion drawing techniques.

The results indicate that the implementation of the policy on the prevention and handling of violence in both schools is categorized as fairly good, particularly in the sub-variables of communication, resources, and disposition, as reflected in policy socialization activities, the availability of guidance and counseling services, the schools' commitment to handling cases, and the effective reporting mechanisms. However, the bureaucratic structure sub-variable remains inadequate, especially regarding delays in the establishment of the TPPK and the absence of standardized written SOPs. Factors inhibiting the implementation of the policy include limited school supervision of violent behavior, lack of clarity in the socialization delivered regarding the contents of the policy and the absence of a policy on the limitations and protection of teachers in following up on violence. Supporting factors are ease of access and a sense of security that encourages high interest in student reporting, the active role of teachers in preventing violence in schools, and the implementation of child-friendly school principles in the school environment.

To improve the effectiveness of this policy implementation, schools are advised to enhance consistency in communication and equitable dissemination of policy information to all school members, develop specific written SOPs, strengthen training for the TPPK and teachers, and accelerate adjustments to the organizational structure responsible for policy implementation. Thus, it is expected that the policy on the prevention and handling of violence can be implemented more optimally to create educational institutions that are conducive, safe, and comfortable for children and all members of the school community.