

Youth Violence and Resilience: Approaches to Strategy in the School Environment and Social Policy

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ABSTRACT

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This study investigates strategies for addressing adolescent violence within school environments and through social policy interventions in Jakarta, Indonesia. Employing a qualitative design, data were collected through in-depth interviews with 25 informants, comprising teachers, principals, students, and parents, selected via purposive sampling. Data validation was ensured through triangulation of sources, member checking, and peer debriefing. Findings reveal that while national policies—such as the Child-Friendly School (CFS) framework—provide an essential normative foundation, their implementation varies significantly across schools, resulting in uneven protection outcomes. Schools with robust participatory mechanisms and restorative practices demonstrated higher levels of student resilience and reduced incidents of peer aggression. Conversely, institutions lacking inclusive structures often reinforced vulnerability. The analysis integrates the effectiveness framework of Kettner, Moroney, and Martin, highlighting limitations in accountability and systemic coordination. The study concludes by offering actionable policy recommendations, including mandatory school-level monitoring mechanisms, integration of digital reporting tools, and stronger cross-sector collaboration.

INTRODUCTION

Adolescent violence continues to be a deeply entrenched social issue with enduring effects that reverberate well beyond the immediate period of adolescence (Townsend et al., 2020). Abuse in its various forms—whether physical, emotional, or sexual—fundamentally disrupts normative developmental trajectories (Noll, 2021). Such experiences frequently result in significant behavioural difficulties, mental health disorders, and academic challenges, leaving victims vulnerable to long-term psychosocial and educational disadvantages (Bouffard & Koepel, 2014). Adolescents who endure violence are particularly at risk of engaging in delinquent behaviour, encountering strained interpersonal relationships, and experiencing persistent obstacles in achieving educational milestones.

Within this context, schools assume a central role, given that they are the primary institutional settings where young people spend the majority of their formative years. A supportive and nurturing school climate can provide stability, structure, and protective resources that mitigate the detrimental consequences of violence. Conversely, negative or neglectful school environments may exacerbate vulnerabilities, deepening the adverse outcomes experienced by victims. Despite growing recognition of the school's role in shaping adolescent resilience, there remains a significant gap in empirical evidence concerning how diverse school environments influence behavioural trajectories among those affected by violence.

Beyond the school environment, social policy constitutes a crucial mechanism for addressing adolescent violence. Effective policies not only aim to prevent incidents of abuse but

also safeguard victims and ensure accountability for perpetrators (Robertson et al., 2023). However, the design, implementation, and effectiveness of these policies vary widely, leading to inconsistencies in outcomes for affected adolescents. A comprehensive evaluation of these frameworks is essential to identify best practices, address shortcomings, and enhance systemic responses to youth violence.

Designing programs and services to address youth violence and promote resilience requires more than good intentions; it demands a systematic framework that links program design with measurable effectiveness. According to Kettner, Moroney, and Martin's effectiveness-based approach, the collection of relevant data is not merely a technical requirement but a critical foundation for accountability and long-term impact. In the context of schools, this means gathering information on the prevalence and nature of violence, student perceptions of safety, and indicators of psychosocial well-being. Such data not only satisfy funding agencies' mandates for accountability but also allow educators and policymakers to evaluate whether interventions—such as anti-bullying campaigns, resilience training workshops, or peer mediation initiatives—achieve their intended results. Without embedding these evaluative elements at the initial design stage, programs risk producing activities without demonstrable outcomes.

Efficiency and effectiveness have become pivotal considerations in the administration of human service programs, including those targeting adolescent populations. Efficiency, understood as the relationship between the volume of services delivered and the costs incurred, is particularly salient in

resource-constrained educational environments. For example, schools may assess whether the cost of implementing peer-support initiatives or teacher training sessions yields a proportionate reach across the student population. Effectiveness, by contrast, extends beyond inputs and outputs to focus on the achievement of client outcomes—namely, the degree to which students experience positive changes in their quality of life. In the case of youth violence prevention, effectiveness can be measured through reductions in violent incidents, improvements in conflict-resolution skills, and heightened resilience in the face of adversity.

Measuring outputs and outcomes requires that service providers adopt a rigorous monitoring system that tracks the trajectory of students through various interventions. This includes documenting the extent of services received, recording whether participants completed or dropped out of programs, and assessing improvements in behavioural, social, and emotional domains. For instance, monitoring might involve recording the frequency of counselling sessions attended by at-risk students, tracking reports of bullying incidents, or conducting resilience assessments at the beginning and end of the school year. Such measurement not only provides a snapshot of program reach but also builds the empirical foundation for evaluating transformative impact.

Moreover, the incorporation of monitoring, performance measurement, and evaluation into the planning process creates an adaptive feedback loop that strengthens both school-level interventions and broader social policy. When schools collect robust evidence on what works, these insights can inform district or national policy decisions regarding resource allocation, curriculum reform, and teacher training priorities. In this sense, effectiveness-based program design serves as a bridge between micro-level educational strategies and macro-level policy development, ensuring coherence and sustainability. By embedding these elements within school-based interventions, programs are more likely to produce not just immediate behavioural change but also long-term resilience among youth.

Finally, linking efficiency and effectiveness underscores the necessity of balancing quantitative and qualitative indicators. While efficiency ensures that limited educational and financial resources are maximised, effectiveness guarantees that interventions produce genuine and lasting benefits for students. In the case of youth violence and resilience, both dimensions are inseparable: a program that reaches many students but fails to reduce violence is inefficient in its ultimate purpose, while a highly effective program that is prohibitively costly risks being unsustainable. Thus, integrating efficiency and effectiveness within the program design not only enhances accountability but also ensures that strategies for addressing youth violence and resilience remain viable, evidence-based, and responsive to the evolving needs of schools and communities.

This study seeks to examine the interplay between adolescent violence, school environments, and social policies, with the objective of developing integrated strategies for protecting and supporting vulnerable youth. By employing a holistic perspective, the research highlights the interconnected nature of these domains and their collective influence on adolescent well-being and developmental outcomes. The study ultimately aspires to contribute evidence-based recommendations for policymakers, educators, and practitioners. In

doing so, it underscores the urgent need for coordinated approaches that not only improve the welfare of individual adolescents but also foster safer schools, stronger communities, and broader social stability.

RESEARCH METHOD

This research employed a qualitative descriptive approach, focusing on adolescent experiences of violence and institutional responses in Jakarta. A purposive sampling technique was used to select 25 informants, comprising 8 teachers, 5 principals, 8 students, and 4 parents from both public and private schools. Jakarta was selected as the research site because it reflects diverse demographic characteristics and a high density of educational institutions, making it a representative setting for examining policy implementation in urban contexts. Data were collected through semi-structured interviews and validated through triangulation, member checking, and peer debriefing to enhance credibility and reliability. Thematic analysis was employed to interpret findings and connect them with the policy effectiveness framework (Riccucci, 2010).

RESULT AND DISCUSSION

This study focuses on strategies for handling violence against adolescents in Jakarta schools. The concept of violence handling has been explained in the Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence in the Educational Environment with the aim of protecting and preventing students, educators, educational staff, and members of the educational community from committing violence in the educational environment and building a friendly, safe, inclusive, equal environment that is free from discrimination and intolerance.

Violence in the school environment can be recognized through various aggressive or antisocial behaviors, such as disruptive actions, violations of disciplinary norms, deliberate absenteeism, vandalism, and other forms of destructive behavior. In this context, schools are increasingly losing their role as a space for character building and understanding for students, and instead tend to distance students from the values of discipline and morality that should be the main foundation of the educational process. In many cases, violence represents a form of aggression that is normatively unjustifiable, immoral, and often carried out with cruelty, where individuals use disproportionate power over other individuals (Djamzuri & Mulyana, 2023).

Thus, the urgency to create a school environment free from violence and discrimination is crucial in order to guarantee the fulfillment of children's rights in the context of education. This commitment is further strengthened by the issuance of Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child-Friendly School Policy, which marks a strategic step by the state in building an inclusive, safe, and conducive educational ecosystem for the growth and development of students. This policy reflects a systematic effort to make schools a pleasant space where children can learn and develop optimally without fear, pressure, or discriminatory treatment.

UNICEF emphasizes that the concept of Child-Friendly Schools (CFS) focuses on the importance of comprehensive involvement and active support from all stakeholders in realizing children's rights to quality education (Musili, 2024). Within this framework, SRA encourages meaningful par-

ticipation from children, particularly in the process of planning, policy-making, learning implementation, supervision, and the development of complaint mechanisms, as an integral part of child protection and the fulfillment of their rights in the educational environment.

The fundamental principles underlying the implementation of Child-Friendly Schools (SRA) are outlined in Regulation of the Minister of Women's Empowerment and Child Protection No. 8 of 2014 concerning Child-Friendly School Policy. There are five main principles that form the normative basis of this policy. First, the principle of non-discrimination, which guarantees that every child has equal access to the right to education regardless of disability, gender, ethnicity, religion, or parental social background. Second, the principle of the best interests of the child, which emphasizes that every decision and action taken by education providers must prioritize the welfare and rights of children as the main consideration. Third, the principle of the right to life, survival, and development, which requires the creation of an educational environment that respects the dignity of children and supports holistic and integrative development. Fourth, the principle of respect for the views of children, which guarantees the right of children to express their opinions on all aspects that affect their lives in the school environment. Fifth, the principle of good governance, which requires transparency, accountability, active participation, openness of information, and respect for the rule of law in the implementation of education.

Based on the above regulations, the learning process in schools that implement the Child-Friendly School (CFS) program should ideally be carried out by adopting a fun learning approach, in order to create a safe and comfortable atmosphere for students. The effectiveness of the SRA program is essentially determined by the level of creativity and innovation developed by each educational unit in designing learning strategies and a school environment that is responsive to the needs and rights of children.

In analyzing the phenomenon of strategies for dealing with violence in educational units in South Tangerang City, a literature study was conducted as a conceptual basis and source of information on policy implementation and practices for dealing with violence that have been applied. This study includes a number of relevant references as material for reviewing the dynamics of the implementation and effectiveness of existing interventions, including:

Table 1. Phenomenon of Strategies for Dealing with Violence in Educational

Authors	Location	Strategies
(Suharsiwi et al., 2023)	Muhammadiyah Creative Elementary School 03 South Tangerang	qualified Child Friendly School (CFS) Model
(Oktaviani & Riswanda, 2024)	State Junior High School 18, South Tangerang City	not qualified
(Azizah et al., 2023)	Junior High School in Yogyakarta	not qualified
(Pangestuweni et al., 2021)	Al Azhar Islamic Elementary School 60 Pekalongan	qualified Child Friendly School (CFS) Model

The SRA program is part of a form of public policy classified as regulatory policy. The regulatory characteristics of this program are reflected in provisions designed to prevent and prohibit all forms of violence in the school environment. As explained by Anderson, regulatory policy refers to a type of policy designed to regulate or control the behavior of individuals and social groups. The main objective of this policy is to impose normative restrictions on certain actions or behaviors in order to create order and protection in public spaces, including in the context of educational institutions (Taufiqurokhman et al., 2023).

The application of Kettner, Moroney, and Martin's effectiveness framework provides a comprehensive analytical lens for examining strategies that address youth violence and resilience within the school environment and broader social policy (Kettner et al., 2017). Thus, the effectiveness framework not only structures intervention design but also bridges micro-level school strategies with macro-level social policy, ensuring coherence between practice and governance.



Picture 2. Integrated Violence Prevention Model

Figure 1 presents five key components in a symmetrical visual format, supported by representative icons and communicative language, to show that a systemic and sustainable approach to violence prevention is needed:

1. **School-Based Interventions** These interventions emphasize the importance of a holistic and evidence-based approach in educational settings. Its main focus is: Strengthening social-emotional learning (SEL), Early detection of potential violence, Implementation of a safe environment design, Use of restorative practices as an alternative to punitive sanctions. This step is based on positive education theory and an inclusive school model oriented towards the psychosocial well-being of students.

2. **Family-Based Interventions** This component underscores the role of the family as a key protective factor in

shaping adolescent behavior. Strategies include: Strengthening family relationships through positive communication, Parenting skills training, including positive and responsive monitoring, Life skills education for parents and children. This approach refers to the Family Systems Theory framework, which views the family as a dynamic system that influences each other.

3. Community-Based Approach In this section, violence prevention strategies are adapted to the local social and cultural context. These community interventions: Recognize that parental mental health, structural poverty, and intimate partner violence (IPV) impact adolescent development, Encourage community participation, including faith-based and customary organizations, Promote gender sensitivity and social inclusion in prevention practices.

4. Use of Digital Technology The innovative aspect of this model is the use of digital health interventions (DHIs). This technology aims to: Complement conventional interventions, not replace them, Provide personalized support, such as mental health monitoring applications and interactive anti-violence learning modules, Reduce geographical barriers and stigma in seeking help. The scientific basis comes from the mental health approach and evidence-based digital behavior theory.

5. Multi-Sector Collaboration The final component emphasizes the importance of coordinated cross-sector collaboration, including: Policy makers (government), Health and education service providers, Civil society organizations and the business world. The goal of this collaboration is to overcome fragmentation of interventions and create an integrated support system. Collaborative theories such as the Collective Impact Framework and Whole-of-Government Approach are used to strengthen the effectiveness of implementation.

The framework emphasizes (see: table 2) that program development must be grounded in an accurate assessment of needs, which in this context entails identifying the underlying drivers of youth violence—ranging from socio-economic inequalities and peer influence to institutional weaknesses in school governance. By systematically mapping these needs, the framework ensures that interventions are not merely reactive but strategically aligned with the realities experienced by young people.

Furthermore, the planning and design stage of the framework underscores the necessity of translating needs into clear objectives and measurable outcomes. For a school-based violence prevention and resilience program, this implies establishing indicators that move beyond outputs, such as the number of counselling sessions delivered, toward more substantive outcomes, such as reductions in violent incidents and measurable improvements in students' coping mechanisms and psychosocial resilience. This effectiveness-based orientation ensures that interventions are not judged solely on activity levels, but on their capacity to generate transformative change in the lives of students.

Equally significant is the framework's insistence on implementation, monitoring, and evaluation as iterative processes. In the context of youth violence, this requires schools to develop robust systems of data collection and monitoring to track behavioural trends, while also engaging external stakeholders—such as parents, local government agencies, and civil society organizations—to enhance the legitimacy and sustainability of the intervention. The evaluation stage, which distinguishes between outputs and

outcomes, provides empirical grounds to determine whether interventions truly reduce violence and foster resilience. Importantly, the feedback and improvement component highlights that programs must remain adaptive, enabling policymakers and educators to refine strategies in light of emerging evidence and changing social dynamics.

For the first indicator, Assessment of Need began with the question: What are the forms and main causes of youth violence in the school environment, and how do these conditions affect the need for resilience-building strategies? Most respondents answered:

"Youth violence in schools often takes the form of bullying, physical violence, verbal abuse, and gender-based violence. The contributing factors include peer pressure, socioeconomic disparities, weak school discipline, lack of family support, and lack of access to psychosocial services. This identification of needs confirms the need for strategies that not only reduce the incidence of violence but also build students' resilience in facing social pressures."

The identification of needs represents the most critical stage in ensuring that interventions are not only well-intentioned but also contextually relevant. In the case of youth violence in schools, understanding the multiplicity of factors—peer dynamics, socio-economic conditions, family support, and institutional governance—provides a comprehensive diagnostic foundation. Without this stage, interventions risk being superficial, addressing symptoms rather than root causes. For instance, implementing anti-bullying campaigns without acknowledging the structural inequalities or psychosocial pressures faced by students would yield limited long-term effectiveness. Thus, a rigorous needs assessment allows programs to be strategically targeted, ensuring that resilience-building initiatives resonate with the lived realities of young people.

For the second indicator, Program Planning & Design began with the question: How can youth violence prevention strategies be designed to be aligned with existing social policies while also being outcomes-oriented? Most respondents answered:

"Program planning must set clear objectives, such as reducing violence and improving students' coping skills. Strategies may include character-based curricula, teacher training in conflict mediation, peer-support groups, and accessible counseling services. This design must be linked to social policies, such as child protection regulations and anti-bullying policies, so that school interventions have legitimacy and support from higher policy levels."

Once needs are identified, the transition into program design requires a deliberate move from diagnosis to strategy. The strength of this stage lies in its capacity to operationalise broad social goals into specific, measurable objectives. For youth violence prevention, planning must emphasise not only outputs—such as the number of sessions conducted—but also outcomes, including behavioural change and increased resilience. Furthermore, aligning school-level interventions with broader social policies, such as child protection laws and anti-bullying regulations, ensures coherence across governance levels. This integration enhances both the legitimacy and sustainability of programs, allowing them to extend their influence beyond isolated school environments into broader policy domains.

For the third indicator, Program Implementation began with the question: What actors and resources are needed to

ensure that strategies for preventing violence and increasing resilience are effective in schools? Most respondents answered:

“The implementation of the program requires the active participation of teachers, counselors, and other educators as the main implementers. The necessary resources include training materials, curriculum modules, and financial support from the government or donor agencies. In addition, the involvement of parents, local communities, NGOs, and education agencies is essential to expand the scope of the program and ensure its sustainability. This cross-actor collaboration guarantees the effectiveness of the implementation.”

Implementation serves as the litmus test of whether program designs can be translated into reality. Effective delivery depends heavily on resource mobilisation, stakeholder engagement, and institutional commitment. In schools, this means equipping teachers and counsellors with adequate training and ensuring that students have access to supportive structures such as peer groups and counselling services. However, implementation should not be confined to internal school mechanisms. The involvement of external actors—parents, community leaders, NGOs, and local government—broadens the program’s impact and fosters collective ownership. This collaborative dimension underscores that youth violence is not solely an educational challenge but also a social one, necessitating multi-sectoral engagement.

For the fourth indicator, the Monitoring Program began with the question: How can schools monitor the effectiveness of violence prevention and resilience-building strategies on an ongoing basis? Most respondents answered:

“Monitoring can be done by recording reported cases of violence, conducting school climate surveys, and evaluating student participation in resilience programs. In addition, teachers and counselors can use psychosocial assessment tools to observe the development of students’ coping skills over time. This monitoring is diagnostic in nature, so that schools can immediately adjust their strategies if obstacles are found in implementation.”

Monitoring introduces a culture of accountability and adaptability into program management. Rather than serving as a bureaucratic requirement, monitoring functions as a diagnostic tool that enables schools to identify successes and shortcomings in real time. By systematically recording cases of violence, participation levels, and changes in student behaviour, schools can detect whether interventions are progressing as intended. Importantly, monitoring provides early warning signals, allowing educators to intervene before challenges escalate. This continuous process prevents stagnation and ensures that strategies remain dynamic and responsive to emerging issues within the school environment.

For the fifth indicator, Program Evaluation begins with the question: How can program effectiveness be measured quantitatively and qualitatively? Most respondents answered:

“Quantitatively, effectiveness can be seen from the decrease in the number of cases of violence, the increase in the number of students completing the program, and teacher participation in training. Qualitatively, the evaluation includes changes in student behavior, an increased sense of safety at school, and testimonials from students, teachers, and parents about the benefits of the program. The difference between outputs (e.g., number of counseling

sessions) and outcomes (increased student resilience) should be the main reference in measuring effectiveness.”

Evaluation extends the logic of monitoring by determining the effectiveness of interventions in achieving both outputs and outcomes. For programs addressing youth violence and resilience, evaluation must differentiate between surface-level achievements—such as the number of workshops delivered—and deeper, transformative impacts, such as reductions in violent incidents or improvements in students’ emotional regulation. Both quantitative and qualitative methods are indispensable here: statistical data provide measurable evidence of change, while narratives from students, teachers, and parents offer nuanced insights into lived experiences. This dual approach not only validates program outcomes but also informs future strategies with evidence grounded in both numbers and human stories.

For the sixth indicator, How can the evaluation results be used to improve strategies and influence broader social policies? Most respondents answered:

“The evaluation results provide input for strengthening future program design, for example by increasing the capacity of guidance counselors, improving violence reporting mechanisms, or expanding the scope of peer-support groups. At the policy level, these findings can be used as a basis for recommendations to local and national governments in formulating education regulations and social policies that are more responsive to issues of youth violence and resilience building. Thus, a cycle of continuous improvement is ensured.”

The cyclical nature of the framework culminates in feedback and improvement, emphasising that interventions must evolve alongside changing contexts. In the case of youth violence, feedback mechanisms ensure that lessons learned from evaluation are reinvested into program redesign. This may involve refining teacher training modules, improving mechanisms for reporting violence, or scaling up successful peer-support initiatives. At the policy level, feedback ensures that evidence generated at the school level contributes to broader reforms in educational governance and social policy. By embedding a culture of learning, the framework prevents stagnation and institutional complacency, enabling schools and policymakers to remain adaptive to the complex and evolving nature of youth development.

Table 2. Kettner, Moroney, and Martin’s effectiveness framework

Framework	Application in the Context of Youth Violence & Resilience
Assessment of Need	Identifying the prevalence and forms of youth violence in schools (bullying, physical/verbal violence) and its contributing factors (poverty, peer influence, weak school discipline, lack of family support). This analysis provides the basis for programs that are grounded in reality.
Program Planning & Design	Develop prevention and resilience-building strategies, such as character education curricula, peer-support programs, and counseling services. Set measurable goals and success indicators: outputs (number of students trained, counseling sessions conducted)

	and outcomes (reduction in violence, improvement in students' coping skills and resilience).
Program Implementation	Implement programs through the involvement of teachers, counselors, students, and parents. Strategies can include training teachers in conflict mediation, forming peer support groups, and strengthening psychosocial services. Collaboration between actors such as local government and NGOs strengthens the effectiveness of implementation.
Program Monitoring	Collect data periodically on program implementation, such as the number of reported cases of violence, student participation rates in resilience programs, and observations of behavioral changes. Monitoring serves as a corrective mechanism to ensure implementation is according to design.
Program Evaluation	Evaluate the impact of the program by measuring outputs (counseling sessions, number of teachers trained) and outcomes (decrease in violence, improvement in emotional regulation skills, increase in resilience). The evaluation will serve as the basis for assessing whether the intervention is truly effective.
Feedback & Improvement	Using evaluation results to improve strategies and policies, such as strengthening school rules, improving the capacity of guidance counselors, or recommending new social policies related to youth protection. This feedback loop ensures that programs are adaptive to social changes and student needs.

CONCLUSION

In addition, it is important to address barriers related to access to technology, conduct regular program evaluations, and strengthen the legal framework as a form of institutional commitment. Efforts to encourage sustainable research and development in the field of education that is oriented towards the rights and needs of children will enrich pedagogical practices and contribute positively to the growth and development of students. By making these aspects a top priority, educational units can build a safer, more supportive, and inclusive learning environment to support the holistic development of children.

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