



RESEARCH

Public Service Innovation In Handling Cases Of Violent Bullying In Serang City In 2024

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Abstract

This study aims to analyze the public service innovation implemented by the Department of Education and Culture of Serang City in addressing bullying in educational institutions through the establishment of the Task Force for the Prevention and Handling of Violence (TPPK). The background of this research is based on the high rate of violence, particularly bullying, which remains prevalent in schools, and the urgent need for innovative efforts that are effective and address the root causes. This research uses a qualitative approach with a case study method and data collection techniques including interviews, observations, and documentation. The analysis is based on five innovation indicators proposed by Everett M. Rogers: relative advantage, compatibility, complexity, trialability, and observability. The findings indicate that this innovation offers a relative advantage over previous methods and aligns with the public's empathetic values. However, challenges remain, including a lack of coordination among stakeholders, limited program trials, and insufficient transparency and service sustainability. In conclusion, although the TPPK innovation has provided benefits, further evaluation is needed to ensure the program operates more effectively, transparently, and inclusively across all sectors of society.

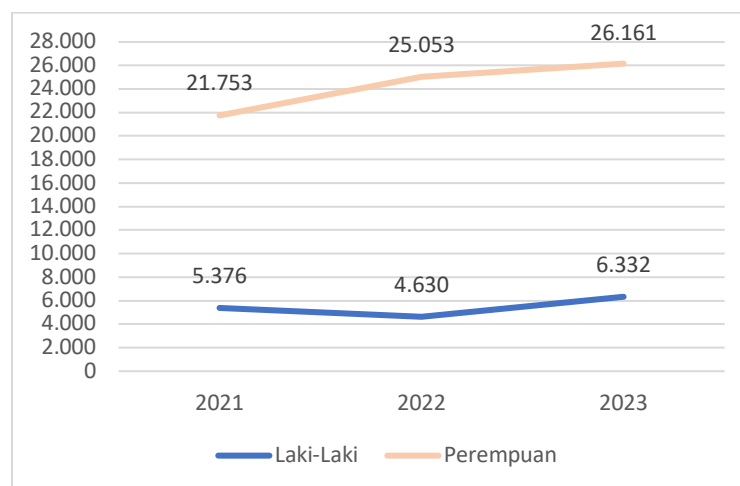
Keywords : Public Service, Innovation, Bullying, Violence, Education.

INTRODUCTION

Indonesia is a country that has a lot of diversity ranging from ethnicity, culture, language and religion (Ning et al., 2020). This diversity certainly has a number of problems, the problem that often occurs in Indonesia is the problem of violence. This violent act still often occurs every year in Indonesia. This violent act is not only found in Indonesia but violence is also found in developed and developing countries (Agustin, 2023).

Violent acts are a form of behavior that is intentionally carried out by individuals or groups with the aim of hurting or oppressing others. Violent acts are divided into several types, namely physical violence where the actions occur in real terms and can be felt directly by the body, such as beatings, biting, kicking, or using other weapons to hurt others. Violent acts against children where these actions include all forms related to emotional, physical and sexual abuse of children, as well as neglect of children's needs (Zahroh & Reviandani, 2024).

Figure 1. Data Graph of Number of Cases of Violence



Based on data from the Ministry of Women's Empowerment and Child Protection recorded from 2021-2023. From the data above, there are 27,129 cases of violence, including the number of male victims of violence around 5,376 and female victims of violence reaching 21,753. Victims of violence based on age percentage, male and female victims of violence mostly occur at the age of 13-17 years. Furthermore, data in 2022 shows that the number of cases of violence reached 29,683 victims of violence, including male victims around 4,630 victims of violence and victims of violence against women reaching 22,963 victims.

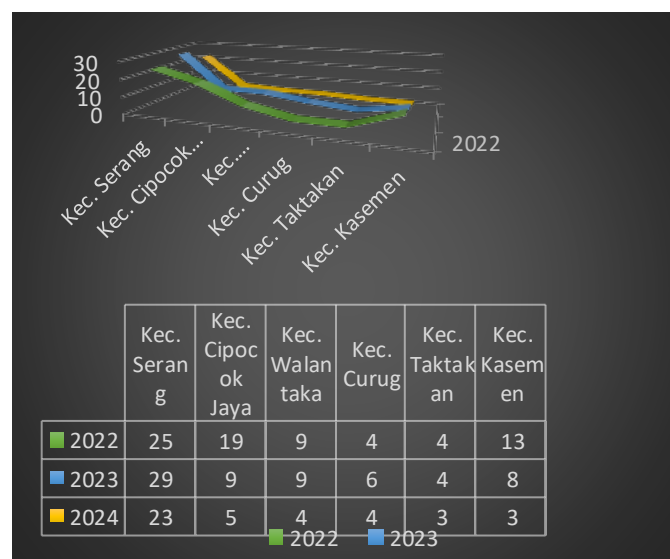
According to the Indonesian Child Protection Commission (KPAI), the number of cases of violence tends to increase every year and month. The increase in the number of cases of violence against children reported by The Indonesian Child Protection Commission (KPAI) every year becomes an alarm for all parties, especially government agencies, to act more seriously in handling the problem. If not handled seriously, this problem will be detrimental to the next generation, threatening the growth and development of children in Indonesia. Therefore, there is a need for synergy between parties ranging from education, health, to law enforcement, in order to create a safe environment and provide optimal protection for children.

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From the various data above, the data comes from the results of the National Assessment in 2022, 34.51% of students or 1 in 3 students have the potential to experience sexual violence 26.9%, students or 1 in 4 students have the potential to experience physical punishment, and 36.31% of students or 1 in 3 students have the potential to experience bullying. This finding is reinforced by the results of the National Survey of Children and Adolescents' Life Experiences in 2021 which showed that 34% of boys and 41.05% of girls aged 13 to 17 years had experienced one or more types of violence throughout their lives. Therefore, cases of violence in educational units require special attention from the government and also from the realm of educational units (Ministry of Education, Culture, Research, and Technology, 2024).

Bullying is an act of violence that we often encounter everywhere, especially in the school environment. Bullying is an act of using one's power with the aim of harming others, such as by using physical or verbal means. Bullying that starts with physical violence such as hitting or punching not only causes physical injuries such as bruises, but also has a serious impact on children's mental health. Psychological disorders due to bullying inhibit the stimulation of children's overall development, including behavioral, emotional, social, and cognitive aspects (Wahani et al., 2022).

Figure 2. Graph of the Number of Cases of Violence Against Children Per District in Serang City 2022-2024



Source: DP3AKB Serang City (2024)

Data on cases of violence against children in Serang City shows the spread across six main sub-districts. In 2022, Serang Sub-district recorded 25 cases, Cipocok Jaya 19, Walantaka 9, Curug 4, Taktakan 4, and Kasemen 13. In 2023, Serang Sub-district experienced an increase to 29 cases, Curug increased to 6 cases, while other sub-districts tended to be stable or decreased. In the last year, most sub-districts, including Serang and Curug, showed a decrease in cases, although the number still needs attention. Looking at the facts on the ground, bullying cases are still often found every year in schools, both perpetrators and victims. Anti-bullying socialization which is only carried out once a month is considered not effective enough. The low intensity of this socialization is one of the triggers for the high number of cases, especially in verbal forms such as insults or body shaming, which have a serious impact on children's mental health.

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Referring to the explanation above, it is related to the issuance of the Prevention and Handling of Violence Program in the Educational Unit Environment and stipulated by the Serang Mayor Regulation on November 6, 2023 concerning the Establishment of a Task Force for the Prevention and Handling of Violence in the Educational Unit Environment where students in the school environment or elsewhere, reject student brawls both in the school environment and outside the school environment, and reject acts of physical and psychological violence in the school environment or elsewhere. This is an optimization of the regulations that have been previously regulated through Permendikbud No. 82 of 2015 which is still related to the Prevention and Handling of Violence in the Educational Unit Environment, however, the thing that can be different is the formation of the Task Force.

To tackle bullying in schools, the Serang City Education and Culture Office (DINDIKBUD) formed a Violence Prevention and Handling Team (TPPK). This team is tasked with handling cases of violence based on ministry policies. This innovation is important because bullying has serious impacts, including mental disorders and children's decisions to drop out of school. This effort is expected to reduce the number of violence cases every year and create a safe educational environment (Putri, 2023).

The high number of bullying cases has prompted the Serang City Education and Culture Office to present innovation through the establishment of a Violence Prevention and Handling Team (TPPK) in schools. TPPK provides reporting services, victim assistance, mediation, recovery, and coordination with related institutions. The main focus of this innovation is to increase socialization in schools, not only for students, but also for teachers and staff, in order to convey bullying prevention and handling materials. This step aims to reduce the number of violence cases each year and create a safe learning environment for children.

The most important innovation to overcome cases of bullying violence in Serang City is by conducting more or more frequent socialization in schools in Serang City, this socialization is not only intended for students but also for education personnel or teachers and school staff. Socialization activities carried out in schools are such as providing materials related to how to prevent and overcome bullying in the school environment. This is done so that cases of bullying violence decrease every year and there are no more cases of bullying violence against children.

The importance of this research is because this research has not been widely studied in government studies. Seeing that currently one of the important issues that is often overlooked in the world of education in Indonesia is the mental and psychological health of students. Our education tends to focus more on achieving grades and quantitative aspects, while emotional and mental well-being are less noticed because they are equally important in supporting the overall success of children.

RESEARCH METHODS

This study uses a qualitative research method according to Creswell (2014). Qualitative research methods are a method in research which will be able to produce descriptive data. In carrying out this qualitative approach method, the aim is to obtain the necessary data and information through interviews, observations, documents, and others. In this study, the researcher used a case study approach. This case study approach is used by researchers because in this study to see a case, namely a case of bullying violence in Serang City by looking at it from the perspective of how public service innovation from the Serang City Education and Culture Office to overcome cases of bullying violence in Serang City.

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The researcher uses a single instrumental case type because the researcher wants to focus on an issue or case that has been selected and only focuses on one issue. The data collection techniques that will be used by the researcher are Interviews, Observations, Documentation, and Literature Studies. In this study, the researcher uses source triangulation techniques to test the validity of the data. This source triangulation technique is carried out by comparing data obtained from interviews with other data such as written document data, official records, archives, and written images or photos.

RESULTS AND DISCUSSION

Public service innovation is one of the government's important efforts in responding to complex social challenges, including the problem of violence in educational environments. The Serang City Education and Culture Office has taken concrete steps by establishing a Task Force for the Prevention and Handling of Violence (TPPK) as a form of institutional innovation that is responsive to the increasingly worrying issue of violence. This task force is an extension of the national policy stated in Permendikbudristek Number 46 of 2023, but its implementation is adjusted to the local context in Serang City. The main objective of establishing this Task Force is to create an integrated system in preventing and handling violence in educational units, with an approach that is not only reactive, but also preventive and rehabilitative.

The existence of the Violence Prevention and Handling Task Force (TPPK) is a form of structural innovation that strengthens the role of educational institutions in protecting the rights of students. This innovation shows that the Serang City Education and Culture Office does not only emphasize the administrative aspects, but also pays attention to the social and psychological dimensions of cases of violence. This task force is tasked with receiving reports, conducting mediation, providing psychological assistance, and also coordinating with other service units such as the UPTD PPA for legal settlement. This is an important paradigm shift where education is not only a place for formal learning, but also a safe and inclusive space for all students. The task force acts as a service provider that bridges the needs of students, parents, and the community in creating a school environment that is free from intimidation, harassment, and physical and verbal violence.

The main advantage of this innovation lies in its comprehensive approach. The Task Force does not solely rely on reporting and action, but prioritizes a recovery approach that places the victim as the center of attention. In some cases, the solution offered is not always a legal process, but rather a mediation, counseling, and reconciliation approach between the parties. This is very important because not all cases of violence are suitable for legal processing, especially when it concerns children and adolescents who are in the emotional development stage. This approach also shows that the Task Force works with the principles of empathy, protection, and restorative justice, which are part of the values of humanistic and needs-based public service.

In its implementation, this public service innovation also emphasizes the importance of observability or visibility of results. The people of Serang City, especially parents and students, can easily see the real form of this program through complaint service facilities at schools, the formation of task force teams at the education unit level, and the documentation and reporting of mentoring activities. In addition, the Task Force is also active in conducting socialization and education to all elements of the school regarding the importance of an anti-violence culture. This is in line with the Public Value theory by Mark Moore (1995), which states that a public innovation is said to be successful if it is able to create benefits that are directly felt by the community and strengthen public trust in the government.

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In this context, the Task Force for the Prevention and Handling of Violence (TPPK) has succeeded in creating public value by becoming the vanguard of protecting students from all forms of violence. Although this public service innovation has been running and has begun to show positive results, evaluation and institutional strengthening are needed to ensure its sustainability. One of the main challenges is to ensure that all educational units under the auspices of the Serang City Education and Culture Office truly form and operate the Task Force for the Prevention and Handling of Violence (TPPK) optimally. In addition, there is a need for ongoing training for Task Force members, the involvement of professional psychologists, and increased synergy with law enforcement officers and social institutions. Then the impact of the program is also key so that this innovation does not get stuck and is able to develop in accordance with the social dynamics that occur. Therefore, public service innovation through the Task Force is not only a temporary solution, but also a long-term foundation in building a safe, fair, and highly protective education system. Then the researcher discussed and presented the innovation of public services of the Serang City Education and Culture Office in overcoming acts of bullying violence in Serang City in 2024 with the following five appropriate indicators:

1. Relative Advantages

Every innovation needs to have its own advantages and uniqueness when compared to previous innovations. Innovation is also marked by the presence of an element of novelty that is the main differentiator from other innovations.(Everett Mitchell Rogers, 2003). Relative Advantage is defined as an innovation that needs to have advantages or benefits and more value compared to previous innovations. The need for novelty in the innovation that makes a distinctive feature that can distinguish it. Based on the results of interviews and observations, researchers see that the public service innovation issued by the Serang City Education and Culture Office has more value than previous public services. Looking at the old public service is only limited to socialization in schools and the existence of such socialization is not often done, the socialization is usually done if at the end of the month there are many cases of bullying and many reports from victims.

The facts in the field that researchers found were that the added value and advantages of public service innovations can certainly reduce the number of cases of bullying violence, although they have not been reduced drastically. In addition, the advantage of this innovation is the cooperation with related agencies so that cases of violence can be resolved properly and in accordance with the different areas in each case. For example, Dindikbud which resolves in the field of education, DP3AKKB which resolves in the field of psychological assistance, and the Social Service which resolves in the field of rehabilitation.

From the collaboration between agencies, the problem of bullying violence cases has been resolved very well. The innovation of forming the Violence Prevention and Handling Task Force (TPPK) brings added value to public services because it encourages victims to be more courageous in reporting, unlike previously who tended to be afraid to report to the agency or authorities. DP3AKKB data shows an increase in reports from 17 cases in 2023 to 55 cases in 2024. However, many schools still cover up cases of violence in order to maintain their image. Socialization, which was previously the only method, is now complemented by the formation of a Task Force that provides direct complaint services. This is in line with the view of Mulgan and Albury (2003), that effective innovation in the public sector requires a new, more focused approach, such as the formation of a special team.

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However, the Serang City Child Protection Agency assessed that this innovation has not touched the entire community because there are still many unreported cases, indicating the iceberg phenomenon. With more than 500 schools in Serang City, the possibility of victims who do not report is much greater than those recorded. LPAI Banten also assessed that the innovation has not reached the root of the problem due to the lack of openness of schools and community involvement. Therefore, strengthening the reporting system, cross-sector involvement, and cooperation between schools, agencies, and community institutions is needed to ensure that this innovation is truly effective and equitable.

2. Compatibility

Suitability is the degree to which an innovation is perceived as being in line with existing values in society and the needs of potential adopters. Ideas that are inconsistent with existing values and norms in society will not be adopted as quickly as innovations that are appropriate (Everett Mitchell Rogers, 2003). This public service innovation prioritizes the values of empathy and concern for victims of bullying, especially through psychological services and emotional support provided by the Violence Prevention and Handling Team (TPPK) Task Force. The Task Force also provides a sense of security for victims, especially since the school environment often fails to be the first place of protection. On the other hand, easy and safe reporting services both directly and via WhatsApp 'Puspaga' are a solution that suits the needs of the community, including psychological assistance and rehabilitation for victims and perpetrators.

This program maintains the compatible value of previous innovations, such as socialization to schools, but with the addition of cross-agency collaboration. The community that reported felt concrete benefits such as legal assistance, case resolution, and social assistance, indicating that there is a match between the program and the needs of the community. However, this program still has shortcomings, especially in terms of the direction of achievement which is not yet clear, so it requires further evaluation as suggested by Wiliam N. Dunn (2003).

The Serang City Child Protection Agency highlighted that the benefits of this program have not been felt evenly by the entire community. Although the Task Force carries out its functions, there is still a perception that only a small portion of the community receives direct benefits. Therefore, further accountability is needed from related agencies so that this program truly touches the root of the problem and reaches all levels of society.

3. Complexity

An innovation may have a level of complexity that may be higher than its predecessor. However, because the innovation brings a more modern and effective approach, the level of complexity is usually not considered a significant obstacle (Everett Mitchell Rogers, 2003). Public service innovation related to prevention and handling of violence carried out through the formation of the Violence Prevention and Handling Task Force (TPPK) is considered more complex than conventional socialization in schools. However, this innovation is quite well-received by the community and shows an impact in reducing cases of violence. However, major obstacles are still found, especially the lack of coordination between stakeholders and the minimal role of schools as the main support in controlling violence. Socialization which is only carried out once a year is also a challenge, even though ideally it should be carried out more often in order to reach all levels of society.

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Another problem is the lack of involvement of schools that are still closed to cases of violence on the grounds of maintaining the image of the institution. This makes it difficult for the Task Force to provide psychological and educational assistance to victims. This closedness reinforces the impression that violence is considered a disgrace, not a serious problem that requires a joint solution. On the other hand, students' understanding of the socialization material shows that the initial stage of innovation adoption has been achieved, but the main challenge lies in the implementation stage which has not been fully institutionalized in the education system.

In addition to the lack of understanding from teachers, parents, and other stakeholders, the limited human resources with specific competencies in the field of child protection are also a major obstacle. According to experts such as Wijayani (2012) and Sudirman (2020), synergy, training, and capacity building are the keys to the success of this program. Lack of institutional commitment, weak coordination between stakeholders, and a culture of silence in the school environment hinder the effectiveness of this innovation. Therefore, in order for this program to run optimally and sustainably, it is necessary to improve the system, actively involve all parties, and increase the capacity of the implementers.

4. Trial (Triability)

An innovation can be accepted if it has been tested and proven to provide benefits or added value compared to previous methods. Therefore, every innovation product needs to go through a "public test" stage, where every individual or party has the opportunity to assess the quality of the innovation. (Everett Mitchell Rogers, 2003). This study shows that public service innovation through the Violence Prevention and Handling Task Force (TPPK) implemented by the Serang City Education and Culture Office is considered more effective than the previous approach which was only in the form of socialization. This innovation involves multi-stakeholders, such as the Social Service, DDP3AKKB, school principals, and BK teachers, and has been implemented in all schools in Serang City. The presence of complaint services and psychological assistance for victims of bullying is a real added value and is felt directly by the community, in line with Carol Weiss's view that effective programs must provide direct benefits to recipients.

However, the implementation of the trial of this program is considered not to have shown a strong commitment from the relevant agencies. The Indonesian Child Protection Agency (LPAI) Banten assessed that the trial tended to be administrative in nature and did not touch on the essence of evaluating the success of the program. Although there was a positive response from the community, the implementation of the program tended not to actively involve the wider community. This is contrary to the principle of public innovation according to Christian Bason which emphasizes the importance of an approach based on the real needs of the community (user-driven). The lack of community involvement risks making the results of the trial not accurately reflect the needs in the field.

Another weakness lies in the lack of transparency and documentation in the implementation of the trial. The socialization and complaints that have been carried out are still one-way and closed, without any feedback forum that allows the community to convey evaluations. The lack of publication of evaluation results strengthens the assumption that the trial process was not carried out comprehensively, thus reducing public trust in this program. According to Heald's view (2006),

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transparency is the key to creating accountability. When the process cannot be audited openly, the validity of the trial results becomes weak and program improvement efforts will not be optimal.

5. Observability

The level of visibility of innovation results seen by the public also influences their drive to adopt the innovation. How much the impact of innovation can be seen by the public is a driving factor in their decision to adopt it (Everett Mitchell Rogers, 2003). Public service innovation through the Violence Prevention and Handling Task Force (TPPK) has provided real services such as easily accessible complaints of violence, educational and psychological assistance, and legal recommendations for victims of violence. This innovation is considered to meet the needs of the community because it provides a quick response, social support, and legal protection for victims, especially those from low-income families. The existence of this service shows the seriousness of the local government in responding to the issue of violence in educational units, as well as being a form of the state's presence in protecting children's rights.

Although this innovation has shown high observability through facilities directly felt by the community, there are limitations in the involvement of the victim's family in the program process. Socialization that only targets students without involving parents has resulted in the impact of the innovation not being fully visible. This is an important note that observability is not yet optimal, because violent behavior is often also influenced by family environmental conditions. Therefore, expanding the reach to all stakeholders, including parents, is very necessary so that this innovation can be more effective and have a broad impact.

Overall, this program has reflected public values through responsive, transparent, and easily accessible services. The principles of openness and accountability have begun to be seen in the provision of complaint facilities and assistance for victims. However, to maintain the sustainability of this innovation, the government needs to improve documentation, community involvement, and participatory data-based evaluation. Thus, this program will not only meet community expectations, but also strengthen the legitimacy of the government as a public servant who is responsive and adaptive to social change.

CONCLUSION

Public service innovation by the Serang City Education and Culture Office in handling bullying in schools is carried out through the formation of the Violence Prevention and Handling Team (TPPK). This innovation is present as a response to the increasing cases of bullying that have an impact on children's mental health, with services in the form of complaints, assistance, socialization, and psychological recovery. According to Everett M. Rogers' innovation theory (2003), this program is considered relatively superior because it provides direct benefits to victims. In terms of suitability, the program is in line with the values of community concern. However, challenges arise in the aspects of complexity, trials, and ease of observation, such as weak coordination, low reporting, and uneven socialization. The lack of involvement of teachers and parents, as well as the frequency of socialization which is only once a month, also become obstacles. In general, this innovation has been running and has given an initial positive impact, but still requires systematic strengthening to be effective and sustainable in dealing with acts of bullying violence in Serang City.

DECLARATION OF COMPETING INTEREST

The study titled Public Service Innovations in Handling Cases of Violent Bullying in Serang City in 2024 was conducted independently while upholding the principle of scientific objectivity. The researcher declares that they have no conflicts of interest, whether in the form of financial interests or personal relationships with any party related to the research subject, that could potentially influence the research process, analysis, or results. All findings and interpretations are based on empirical data and a methodological approach that is academically accountable, thereby ensuring the integrity and credibility of the research results.

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USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The author declares that the entire process of compiling, collecting, processing, and analyzing data, as well as writing this manuscript, was conducted independently without the use of artificial intelligence (AI) in any form. Each stage of the research was carried out in accordance with established scientific methodological principles, ensuring that the authenticity, integrity, and academic accountability of this work can be fully guaranteed.

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