

# Health Without Violence In The Digital World: Socialization Of Violence Prevention And Physical-Mental Health For High School Students

Bernard Ekarisman Ndururu<sup>1</sup>, Bambang Suwarno<sup>2\*</sup>, Feby Yoana Siregar<sup>3</sup>, Okta Jaya Hermaja<sup>4</sup>

<sup>1</sup> Faculty of Psychology, Universitas Prima Indonesia, Medan, North Sumatra 20119, Indonesia

<sup>1,2</sup>Faculty of Economics, Universitas Prima Indonesia, Medan, North Sumatra 20119, Indonesia.

<sup>4</sup> Faculty of Science and Technology, Universitas Prima Indonesia, Medan, North Sumatra 20119, Indonesia

\* Corresponding Author:

Email: [bambangsuwarno@unprimdn.ac.id](mailto:bambangsuwarno@unprimdn.ac.id)

---

## Abstract.

*Nationwide, school violence and bullying occur. Most instances occur between the first and second years of high school and might be physical (hitting, kicking, or hair pulling) or verbal. Classroom, small group, and computer-based training are provided. After a socialization session, participants were given a questionnaire to learn what they knew and wanted to know about school violence prevention, physical, verbal, and digital violence, early signs of violence, sexual violence, and bullying vs. joking. This socialization report analyzes the pre- and post-test results of training on handling physical, verbal, and online sexual harassment for 67 SMAN 07 Medan students using the Normalized Gain (N-Gain) approach. The Youth Red Cross 006 of SMAN 07 Medan arranged the workshop to study student bullying and physical, verbal, and cyber sexual violence. This research encompasses students from SMAN 7 Medan, specifically from grades X (17), XI (17), and XII (33). Student N-Gain scores increased significantly for male (0.88) and female (0.94) pupils. The training outcomes suggest schools need to hold annual sexual violence and bullying prevention training and outreach initiatives. To maintain student knowledge, schools should incorporate related resources into the curriculum or guidance and counseling. Thus, universities might develop research-based training modules for secondary schools to combat violence and bullying*

**Keywords:** Sexual Violence; Verbal Violence; Digital Violence; Physical; Mental Health and High School Students.

---

## I. INTRODUCTION

Both offline and online forms of sexual abuse and cyberbullying are harmful to victims' physical and emotional health [1], [2]. Cyberspace, including social media, instant messaging, and online forums, has become an extension of the physical school setting for this type of violence in today's digital age. For school-aged adolescents, the lines between the real and virtual worlds are becoming more porous, and this phenomenon just makes things worse [3]. Adolescence is a delicate period in a student's psychological development, particularly in educational settings such as high school. Students' sense of self, autonomy, and capacity for social interaction are all maturing at this stage [4], [5]. Victims of sexual violence or cyberbullying may experience a range of negative emotions, including terror, humiliation, low self-esteem, and despair. Severe cases can cause victims to suffer from psychological disorders, long-term trauma, poor academic performance, and social withdrawal. Injuries, disturbed sleep, lack of appetite, and other psychosomatic symptoms are all possible for victims of violence. Chronic stress, reduced focus, and diminished drive to learn are some of the more subtle but far more profound effects on mental health [6], [7]. Not only do these things hurt the person, but they also have an impact on the school's overall social and learning environment. Cyberbullying, body shaming, online harassment, and the illegal distribution of personal content are all on the rise among teenagers who use the internet and social media [8], [9]. Consequently, making sure students are safe and supported requires a lot of work from schools, instructors, parents, and the whole school community.

To make sure that kids are aware, brave, and capable of protecting themselves and each other in the real and virtual worlds, there must be ongoing outreach and education on violence prevention as well as mental and physical health care. Adolescents are both susceptible and strategically shaped by their high school environment, making it an important time to establish training and outreach programs to combat sexual violence and bullying in all its forms (physical, verbal, and digital) [10]. SMAN 7 Medan, situated in the East Medan sub-district, reflects the ethnic and cultural diversity of Medan with its extremely diversified student body. Certain places, like the region around the train lines, also have their own distinct ecosystem that is shaped by where it is located. People of several different ethnicities call East Medan, a Medan sub-

district, home. Chinese, Tamil, Batak (from various sub-tribes), and Javanese are among these ethnic groups. People of all different backgrounds engage with one another daily in this community. The way kids feel and interact with others is affected by their surroundings.

The school and students of SMAN 7 Medan provide a secure and supportive classroom setting. To fulfill this promise, the school collaborated with the Red Cross Youth 060 of SMAN 7 Medan to provide a socialization session on mental health management and the handling and prevention of sexual violence. The workshop was attended by practitioners and lecturers from Universitas Prima Indonesia. This program was designed to help students recognize and handle situations that could escalate into bullying or violence and to raise their knowledge of the need to prevent bullying and violence in all its forms (verbal, physical, and online). Lectures, small group work, and computer simulations were part of the training and outreach program. The class learned what sexual violence and bullying are, how they manifest in various ways (physical, verbal, and digital), what causes them, how they impact people, and how to stop them. Notifying school authorities about instances of bullying and violence so they can take appropriate action was another key message of the training and outreach. Students' understanding of how to recognize and avoid sexual violence and bullying was a primary focus of the instruction. Results and comments provided an in-depth look at the training procedures and documentation. To make schools safer places for students and staff, this post will hopefully direct other schools to resources they can use to combat bullying and violence.

## II. METHODS

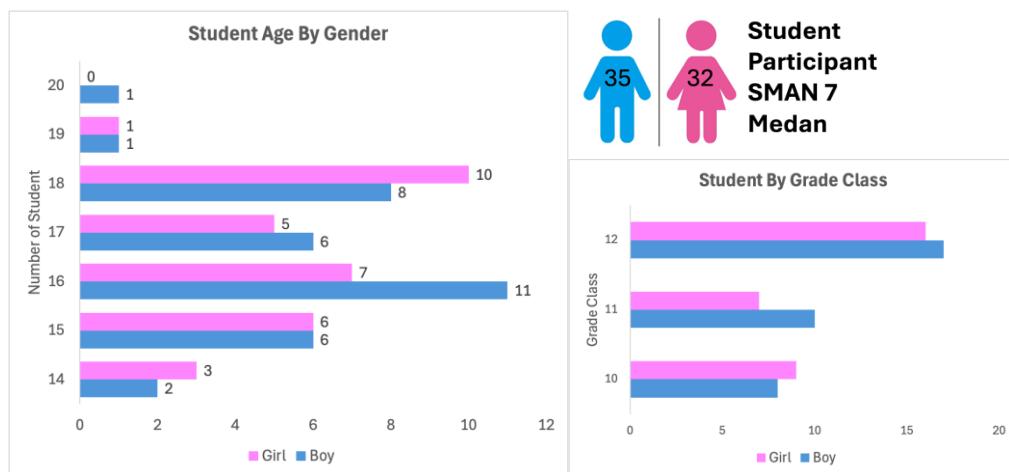
Coaching, mentoring, and work rotation are examples of on-the-job training methods for human resource development. Seminars, simulations, and eLearning are examples of off-the-job training methods [11]. As part of their Partner Mentorship Program, the Community Service Team is hosting this training session. From August 2025 to September 2025, there will be a total of two months of mentorship, with this training serving as the first part. Issue recognition, instruction, and assessment make up the training approach. A preliminary survey, establishing partners and their expectations, and a pre-test to ascertain the community's (school's) needs were the building blocks of the problem identification process. During this phase, a group of community service volunteers from Universitas Prima Indonesia conducted interviews, site visits, and other activities with local businesses and organizations. The event's organizer, Red Cross Youth 006 SMAN 07 Medan, was the principal of SMAN 7 Medan, and the student organizations there were the intended participants. The community service group and its associates settled on ending bullying and sexual assault as their top two concerns. The multiple detrimental effects of sexual violence and cyberbullying on school climate (physical, verbal, and digital) led to the selection of these topics as priorities [12]. If we are serious about helping our students thrive and succeed in school, we must solve these two pressing problems. The last step in identifying the problem was to provide a pretest to potential volunteers. The training phase, which included all faculty and students.

Training included classroom instruction, small-group work, and computer-based exercises. The training presentations discussed the internalization of regulations on the prevention of sexual violence and bullying in educational institutions, as stipulated by the Minister of Education and Culture. Information was also provided on how to recognize the warning signs of bullying and violence. Training staff from the Task Force for the Prevention and Handling of Sexual Violence at Universitas Prima Indonesia (SATGAS PPKS UNPRI) and other organizations educated students on how to recognize and respond to physical and online signs of sexual violence and bullying. The speakers had extensive backgrounds in sexual violence and bullying prevention from their work as researchers, writers, and community members. The principal, who is known to the school's supervisors and instructors, and the school's Red Cross Youth administrators officially began the training session. The last part of this training is to assess how well kids have learned to avoid sexual assault and bullying on school grounds. This part of the process involves giving a post-test to all pupils to make sure they've grasped the training material. If students leave the program with a better understanding of how to recognize and respond to physical, verbal, and cyberbullying, as well as how to prevent sexual assault, then the training was successful.

Pre- and post-tests were administered to gather data on knowledge, with signs of understanding being topics covered, including sexual assault basics, victims of sexual assault, types of bullying and violence, the distinction between joking and being violent, and early warning signals of victims of sexual assault. The measurement method used was the Guttman Scale to evaluate individual attitudes or opinions using a series of statements arranged in a tiered manner [13]. All students' scores were averaged and compared between the pre- and post-tests. To classify students' performance on the autonomous Kurikulum Merdeka, we use the following rubric: "needs guidance" for scores 0-70, "adequate" for scores 71-80, "good" for scores 81-90, and "very good" for scores 91-100 [14]. The Ministry of Culture and Education states that the criteria for evaluating the Independent Curriculum take a comprehensive and ongoing approach, focusing on the three key areas of knowledge, attitudes, and skills. Two forms of assessment, formative (done during learning) and summative (done after learning), are utilized in this assessment. The assessment criteria also include an objective, consistent, and fair rubric to thoroughly monitor student development [15]. N-Gain was used to analyze the success of the learning process, and a paired t-test was employed to determine the existence of statistically significant differences between the pre- and post-test findings. By tracking the improvement in scores, N-Gain (Normalized Gain) was employed to gauge the efficacy of the learning process. N-Gain results can be categorized as high ( $>0.7$ ), medium ( $0.3 < g < 0.7$ ), or low ( $<0.3$ ) [16].

### III. RESULT AND DISCUSSION

The partner group's problem identification process uncovered three main areas of focus: the elimination of physical, verbal, and cyber forms of bullying and sexual assault. The participant students from grades XII to XIII of SMAN 7 Medan formed a group for the school community. Training and outreach on the prevention of sexual violence and bullying were held at SMAN 7 Medan on Thursday, September 4, 2025, with 67 students in attendance. Based on the distribution of participants in training and outreach programs on preventing sexual violence and bullying in high schools (Figure 1), participation in the training and outreach program on preventing sexual violence and bullying in high schools is quite balanced across all grade levels. The largest number of participants were between the ages of 16 and 18, indicating that this age group is the most active participant in activities aimed at raising awareness of physical, verbal, and digital violence. The involvement of 12th-grade students was also quite high, indicating a more mature awareness as they approach graduation. Meanwhile, participation among the 19–20 age group was relatively low, likely due to the smaller number of students in that age group. Overall, these results indicate that the outreach and training program was effective in reaching many students of productive age and fostering positive attitudes toward preventing violence in the school environment.



**Fig 2.** Demographic data distribution of students

Based on the results of the average pre-test of the training and outreach program on preventing sexual violence and bullying in high schools (table 1), it was clear that both male and female participants still needed guidance in understanding the material presented. The average score for boys (around 65.8) was

slightly lower than for girls (around 66.7), indicating that female students have a slightly better understanding of the issues of violence and bullying.

**Table 1.** Average Pre-Test Scores of Trainings and Outreach Participants

Question	Grade 10		Grade 11		Grade 12		Total School		
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	AVG
Regulatory Knowledge	45	55	40	50	55	70	48,3	58,3	52,5
Regulatory Targets	55	60	60	60	70	60	63,3	63,3	60,8
Forms of Physical Violence	70	60	70	65	70	75	68,3	70,0	68,3
Forms of Verbal Violence	75	75	80	70	70	70	73,3	70,0	73,3
Forms of Digital Violence	65	70	75	80	60	60	71,7	66,7	68,3
Signs of Victims of Violence	60	60	70	75	75	70	73,3	73,3	68,3
Handling Violence	70	60	60	65	60	60	61,7	61,7	62,5
Differences Between Bullying & Joking	60	60	60	70	70	70	66,7	70,0	65,0
<b>Total</b>	<b>63</b>	<b>63</b>	<b>64</b>	<b>67</b>	<b>66</b>	<b>67</b>	<b>65,8</b>	<b>66,7</b>	<b>64,9</b>

*Note Score Point: 0-70 (needs guidance), 71-80 (adequate), 81-90 (good), 91-100 (very good). B (Boy), G (Girl).*

The aspect with the highest score was verbal violence, which was categorized as adequate, indicating that students are quite capable of recognizing forms of violence in everyday communication. Meanwhile, knowledge regarding regulations, targets of regulations, and handling of violence is still low, which means students do not fully understand the policies and appropriate preventive measures. Overall, these results indicate the need for further training that is more applicable and based on real experiences so that students are able to play an active role in creating a school environment that is safe from physical, verbal, and digital violence.

**Table 2.** Average Post-Test Scores of Trainings and Outreach Participants

Question	Grade 10		Grade 11		Grade 12		Total School		
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	AVG
Regulatory Knowledge	90	95	97	95	95	90	95,7	93,3	93,7
Regulatory Targets	90	95	94	93	95	95	94,0	94,3	93,7
Forms of Physical Violence	90	90	90	90	95	90	91,7	91,7	90,8
Forms of Verbal Violence	90	95	93	90	85	90	89,3	88,3	90,5
Forms of Digital Violence	90	95	95	85	95	90	91,7	90,0	91,7
Signs of Victims of Violence	85	85	90	90	90	95	90,0	91,7	89,2
Handling Violence	90	90	90	90	95	95	91,7	93,3	91,7
Differences Between Bullying & Joking	85	90	90	95	90	90	91,7	91,7	90,0
<b>Total</b>	<b>89</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>93</b>	<b>92</b>	<b>92,0</b>	<b>91,8</b>	<b>91,4</b>

*Note Score Point: 0-70 (needs guidance), 71-80 (adequate), 81-90 (good), 91-100 (very good). B (Boy), G (Girl)*

Based on the average post-test results of the training and outreach on preventing sexual violence and bullying in high school environments, there was a significant increase in the understanding of both male and female participants (Table 2). The average overall score reached 91.4, which is categorized as very good, indicating that participants had a deep understanding of the material after participating in the activities. The highest scores were obtained in the aspects of "knowledge of regulations" and "targets of regulations", indicating that students were able to understand the legal basis and objectives of violence prevention policies. Although there was a slight difference between boys (92.0) and girls (91.8), both showed almost equal levels of understanding in recognizing, preventing, and handling physical, verbal, and digital violence. Overall, these results prove that the training and outreach activities are very effective in increasing students' awareness and ability to create a safe and violence-free school environment.

Based on the comparison of average pre-test and post-test scores (Table 3), it appears that the training and outreach on preventing sexual violence and bullying significantly improved the understanding of both male and female students. The average pre-test score for male participants increased from 65.8 to 92.0 in the post-test, while the average score for female participants increased from 66.7 to 91.8. This indicates a significant increase in understanding, with an N-Gain score of 0.88 for males and 0.94 for females, categorized as "high." The largest increase occurred in the "Regulatory Knowledge" aspect, with an N-Gain

score of 1.00 for both, indicating the training's success in strengthening understanding of the legal basis and policies related to violence prevention. These results demonstrate that a participatory learning approach based on understanding moral values is effective in raising student awareness.

**Table 3.** Average Post-Test vs Pre-Test Scores

Question	Pre-test		Post-test		N-Gain		Note
	Boy	Girl	Boy	Girl	Boy	Girl	
Regulatory Knowledge	48,3	58,3	95,7	93,3	1,00	1,00	High
Regulatory Targets	63,3	63,3	94,0	94,3	0,95	1,03	High
Forms of Physical Violence	68,3	70,0	91,7	91,7	0,85	0,93	High
Forms of Verbal Violence	73,3	70,0	89,3	88,3	0,72	0,79	High
Forms of Digital Violence	71,7	66,7	91,7	90,0	0,83	0,88	High
Signs of Victims of Violence	73,3	73,3	90,0	91,7	0,75	0,92	High
Handling Violence	61,7	61,7	91,7	93,3	0,88	1,00	High
Differences Between Bullying & Joking	66,7	70,0	91,7	91,7	0,86	0,93	High
<b>Total</b>	<b>65,8</b>	<b>66,7</b>	<b>92,0</b>	<b>91,8</b>	<b>0,88</b>	<b>0,94</b>	<b>High</b>

Note N-Gain Score: High > 0,7, Medium (0,3 < g < 0,7), Low < 0,3.

Furthermore, when viewed from the aspects of physical, verbal, and digital violence, all indicators showed significant improvement with a high N-Gain (0.72–0.93). Male participants experienced the highest increase in their understanding of violence management (N-Gain 0.88), while female participants showed a perfect increase (N-Gain 1.00) in the same aspect. This difference in scores indicates that female students have a higher sensitivity in recognizing and handling forms of violence. Nevertheless, both groups demonstrated nearly equal levels of understanding across all indicators, indicating that the training successfully created gender equality in understanding the issue of violence. Therefore, this outreach activity can be considered highly effective in fostering students' awareness and preventive skills regarding violence in the school environment.

Based on the N-Gain Score results (Table 3), which showed significant increases in both male (0.88) and female (0.94) students, schools are advised to make sexual violence and bullying prevention training and outreach programs an annual routine. Schools also need to integrate related materials into the curriculum or guidance and counseling activities to ensure students' understanding continues to develop sustainably. Furthermore, schools should form a dedicated team comprising teachers, counselors, and student representatives to monitor and address potential violence in the school environment. For universities, these results provide an important basis for expanding collaboration with schools in the form of more applicable and sustainable community service programs [17], [18]. Universities can create training modules based on research, which schools can utilize to enhance their efforts in preventing violence and bullying at the secondary education level.





**Fig 2.** Implementation of Training at SMAN 7 Medan

Although there is distinct risk dynamics associated with physical, verbal, and online forms of sexual harassment, all three types inflict substantial harm on high school students. Trauma, extreme fear, and bodily harm can result from direct physical harassment, which includes unwarranted or coerced touching. Even in the absence of physical contact, verbal harassment (including sexual comments, name-calling, or degrading jokes) can cause harm to self-esteem, an unsafe atmosphere, and mental health issues, including anxiety or despair [19]. The impact of digital harassment is magnified since it is pervasive, difficult to eradicate, and frequently not taken seriously by the school community. Harassment via social media or online messaging persists without temporal or spatial boundaries. Because their impacts are subtle and long-lasting, forms of verbal and digital harassment can cause psychological trauma on par with, or even worse than, physical forms of harassment, according to research [1], [6], [12], [20], [21]. Thus, it is crucial to be cognizant of and take seriously the dangers posed by verbal and digital harassment, even when physical harassment is more "visible" and instantly threatening.

#### IV. CONCLUSION

Personal growth and maturation of emotions take place during high school. Teens and young adults (those between the ages of 15 and 18) are forming their identities, experiencing a range of emotions, and engaging in more robust social interactions, both in person and online. Gender norms, peer pressure, and other forms of social pressure significantly influence them during this period. Lacking an awareness of appropriate boundaries, adolescents are more likely to engage in or become victims of physical, verbal, or sexual abuse if we do nothing to protect them [22]. School violence and bullying are pervasive problems on a national scale. Statistics from the Ministry of Education, Culture, Research, and Technology and the Indonesian Child Protection Commission (KPAI) show that incidents of sexual abuse and bullying in schools are on the rise. Many incidents happen between the junior and senior years of high school and can take two forms: physical (such as hitting, kicking, or pulling hair) and verbal (such as taunting, teasing, sexual insults, touching without consent, sexual comments, or the dissemination of private photos). More than 10% of children had encountered sexual or gender-based violence at school, and one-third of pupils had encountered bullying, according to a poll by the Indonesian Ministry of Education, Culture, Research, and Technology [23]. The proliferation of sophisticated information technology has given rise to new types of online aggression. Unauthorized photo sharing, sexually explicit comments, and sextortion have all arisen as types of cyberbullying and digital sexual abuse with the proliferation of smartphones and social media among teenagers.

There are legal consequences for these kinds of actions, and many students do not realize that they constitute violence. Seminars and training, along with teachings on media ethics and digital literacy, are thus crucial parts of preventative efforts. Because physical, verbal, or sexual violence causes psychological trauma (with symptoms like depression, anxiety, and withdrawal), learning disorders (with symptoms like poor

performance, absenteeism, and reluctance to go to school), loss of security and self-confidence, and the possibility of becoming future perpetrators (the "cycle of violence"), it has a profound and disastrous effect on students. Hence, prevention is a means to safeguard and educate to preserve the welfare of students. Therefore, prevention is an area where schools can play a strategic role. Students' homes have the greatest impact on their development, but schools rank second. Become secure and welcoming environments for children with well-defined preventative standards in place in schools. Establish a society that values nonviolence, instill in children a sense of empathy for victims and an understanding of their right to physical autonomy and social boundaries. This also aligns with: Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units, the Child-Friendly School Program, and the Pancasila Student Profile, particularly the dimensions of "noble character" and "mutual cooperation." One important notion is that "prevention is better than cure." It is more effective to prevent than to treat. Victims of violence often endure long-term psychological effects before their cases are investigated. A safe reporting system, increased gender awareness and empathy, and the early detection of possible student disputes are among the outcomes that can be achieved when schools use prevention criteria.

## V. ACKNOWLEDGMENTS

The authors would like to thank the Principal of SMAN 7 Medan and the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) of Prima Indonesia University, and especially the Rector of Prima Indonesia University for permission to follow up on the implementation of the school-university collaboration. We also thank the entire committee of the Junior Red Cross 006 of SMAN 07 Medan for their invaluable assistance in the field during the training for the school's students.

## REFERENCES

- [1] S. Ståhl and I. Dennhag, "Online and offline sexual harassment associations of anxiety and depression in an adolescent sample," *Nord J Psychiatry*, vol. 75, no. 5, pp. 330–335, 2021, doi: 10.1080/08039488.2020.1856924.
- [2] H. Dahlqvist, Å. Svensson, and K. Gillander Gådin, "Co-occurrence of online and offline bullying and sexual harassment among youth in Sweden: Implications for studies on victimization and health a short communication," *Int J Circumpolar Health*, vol. 81, no. 1, 2022, doi: 10.1080/22423982.2022.2130362.
- [3] E. A. Viktorovna, "The role of real and virtual world image components in the manifestation of adolescent aggression," Dissertation, Moscow Pedagogical State University, 2025. doi: 10.34823/sgz.2022.4.51877.
- [4] E. H. Erikson, *Identity Youth And Crisis*. New York: W.W. Norton & Company Inc, 1968.
- [5] E. Tettey, A. Sarfo-Mensah, and E. J. A. Osei, "Probable Causes And Strategies to Address The Issue of High Rate of Debauchery Among The Youth: With Reference to Erik Erikson's Fifth Stage of Psychosocial Theory of Personality Development," *Britain International of Humanities and Social Sciences Journal*, vol. 5, no. 2, pp. 93–99, 2023, doi: 10.33258/biohs.v5i2.898.
- [6] C. Donaldson, G. Moore, and J. Hawkins, "A Systematic Review of School Transition Interventions to Improve Mental Health and Wellbeing Outcomes in Children and Young People," *School Mental Health*, vol. 15, no. 1, pp. 19–35, 2023, doi: 10.1007/s12310-022-09539-w.
- [7] C. Brown and M. Shay, "From resilience to wellbeing: Identity-building as an alternative framework for schools' role in promoting children's mental health," *Review of Education*, vol. 9, no. 2, pp. 599–634, 2021, doi: 10.1002/rev3.3264.
- [8] R. Ghosh, M. Malhotra, and N. Kumar, "Cyber Bullying in the Digital Age: Challenges, Impact, and Strategies for Prevention," in *Combating Cyberbullying With Generative AI*, IGI Global, 2025, ch. 6th, pp. 151–180. doi: 10.4018/979-8-3373-0543-1.ch006.
- [9] M. R. U. Puluhulawa and R. Husain, "Body Shaming Through Social Media As a Digital Crime in the Era of Disruption," *Jambura Law Review*, vol. 3, no. 1, pp. 112–123, 2021, doi: 10.33756/jlr.v3i1.7200.
- [10] H. Zock, "Erik H. Erikson, Young Man Luther: A Study in Psychoanalysis and History (1958)," *NTT Journal for Theology and the Study of Religion*, vol. 76, no. 1, pp. 61–75, 2022, doi: 10.5117/ntt2022.1.004.zock.
- [11] G. Dessler, *Fundamental Of Human Resource Management*, 5th ed. New York: Pearson, 2019.

- [12] B. Machado, P. L. de Faria, I. Araújo, and S. Caridade, "Cyber Interpersonal Violence: Adolescent Perspectives and Digital Practices," *Int J Environ Res Public Health*, vol. 21, no. 7, p. 832, 2024, doi: 10.3390/ijerph21070832.
- [13] B. Suwarno, C. N. Ginting, E. Girsang, and B. Alamsyah, Pengantar Metodologi Penelitian Kuantitatif, Kualitatif dan Mixed Method (Studi Case Manajemen, Pendidikan, Kesehatan dan Teknik). Karawang: Saba Jaya Publisher, 2025.
- [14] Kemendikbudristek, Kajian Akademik: Kurikulum Merdeka. Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024.
- [15] Kemendikdasmen, Panduan Pembelajaran dan Asesmen: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022.
- [16] R. R. Hake, "Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses," *Am J Phys*, vol. 66, no. 1, pp. 64–74, 1998, doi: 10.1119/1.18809.
- [17] C. Blake *et al.*, "Prevention of, and response to, sexual harassment at secondary school: A system map," *Soc Sci Med*, vol. 358, no. July, p. 117092, 2024, doi: 10.1016/j.socscimed.2024.117092.
- [18] J. Gómez-Galán, C. Lázaro-Pérez, and J. Á. Martínez-López, "Trajectories of victimization and bullying at university: Prevention for a healthy and sustainable educational environment," *Sustainability (Switzerland)*, vol. 13, no. 6, 2021, doi: 10.3390/su13063426.
- [19] WHO, Clinical Management Of Rape And Intimate Partner Violence In Emergencies: Training Curriculum For Health Workers, Facilitato. World Health Organization, 2024. [Online]. Available: <https://www.kirkensnodhjelp.no/globalassets/gbv/nca-clinical-managment-of-rape-and-intimate-partner-violence-training-manual.pdf>
- [20] F. Angela, R. D. María-Luisa, N. Annalaura, and M. Ersilia, "Online Sexual Harassment in Adolescence: A Scoping Review," *Sexuality Research and Social Policy*, vol. 21, no. 4, pp. 1480–1499, 2024, doi: 10.1007/s13178-023-00869-1.
- [21] L. B. Klein and S. L. Martin, "Sexual Harassment of College and University Students: A Systematic Review," *Trauma Violence Abuse*, vol. 22, no. 4, pp. 777–792, 2021, doi: 10.1177/1524838019881731.
- [22] E. H. Erikson, Chilhood And Society, 2nd ed. New York: W.W. Norton & Company Inc, 1963.
- [23] DetikEdu.Com, "1 dari 3 Siswa Berisiko Alami Bullying, Nadiem Keluarkan Permendikbud Baru," [www.detikedu.com](http://www.detikedu.com). Accessed: Oct. 12, 2025. [Online]. Available: <https://www.detik.com/edu/sekolah/d-6864751/1-dari-3-siswa-berisiko-alami-bullying-nadiem-keluarkan-permendikbud-baru>