

**EFFECTIVENESS OF THE IMPLEMENTATION OF THE MINISTER OF EDUCATION, CULTURE, DIRECTORATE, AND TECHNOLOGY REGULATION NUMBER 46 OF 2023 IN PREVENTING BULLYING AND STRENGTHENING GENDER EQUALITY***EFEKTIVITAS IMPLEMENTASI PERMENDIKBUDRISTEK NOMOR 46 TAHUN 2023 DALAM PENCEGAHAN BULLYING DAN PENGUATAN KESETARAAN GENDER***Muhammad Elmy\*, Bunyamin Maftuh, Kama Abdul Hakam**Universitas Pendidikan Indonesia  
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**Abstract:** this study aims to analyze the implementation of anti-bullying and gender equality regulations and their contribution to the internalization of character education values. This study used a descriptive quantitative method supported by qualitative data, using survey instruments and literature reviews. Data are analyzed using the Mazmanian and Sabatier policy implementation framework, ambiguity-conflict theory, and a character education framework. The results of the study indicate that anti-bullying and gender equality regulations have a clear legal basis, but the effectiveness of their implementation varies across schools. The prevalence of bullying remains high, especially in verbal forms at 48.1 percent and relational at 32.7 percent, and gender bias persists. The implementation of anti-bullying policies is experimental, while gender equality tends to be a symbolic implementation. The contribution of regulations is more on the aspects of moral knowing and partly moral feeling, but has not yet touched on moral action. Strengthening teacher capacity is needed through gender bias training, integration of indicators of School-Related Gender-Based Violence and Gender Equality, Disability, and Social Inclusion in national monitoring, and enrichment of practice-based character education.

Abstrak: kajian ini bertujuan menganalisis implementasi regulasi anti-bullying dan kesetaraan gender serta kontribusinya terhadap internalisasi nilai-nilai pendidikan karakter. Kajian ini menggunakan metode kuantitatif deskriptif dengan dukungan data kualitatif, menggunakan instrumen survei dan telaah literatur. Data dianalisis dengan kerangka implementasi kebijakan Mazmanian dan Sabatier, teori ambiguitas-konflik, serta kerangka pendidikan karakter. Hasil kajian menunjukkan bahwa regulasi anti-bullying dan kesetaraan gender memiliki pijakan hukum yang jelas, tetapi efektivitas implementasinya bervariasi antar sekolah. Prevalensi bullying masih tinggi, terutama dalam bentuk verbal sebesar 48,1 persen dan relasional sebesar 32,7 persen, serta bias gender masih terjadi. Implementasi kebijakan anti-bullying bersifat *experimental implementation*, sedangkan kesetaraan gender cenderung *symbolic implementation*. Kontribusi regulasi lebih banyak pada aspek *moral knowing* dan sebagian *moral feeling*, tetapi belum menyentuh *moral action*. Penguatan kapasitas guru diperlukan melalui pelatihan bias gender, integrasi indikator

*School-Related Gender-Based Violence dan Gender Equality, Disability, and Social Inclusion* dalam monitoring nasional, serta pengayaan pendidikan karakter berbasis praktik.

## INTRODUCTION

The implementation of anti-bullying regulations and gender equality policies in educational institutions is at the heart of character education, ensuring fairness, respect, and student safety. Although policies have been issued, such as Ministerial Regulation No. 82 of 2015 and Ministerial Regulation No. 46 of 2023, empirical evidence shows that implementation success varies significantly across schools, depending on contextual factors and the capacity of implementers (Gaffney, Ttofi, & Farrington, 2021; Hall, 2017). International meta-analyses indicate that anti-bullying policy interventions in schools can reduce the prevalence of bullying by 19-20% and victimization by around 15-16%, but their effectiveness varies widely depending on the local context, implementer capacity, and institutional support (Gaffney et al., 2021). Implementing anti-bullying regulations and gender equality policies in schools requires integration between formal rules, pedagogical practices, and oversight mechanisms.

In Indonesia, bullying in schools still occurs in various forms. Research at SDN Simoketawang, Sidoarjo, reported that 34% of students experienced verbal bullying, 33.4% physical bullying, and 32.6% relational bullying (Salsabillah & Tirtoni, 2025). Although anti-bullying programs have been widely implemented in elementary schools, obstacles remain, such as a lack of teacher training, local cultural norms that are permissive of some forms of violence between students, and minimal monitoring of program effectiveness (Sobry & Hadisaputra, 2025; Wicaksono, 2023). Meanwhile, differences in perceptions between male and female students regarding gender equity in schools indicate that formal regulations have not yet fully established equal experiences in the classroom (Mustofa, Karya, & Halim, 2021). Bullying practices in schools are still influenced by the dynamics of students' social interactions and have not been fully reduced through existing policies and programs.

The government has issued comprehensive regulations, such as Minister of Education and Culture Regulation No. 82 of 2015, which

regulates the prevention of violence in educational institutions, and Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023, which updates reporting mechanisms and strengthens the role of violence prevention task forces. However, good regulations do not always guarantee effective implementation. Good anti-bullying and gender equality regulations should not only serve as administrative procedures but also serve as instruments for developing students' moral values of knowing, feeling, and acting. In this regard, there remains a gap between regulations and the internalization of character values. Moral education and character literacy can reduce bullying, but in Indonesia, there is little research explicitly linking them to regulatory implementation (Noboru et al., 2021). The implementation of anti-bullying and gender equality regulations in schools needs to be analyzed in relation to character education as an effort to build students' internalization of moral values.

In the context of equitable bullying prevention, attention to gender and social inclusion dimensions is a crucial part of policy implementation in educational institutions. Furthermore, the implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) based policies remains moderate, hampered by gender stereotypes, lack of teacher training, and limited resources (Muafiah, Susanto, Warsah, Puspitasari, & Puspita, 2025). The gender dimension is often overlooked in studies of bullying implementation. National studies indicate a perception of gender equity in schools (Mustofa et al., 2021). However, research linking this gender dimension to the evaluation of the implementation of bullying regulations in schools is still limited. Consequently, gender equality aspects have not been systematically integrated into bullying prevention policy analysis.

Several research gaps remain. First, although comprehensive anti-bullying regulations have been formulated, empirical evidence shows that successful implementation varies significantly across schools, influenced by contextual factors, implementer capacity, and school culture (Gaffney et al., 2021; Hall, 2017). Second, there

is a gap between formal regulations and the internalization of character values, demonstrating that policies often stop at the administrative level. Little research has explored whether regulations truly generate moral knowing, moral feeling, and moral action (Noboru et al., 2021). Third, although gender dimensions have been incorporated into national regulations, research on the implementation of gender equality policies in schools remains relatively limited. Research linking gender dimensions directly to the evaluation of bullying implementation is still limited. Gender bias is often at the root of all forms of bullying.

This study aims to provide a more comprehensive understanding of the implementation of anti-bullying regulations by linking them to gender equality policies in schools. This approach places character education as the analytical lens, so that the implementation of regulations is understood not only from a procedural perspective, but also from its ability to encourage the internalization of moral values in students. Furthermore, attention is directed to the role of implementing actors, particularly teachers and principals, who hold strategic positions in translating policies into daily educational practices. Policy implementation is analyzed using a top-down framework and a conflict-ambiguity model to explain variations in policy implementation at the school level in Banjarmasin City, while also integrating the gender dimension, which has received little attention in educational policy studies (Mazmanian & Sabatier, 1983; Matland, 1995). Based on the problems described, this study aims to analyze (1) the implementation of anti-bullying and gender equality regulations in schools, and (2) the contribution of regulatory implementation to the internalization of character education values.

## METHODS

This study uses a quantitative approach with a descriptive research type. The quantitative approach aims to describe social phenomena using numerical data and simple statistical analysis (Cresswell, 2010). Qualitative data from open-ended responses were analyzed to capture context, experiences, and suggestions that cannot be measured with numerical data. This approach aligns with the mixed methods convergent model that emphasizes the integration

of quantitative and qualitative data to gain a more complete understanding (Creswell & Clark, 2007). The study location was determined in junior high schools in Banjarmasin City, with teachers, principals, and counselors as the main actors in policy implementation, selected through a purposive sampling technique from schools implementing violence prevention programs in accordance with the latest regulations. The instrument in the form of closed and open-ended questionnaires was prepared based on indicators of Permendikbudristek Number 46 of 2023, which include clarity of objectives and regulations, implementing capacity, institutional support, school socio-cultural conditions, and dimensions of gender equality, using a five-point Likert scale. A total of 162 respondents from 55 schools participated, with a diverse composition of gender, implementing actors, and age range. Quantitative data were analyzed descriptively using frequency distribution and percentages, while qualitative data were analyzed using thematic analysis through a process of coding and grouping themes, then integrated to construct a comprehensive interpretation. The validity of the findings was strengthened through content validity and method triangulation, so that the study results are expected to accurately and contextually represent the conditions of policy implementation.

## RESULTS AND DISCUSSION

### **Implementation of the Minister of Education, Culture, Research, and Technology Regulation Number 46 of 2023 on Bullying Prevention and Strengthening Gender Equality**

The implementation of bullying prevention policies and strengthening gender equality in Indonesia has a strong legal basis through Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units. This regulation emphasizes that violence in schools includes bullying, discrimination, and gender-based violence, thus expanding the scope of the previous regulation, namely Regulation of the Minister of Education, Culture, Research, and Technology Number 82 of 2015. Articles 6 to 11 explicitly regulate the obligation of educational units to form a Task Force for the Prevention and Handling of Violence consisting of principals,

teachers, education personnel, students, and parents. In addition, Articles 14 to 17 emphasize the need for a safe, easily accessible, and child-friendly reporting mechanism, and Articles 22 to 26 outline the stages of case handling, from investigation, mediation, to rehabilitation (Ministry of Education, Culture, Research and Technology, 2023). Minister of Education, Culture, Research, and Technology Regulation Number 46 of 2023 provides a comprehensive institutional and procedural framework, but its effectiveness is highly dependent on school capacity.

The derivative regulations of the Minister of Education, Culture, Research, and Technology Regulation are implemented in the form of technical guidelines for the Violence Prevention and Handling Task Force, integration of national reporting channels, and linkages with school-based character education programs, such as the Roots Program and Child-Friendly Schools. School-based intervention programs can reduce the prevalence of bullying at 19-20% and victimization at 15-16% (Gaffney et al., 2021). However, their effectiveness is highly dependent on institutional support, teacher capacity, and local culture (Hall, 2017). At the school level, national regulations and derivative regulations are operationalized through Standard Operating Procedures containing five aspects: definitions of bullying and gender-based violence, prevention through outreach, psychoeducation, and school campaigns, reporting mechanisms involving Guidance and Counseling teachers, homeroom teachers, and complaint contacts, handling by the Violence Prevention and Handling Task Force, and follow-up in the form of counseling, mediation, or external referrals (Ministry of Education, Culture, Research, and Technology, 2023). Of the 55 schools in Banjarmasin, only 34 schools at 61.8% have written standard operating procedures, while 21 schools at 38.2% have not yet prepared formal documents and still rely on verbal rules and informal agreements.

Schools that have standard operating procedures for bullying prevention, only 15 schools, or 44.1%, have covered all five aspects completely, while most standard operating procedures still focus on the definition of bullying at 82.4% and prevention socialization at 70.6%. Technical aspects, such as formal reporting mechanisms at 64.7%, handling by

the Violence Prevention and Handling Task Force at 55.9%, and systematic follow-up at 44.1%, are still limited. This indicates an implementation gap between comprehensive national regulations and practices in Banjarmasin City schools. This condition highlights the lack of technical assistance in the preparation of standard operating procedures in schools (Sobry & Hadisaputra, 2025). This gap is reflected in the lack of concrete programs, although several schools have demonstrated good practices, such as the *Bebuhan Edukasi Mahasiswa Tentang Bullying* program at SMA Negeri 5 and SMP Negeri 6 Banjarmasin, which involves students as pioneers in line with the principle of student participation in Permendikbudristek Number 46 of 2023, psychological assistance in the child protection program at Ukhuwah Integrated Islamic School, as well as anti-bullying educational socialization at SDN Kuin Cerucuk 1 oriented towards strengthening moral knowing from an early age.

School involvement demonstrates local initiatives in translating regulations into practice, although the programs implemented vary. Institutional capacity significantly determines the effectiveness of bullying prevention policies (Hall, 2017). Field findings also indicate that regulatory implementation varies across schools, depending on the capacity of each institution. Policy implementers at lower levels often adapt implementation to institutional conditions when structural support is not optimal, making the role of local government a crucial factor in ensuring fair and effective implementation (Lipsky, 1980). The establishment of a Task Force for the Prevention and Handling of Violence in Banjarmasin, as mandated by Ministerial Regulation Number 46 of 2023, has been implemented in every school, with a multi-layered bullying reporting mechanism designed to encompass initial identification, report receipt, verification, determination of follow-up actions, handling, and documentation and evaluation by the school.

Data from 55 schools in Banjarmasin show variation in the implementation of bullying prevention regulations. Thirty-two schools, 58.2%, have established a formal Violence Prevention and Handling Task Force, while 23 schools, 41.8%, have not incorporated the Task Force into their official institutional structure.

However, the function of preventing and handling violence continues to be carried out by guidance counselors, homeroom teachers, or designated teachers. Regarding reporting mechanisms, 36 schools, 64.7%, have established a formal reporting system through complaint contacts, guidance counselor services, school hotlines, and online forms, while 19 schools, 35.3%, still rely on direct reporting to teachers without written standard operating procedures. These findings reveal an implementation gap between national regulations and school practices, as reporting mechanisms often remain administrative and lack effective follow-up, which in turn affects student trust in the system (Sobry & Hadisaputra, 2025; Gaffney et al., 2021). Continuous technical support from the education office is therefore essential to ensure effective and consistent implementation.

The presence of the Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 concerning the prevention and handling of violence demonstrates that Indonesia already has a comprehensive legal framework. However, the effectiveness of policy implementation is influenced by factors such as regulatory clarity, implementing capacity, and local institutional support (Mazmanian & Sabatier, 1983). The results of an aggregate survey of 162 respondents in Banjarmasin schools indicate that the anti-bullying program

is considered quite effective. A summary of the analyzed aggregate data is presented below.

Based on aggregate data analysis, the effectiveness of implementing anti-bullying regulations and strengthening gender equality in Banjarmasin City schools shows variation across indicators. Policy dissemination is categorized as effective (M=3.33), indicating that most schools have disseminated bullying prevention information effectively. However, the clarity of regulations and teacher competency remain at a fairly effective level (M=3.06; M=2.97), indicating limited technical understanding and human resource capacity. In terms of institutional aspects, the existence of a Violence Prevention and Handling Task Force and written Standard Operating Procedures are classified as moderate (M=3.04), while reporting mechanisms (M=2.98) and external collaboration (M=2.90) are relatively weak, indicating inconsistent institutionalization of the policy. School climate shows better performance, with effective anti-bullying norms (M=3.28) and tolerance among students (M=3.43), although fairness and non-discrimination practices still face challenges (M=3.17; M=3.10). The gender equality aspect is in the moderate category (M=2.99–3.26), with student participation being relatively effective, but the integration of gender-responsive curriculum and learning media is still limited.

**Table 1.** Analysis of the Implementation of Anti-Bullying and Gender Equality Regulations in Banjarmasin City Schools

Measurement Aspect	Item Indicator	Mean Score	Standard Deviation	Percentage
Effectiveness of the anti-bullying program	4	3,42	0,71	71,6% (effective)
Frequency of bullying at school	3	2,31	0,64	61,7% (rare)
Dominant types of bullying	2	3,21	0,69	48,1 (verbal); 32,7 (social)
Comfort in reporting bullying cases	3	3,64	0,58	79,7% (feel comfortable)
Effectiveness of gender equality programs	4	3,58	0,62	75,4% (effective)
Perceived support for gender equality	3	3,72	0,67	90% (supportive)
Gender-based differential treatment at school	2	2,18	0,55	77,8% (no differences reported)

These findings reinforce the notion that schools in Banjarmasin tend to emphasize general anti-bullying behavior-based programs over more systematic gender mainstreaming. Overall, the average score, which ranged from 3.0 to 3.4, indicates that the implementation of anti-bullying regulations and the strengthening of gender equality are considered quite effective, with varying levels of achievement across aspects. Data interpretation indicates that although anti-bullying and gender equality regulations are generally considered effective, bullying prevalence remains high, and gender bias persists in school practices. Anti-bullying programs reduce prevalence, but their effectiveness varies significantly across contexts or schools (Gaffney et al., 2021). Other national studies have also shown similar implementation gaps across various levels and educational contexts in Indonesia (Widyaningtyas & Mustofa, 2023; Putri, Pembayun, & Qolbiah, 2024; Nur, Komariah, & Wilodati, 2024). The regulation has a strong foundation, but its implementation in the field is still hampered by limited teacher capacity, weak monitoring mechanisms, and local cultural norms that tend to tolerate certain forms of bullying.

### **Contribution to Anti-Bullying and Gender Equality Regulations to the Internalization of Character Education Values**

The implementation of anti-bullying and gender equality regulations is often understood simply as schools' compliance with established procedures, such as the formation of task forces, reporting mechanisms, or conducting outreach. This approach is important, but it is insufficient to capture how regulations are truly lived in classrooms and in everyday student interactions. More than merely administrative tools, educational regulations serve a strategic function as a medium for internalizing character values, fostering awareness, sensitivity, and the courage to act against all forms of bullying and discrimination (Sobry & Hadisaputra, 2025; Dowd et al., 2020). This perspective demands an implementation analysis that goes beyond the existence of programs and examines how teachers, students, and the school environment interpret and translate regulations into concrete practices. Effectiveness should be measured by its impact on school culture and everyday student behavior.

The contribution of regulatory implementation to the internalization of character education values in schools is analyzed using a policy approach that combines a policy implementation framework and character education theory. Policy implementation is examined through the clarity of objectives, availability of resources, implementer capacity, and institutional and social support as key determinants of success (Mazmanian & Sabatier, 1983). Given that character education policies are embedded in social and cultural values, the analysis is complemented by Matland's (1995) conflict ambiguity model to identify implementation tendencies at the school level. The impact of regulation on student character formation is assessed using Lickona's (2007) framework, which includes moral knowing, moral feeling, and moral action. This combined framework indicates that the implementation of anti-bullying and gender equality regulations in Banjarmasin City schools is shaped by policy clarity, implementer capacity, institutional support, and local contextual dynamics. Although national policies are often well designed, their implementation at the school level tends to be diverse and symbolic, thereby limiting their impact on students' internalization of moral values (Hall, 2017). This situation results in diverse and often symbolic policy implementation, thus limiting its impact on students' internalization of moral values.

First, in terms of clarity of objectives and regulations, Minister of Education and Culture Regulation Number 82 of 2015 and Minister of Education and Culture Regulation Number 46 of 2023 essentially provide clear definitions and procedures for preventing and handling bullying. However, the data shows that although the majority of respondents considered the program effective, verbal and social bullying practices remained dominant. This indicates ambiguity at the implementation level. Some respondents, as policy implementers, still view verbal teasing as a normal part of interactions, so formal rules have not been fully translated into consistent practice in the field. Second, based on the framework of resource adequacy, survey results and qualitative suggestions emphasize the need for teacher training, the availability of counseling services, and a more secure reporting system (Mazmanian & Sabatier, 1983). Although

most respondents felt comfortable reporting, the 13.6% who were hesitant indicated limited supporting instruments. Third, the characteristics of implementers, namely the capacity of teachers and principals, appeared to play a central role in implementation. Teachers did assess the program as effective, but the technical capacity to detect non-physical bullying and implement a gender-sensitive approach remained limited. Fourth, institutional support and social conditions also play a role. Banjar culture, which emphasizes togetherness, can provide social capital, but local norms that permissively encourage verbal teasing actually weaken the line between positive behavior and bullying.

Analysis using the ambiguity-conflict framework explains the variation in the implementation of anti-bullying and gender equality regulations in Banjarmasin City schools based on the level of clarity of objectives and actor resistance. Anti-bullying regulations have relatively clear objectives because they include definitions and handling mechanisms, although there is still ambiguity in the interpretation of differentiating jokes from verbal or relational bullying. Because school actors' resistance is relatively low, their implementation tends to fall into the experimental implementation category, whose success depends on teacher capacity, implementer creativity, and the ability to adapt to the local context. Conversely, on the issue of gender equality, despite clear policy objectives, data show that 27.2% of respondents still observed differences in gender treatment in school practices. The ambiguity of the implementation of the regulations, combined with cultural resistance in the form of gender stereotypes, makes the implementation of this policy approach the symbolic implementation category, namely a policy that is normatively accepted but has not yet fully changed practice in the field.

Through the ambiguity-conflict implementation policy framework, it is apparent that anti-bullying and gender equality regulations in Banjarmasin City schools fall within different implementation spectrums. Anti-bullying policies tend to be experimental because their success depends heavily on the capacity and creativity of implementers, while gender equality policies are more symbolic due to strong stereotypes and social norms that hinder their implementation in the field. This

situation suggests that even though regulations have been clearly formulated, the effectiveness of implementation is determined by the school's ability to reduce ambiguity of interpretation and manage social resistance (Matland, 1995). These findings indicate that the contribution of anti-bullying policies to moral knowledge is relatively stronger because the rules have been socialized, but achievements in moral feeling and moral action are still inconsistent across schools (Lickona, 2007). The perception that verbal teasing is considered normal reflects the lack of empathy and emotional sensitivity among students and teachers, which is influenced by a local culture that is permissive of verbal violence. Therefore, without strengthening the affective dimension, understanding of the rules has not fully developed into a moral drive to reject bullying and discrimination.

Conversely, the implementation of regulations on gender equality issues tends to fall into the symbolic implementation category, so their impact on student character development is relatively limited. Regulations provide a cognitive foundation for students to understand the value of equality, called moral knowing, but cultural resistance prevents these values from being fully felt as empathy, called moral feeling, or realized in concrete actions, called moral action (Haeri-Yazdi & Maleki, 2019; Lickona, 2007). In the moral action dimension, the effectiveness of regulations depends heavily on their ability to encourage students to act in accordance with their values, such as reporting, reprimanding, or protecting friends from bullying (Lickona, 2007). Empirical findings indicate that although 79.7% of respondents felt comfortable reporting, there was still hesitation in practice, indicating that moral action had not been optimally developed. This condition confirms that without strengthening follow-up mechanisms and social support in schools, gender equality regulations have the potential to stop at the administrative level and not develop into school culture.

The implementation of anti-bullying and gender equality regulations in Banjarmasin has contributed to moral knowing (knowledge of the regulations) and partly to moral feeling (initial awareness of the importance of equal treatment), but its contribution to moral action is still limited. Character control management is crucial in schools, where regulations will only

be effective if integrated into an institutional culture that consistently instills moral values in daily practice (Ratnasari et al., 2025). Additional programs beyond regulations can strengthen the affective domain and actual behavior, such as positive self-talk-based interventions (Maftuh et al., 2024). Students who are given space to think critically, experiment, and express values creatively can foster character education (Rohmatu, Awaliyah, & Sukriono, 2020). Therefore, to bridge this gap, regulations need to be complemented with practice-based character education, such as case simulations, empathetic discussions, and peer mentoring programs. This strategy allows anti-bullying and gender equality values to not only be known but also felt and realized in students' concrete actions.

The gender dimension is often overlooked in studies of anti-bullying policy implementation in Indonesia, even though gender bias is often at the root of various forms of bullying in school environments. Bullying is often rooted in gender constructs, such as labeling boys as "not masculine" or girls as targets of sexist comments, and is reinforced by differences in perceptions between male and female students regarding gender equality, where boys tend to be more permissive of discriminatory behavior and girls are more often victims of verbal and relational bullying (Useche et al., 2023; Mustofa et al., 2021). The implementation of gender equality in schools is often hampered by cultural stereotypes, limited teacher training, and weak gender-based monitoring (Muafiah et al., 2025). Empirical conditions in Banjarmasin City schools strengthen these findings, as indicated by differences in gender-based bullying experiences, the normalization of sexist jokes in social interactions, and the vulnerability of male students to physical bullying associated with masculinity norms, so that mainstreaming a gender perspective is an important prerequisite for anti-bullying policies to be more substantive.

Anti-bullying regulations in Indonesia, such as Minister of Education and Culture Regulation No. 82 of 2015 and Minister of Education and Culture Regulation No. 46 of 2023, although incorporating gender dimensions, in practice still focus on preventing violence in a general sense. Violence in schools is often rooted in gender norms and relations, known as School-Related Gender-Based Violence (SRGBV).

Indicators covering physical and verbal bullying, sexual harassment, homophobic bullying, and gender-legitimised violence from SRGBV are crucial to enhancing the effectiveness of national regulations (United Nations Girls' Education Initiative, 2024). Regulations in Indonesia still tend to be gender-neutral, so enriching definitions is necessary to provide schools with more specific and operational guidelines. From the learning environment perspective, the SRGBV perspective emphasizes the importance of a safe and inclusive school environment. However, findings in Banjarmasin City show the continued prevalence of sexist jokes, indicating that schools are not yet fully gender-safe. Furthermore, although Minister of Education, Culture, Research, and Technology Regulation Number 46 of 2023 provides a reporting channel, this mechanism still needs to be strengthened to be more gender-friendly and stigma-free through adequate support for victims.

Teacher capacity is a crucial indicator in preventing SRGBV. Teachers play a frontline role in detecting and responding to cases of gender-based violence. Without adequate training, teachers risk normalizing sexist jokes or behavior, as empirically observed in schools in Banjarmasin City. Furthermore, student participation is also a key indicator, with student involvement in the development of an anti-violence code of ethics, for example, through the Student Council or peer groups within the Violence Prevention Task Force, recommended to strengthen value ownership and grassroots prevention. Monitoring and evaluation aspects also need to be improved, as bullying data collected by schools has not consistently identified gender-based violence, even though the SRGBV approach requires indicators that map victims' experiences by gender, type of violence, and institutional response. Integration of the Gender Equality, Disability, and Social Inclusion (GEDSI) framework is relevant, given that children with disabilities are more vulnerable to gender-based bullying (Ibda et al., 2024). The implementation of anti-bullying regulations in Indonesia by adopting SRGBV indicators can move from mere administrative procedures to transformative, gender-responsive, and inclusive policies, guaranteeing every student's right to a safe and equitable educational environment.

## CONCLUSION

The implementation of the Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 concerning bullying prevention and strengthening gender equality in Banjarmasin City schools has a strong regulatory basis, but its effectiveness varies between schools. Bullying, particularly in verbal and relational forms, and gender bias are still found in daily practice. Analysis shows that policy implementation is influenced by regulatory clarity, implementer capacity, and institutional support; anti-bullying policies tend to be experimental in nature, while gender equality policies are more symbolic. From a character education perspective, this regulation contributes more strongly to strengthening moral knowing than moral action, because students' understanding of the values of anti-bullying and gender equality has not yet been fully realized in actual behavior. Therefore, strengthening teacher capacity, integrating School-Related Gender-Based Violence (SRGBV) and Gender Equality, Disability, and Social Inclusion (GEDSI) indicators into the monitoring system, and developing practice-based character education strategies are needed so that policies do not stop at the administrative level but become transformative instruments in building safe, inclusive, and gender-equitable schools.

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