

Media Framing of Children's Rights, Discrimination, and Prevention Efforts in the Educational Environment

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ABSTRACT

Children's rights are fundamental human rights that must be protected. However, violations in the form of bullying and discrimination within educational environments remain a serious problem in Indonesia. This study analyzes media framing of children's rights issues, discrimination, and bullying prevention efforts in Indonesian educational settings using a qualitative descriptive case study approach and Entman's (1993) framing model. Primary data from national media outlets (Kompas, Saibumi, MetroTVNews, Liputan6, RRI, and Alodokter) covering the period of August to November 2025 show a significant increase in bullying cases, from 285 cases in 2023 to 573 cases in 2024. Physical bullying dominated (55.5%), followed by verbal bullying (29.3%), with cyberbullying also rising sharply by 100%. The media define bullying as a violation of children's rights to protection and a safe education. They diagnose its causes as the lack of school supervision, tolerant norms toward discrimination (based on gender, socio-economic status, and identity), and the influence of social media. In moral judgments, the media portray victims as the vulnerable party and institutions such as KPAI and Komnas PA as defenders of children's rights, while schools and parents are viewed as ethically failing. The recommended solutions include holistic prevention through inclusive curricula, teacher training, psychological support, and child-friendly policies in line with the Convention on the Rights of the Child (CRC) and Law No. 35 of 2014. This framing influences public opinion and policy responses toward creating a discrimination-free educational environment.

Informasi Artikel

Kata Kunci:

Framing media, hak anak, diskriminasi, bullying, pencegahan bullying, pendidikan inklusif

ABSTRAK

Hak anak merupakan hak asasi manusia yang harus dilindungi, namun pelanggaran berupa perundungan (bullying) dan diskriminasi di lingkungan pendidikan masih menjadi masalah serius di Indonesia. Penelitian ini menganalisis pembingkai media terhadap isu hak anak, diskriminasi, dan upaya pencegahan perundungan (bullying) di lingkungan pendidikan Indonesia menggunakan pendekatan kualitatif studi kasus deskriptif dan model framing Entman (1993). Data primer dari berita media nasional (Kompas, Saibumi, MetroTVNews, Liputan6, RRI, Alodokter) periode Agustus-November 2025 menunjukkan peningkatan kasus bullying dari 285 (2023) menjadi 573 (2024), dengan dominasi bullying fisik (55,5%), verbal (29,3%), dan cyberbullying (naik 100%). Media mendefinisikan bullying sebagai pelanggaran hak anak atas perlindungan dan pendidikan aman, mendiagnosis penyebabnya sebagai kurangnya pengawasan sekolah, norma toleran diskriminasi (berbasis gender, sosial-ekonomi, identitas), dan pengaruh media sosial. Penilaian moral menyoroti korban sebagai pihak lemah dan lembaga seperti KPAI/Komnas PA sebagai pembela, sementara sekolah/orang tua dinilai gagal etis. Rekomendasi mencakup pencegahan holistik melalui kurikulum inklusif, pelatihan guru, pendampingan psikologis, dan kebijakan ramah anak sesuai CRC dan UU No. 35/2014. Framing ini memengaruhi opini publik dan respons kebijakan untuk menciptakan pendidikan bebas diskriminasi.

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1. Introduction

Children's rights are human rights that must be fulfilled, protected, and upheld without any discrimination. The Convention on the Rights of the Child (CRC), which Indonesia ratified through Law Number 23 of 2002 concerning Child Protection (subsequently amended by Law Number 35 of 2014 and Law Number 17 of 2016), affirms that every child has the right to live, grow, develop, participate, and receive protection from violence and discrimination. However, in reality, violations of children's rights within the educational environment remain a serious problem that has not been optimally addressed.

Bullying represents the most dominant form of child rights violation in Indonesian schools. According to data from the Indonesian Education Monitoring Network (JPPI), cases of violence in educational settings surged by more than 100% from 285 cases in 2023 to 573 cases in 2024, with 31 percent directly related to bullying. Of the total bullying cases reported to the Indonesian Child Protection Commission (KPAI) in 2023, nearly 50 percent occurred in schools and Islamic boarding schools (*pesantren*), with elementary school-aged children as the most frequent victims (26%), followed by junior high school students (25%). This data illustrates that the educational environment, which should be safe, has instead become a vulnerable space for children to experience rights violations [1].

The phenomenon of discrimination in schools is also increasingly alarming. Discrimination against children can occur based on gender, ethnicity, religion, economic status, physical ability, social status, or even their status as victims of violence. Students from social minority groups, children with disabilities, children from underprivileged families, and children affected by HIV often experience rejection, ostracism, and even expulsion from school. The negative stigma attached to these groups creates an exclusionary environment and damages children's academic and psychological development [2].

The media's role in framing issues of children's rights, discrimination, and bullying is crucial in this context. Media framing or news framing has a significant influence on how the public, including educators and policymakers, understand and respond to these problems. Mass media not only present facts but also shape meanings, provide emphasis, and

determine points of view that will subsequently influence public opinion and policy responses [3].

Based on research from LK2FH University of Indonesia (2023), the publication of identities of children in conflict with the law by the press often results in news that is not child-friendly, thereby leading to discrimination and cyberbullying against these children. Judgmental, stigmatizing, and discriminatory headlines and content violate children's rights to protection based on the principle of non-discrimination, as mandated in Article 3 of the Child Protection Law. Children who should receive protection from violence and discrimination instead lose these rights due to irresponsible media coverage [4].

In the digital era, social media has also become a new arena where discrimination and bullying against children occur. Digital media provides great opportunities for the fulfillment of children's rights, especially the rights to information, education, and participation, but also carries significant risks such as cyberbullying, exposure of personal identities, and the spread of discriminatory content. Without proper guidance from parents, educators, and digital platforms, children are vulnerable to becoming victims or even perpetrators of bullying in the digital space [5].

Prevention efforts against bullying and discrimination in the educational environment need to be carried out comprehensively and collaboratively, involving the state, families, educational institutions, and civil society. Child-friendly education plays an important role in creating a safe, inclusive, and participatory learning environment, as well as supporting children's academic and non-academic development. However, its implementation still faces structural, cultural, and resource challenges that require policy strengthening and multi-stakeholder collaboration [6].

Education that focuses on social justice, cultural diversity, human rights, and anti-discrimination has an important role in shaping students' understanding of the importance of respecting differences. A curriculum that integrates inclusive values, training for teachers and school staff, and involvement of the school community are effective strategies for reducing stigma and discrimination against students from minority groups [7].

In this context, media framing of children's rights, discrimination, and prevention efforts in the educational environment is a highly relevant and urgent research topic. How does the media frame bullying cases? Does media coverage fulfill the

principles of child protection and non-discrimination? How does media framing influence public opinion and policy responses in efforts to prevent bullying in schools? These questions require in-depth analysis to understand the media's role in shaping narratives about children's rights and discrimination in Indonesia [8].

This research is important because the media has the power to shape social reality through the way it presents and frames information. If the media frames bullying as "normal" or "part of childhood," then society will tend to ignore it and not take action. Conversely, if the media frames bullying as a serious violation of children's rights and highlights effective prevention efforts, then society will be more concerned and motivated to engage in solutions [9].

The urgency of this research is based on: (1) the alarming increase in cases of violence and discrimination against children (a 100% increase from 2023 to 2024), (2) structural problems in media reporting that ignore children's rights (hyperfocus on individual deficits, stigmatization, ignoring children's voices), (3) the vulnerability of children as subjects of news and the risk of revictimization, (4) the long-term impact of bullying on the future of children and the nation, (5) the scarcity of research on media framing and children's rights in Indonesia, (6) digital transformation and new threats (cyberbullying increased by 100% to 480 cases), (7) the gap between policy and implementation, and (8) the impact of news on the formation of public opinion and policy [1]-[8].

The novelty of this research lies in: (1) the integration of three key issues (children's rights, discrimination, prevention efforts) within a single analytical framework. Based on the above description, this research is entitled "Media Framing of Children's Rights, Discrimination, and Prevention Efforts in the Educational Environment" with the aim of analyzing how the media frames issues of children's rights, discrimination, and efforts to prevent bullying in the educational environment, as well as the impact of this framing on public understanding and policy responses.

The protection of children's rights internationally rests on a solid foundation, namely the Convention on the Rights of the Child (CRC) adopted by the United Nations General Assembly in 1989 and ratified by almost all countries in the world. The CRC recognizes children as rights-holders who have fundamental and inalienable rights, not merely passive objects of protection. Substantively, the CRC regulates four basic principles that must

underlie all policies and actions concerning children, namely: (1) non-discrimination; (2) the best interests of the child; (3) the right to survival and development; and (4) respect for the views of the child [10].

Freeman (2022) in his book "Children's Rights: Progress and Perspectives" asserts that the implementation of the CRC in the national context requires a deep understanding of the cultural and structural dynamics that affect children's lives in each country. Freeman argues that a purely universalist approach to children's rights needs to be balanced with sensitivity to local contexts, without sacrificing the fundamental principles guaranteed by the CRC [11]. This is highly relevant in understanding how children's rights, especially the right to education free from discrimination, are promoted and protected in Indonesia.

At the regional level, ASEAN has developed a child protection framework through the ASEAN Convention Against Trafficking in Persons, Especially Women and Children (ACTIP) and the ASEAN Declaration on the Rights of Children. In a more operational context, Tobin and Parkes (2022) identify three generations of thinking about children's rights that reflect significant conceptual evolution: from a protectionist view that sees children as objects of protection, towards a participatory view that recognizes children as legal subjects with autonomous rights, and finally towards a transformative approach that sees the realization of children's rights as a prerequisite for broader social transformation [12].

Children's right to education is one of the most fundamental rights and receives special attention in various international legal instruments. Article 28 of the CRC explicitly guarantees children's right to education and obliges state parties to realize this right progressively on the basis of equal opportunity. More specifically, Article 28 of the CRC sets out the aims of education, including the development of the child's personality, talents, and mental and physical abilities to their fullest potential; the development of respect for human rights and fundamental freedoms; the development of respect for the child's parents, cultural identity, language, and values; and the preparation of the child for responsible life in a free society [10].

Analysis of the 4-A framework (Availability, Accessibility, Acceptability, Adaptability) developed by the UN committee of experts, explains that the right to education is not merely the right to attend school, but the right to quality, inclusive education that is responsive to each child's needs.

This 4-A framework has direct implications for efforts to eliminate discrimination in the educational environment, because discriminatory education is inherently contrary to the principles of accessibility and acceptability which are essential components of the right to education [13].

In Indonesia, children's right to education is constitutionally guaranteed through Article 31 of the 1945 Constitution which affirms that every citizen has the right to education. Furthermore, Law Number 23 of 2002 concerning Child Protection as amended by Law Number 35 of 2014 comprehensively regulates children's rights in various aspects of life, including the right to education and protection from discrimination. Their study on the implementation of children's right to education in Indonesia found that although the existing normative framework is adequate, there is a significant gap between legal norms and practice on the ground, especially regarding the protection of children from discrimination based on religion, ethnicity, and socio-economic conditions [14].

The relationship between children's rights and mass media presents a complex and multifaceted dimension. On the one hand, the media has an important role in promoting and protecting children's rights by disseminating information, raising public awareness, and creating social pressure against violators of children's rights. On the other hand, the media can also be an instrument that harms children when reporting is done without regard for the best interests of the child, for example by exposing the identities of child victims of violence or discrimination.

UNICEF and the International Federation of Journalists (2022) have developed comprehensive guidelines for reporting on issues related to children, emphasizing the importance of considering the long-term impact of news coverage on children's well-being [15]. These guidelines include principles such as protecting children's identity, avoiding sensationalism, contextualizing issues, and giving a voice to children as active participants in the reporting process. Found that in practice, many media outlets still do not consistently apply these guidelines, especially when faced with commercial pressures to produce attention-grabbing news [16].

In the context of media framing of children's rights, Staksrud and Lobe (2022) identify three dominant patterns that often appear in media coverage of children: (1) the child as a helpless victim (victim frame); (2) the child as a threat or perpetrator (threat frame); and (3) the child as an

object of social concern (welfare frame) [17]. Their research shows that media representations of children rarely position children as active subjects with claimable rights, but rather more often depict children in passive positions needing protection from adults. This kind of framing, although intended to protect children, can inadvertently perpetuate views that diminish children's agency and capacity as rights-holders [17].

Discrimination in the educational context can be defined as differential, exclusive, or preferential treatment of individuals or groups based on certain characteristics that results in the impairment or loss of their right to enjoy equal education. UNESCO defines educational discrimination more broadly as any distinction, exclusion, limitation, or preference based on race, color, sex, language, religion, political or other opinion, national or social origin, economic condition, or birth, which has the purpose or effect of nullifying or impairing equality of treatment in education [18].

In contemporary sociology of education literature, discrimination in the educational environment is analyzed through several complementary theoretical perspectives. That educational discrimination is often hidden and carried out through mechanisms of cultural capital reproduction that privilege dominant groups in society [19]. The education system, instead of being a means of social mobility, often functions as a mechanism for legitimizing existing social inequality. This perspective reveals that educational discrimination is not always explicit and intentional but can also occur through institutional practices that appear neutral yet systematically benefit certain groups [19].

The classifies forms of educational discrimination into three main categories: (1) formal discrimination, which occurs through policies and regulations that explicitly distinguish students based on certain characteristics; (2) informal discrimination, which occurs through daily interactions between teachers and students, among students, or between schools and parents; and (3) structural discrimination, which is embedded in the structure and culture of educational institutions themselves [20]. This classification is important because it shows that efforts to prevent discrimination cannot only focus on eliminating discriminatory rules but must also touch the cultural and structural roots that allow discrimination to persist [20].

In the Indonesian context, discrimination in the educational environment often occurs in various interrelated forms. A study by the Ministry of

Education, Culture, Research, and Technology Identified several forms of discrimination most frequently reported in educational units in Indonesia, including: discrimination based on economic conditions reflected in various unofficial levies that burden students from underprivileged families; discrimination based on religion or belief manifested in uniform policies, mandatory religious activities, and non-inclusive learning materials; discrimination based on gender that limits female participation in certain activities; and discrimination against children with special needs who often do not receive adequate accommodation in regular schools [21].

Bullying is one of the most visible forms of discrimination that directly impacts children's psychological well-being in the educational environment. Define bullying as intentional aggressive behavior, carried out repeatedly, and involving an imbalance of power between the perpetrator and the victim [22]. In recent developments, this definition has been expanded to include cyberbullying that occurs through digital platforms and social media, which has unique characteristics including wider potential reach and difficulty for victims to escape [22].

The Child Development shows that discrimination-based bullying, i.e., bullying based on the victim's identity characteristics such as race, religion, disability, or sexual orientation, has more severe and longer-lasting impacts compared to other forms of bullying [23]. Children who experience discrimination-based bullying not only suffer short-term psychological effects such as anxiety, depression, and decreased academic achievement but also experience long-term effects including internalizing negative views about themselves and their identity groups [23].

In the Indonesian context, the phenomenon of bullying in schools has received increasing attention from various parties, including mass media. The Indonesian Child Protection Commission (KPAI) reported a significant increase in the number of reported bullying cases during the 2021-2024 period, with an alarming trend of increasing cases of bullying containing elements of discrimination based on ethnicity, religion, race, and inter-group relations (SARA). Their study on bullying in elementary and secondary schools in Indonesia found that social media has fundamentally changed the dynamics of bullying, where bullying incidents occurring in the school environment are increasingly being recorded and disseminated on digital platforms, which on one hand increases the visibility of this problem but on

the other hand also amplifies the traumatic impact on victims [24].

The impact of discrimination on child development is multidimensional and covers various aspects of children's lives, ranging from mental and physical health, academic achievement, to identity formation and children's future. Their comprehensive meta-analysis on the impact of racial discrimination on adolescent mental health found that experiences of race-based discrimination consistently correlate positively with levels of depression, anxiety, and post-traumatic stress symptoms in adolescents, even after controlling for confounding factors such as socio-economic status and social support [25].

The Child Development shows that experiences of discrimination in the school environment significantly predict decreased learning motivation, reduced academic engagement, and increased dropout rates, especially among historically marginalized groups [26]. The mechanisms explaining this relationship include stereotype threat, a condition where awareness of negative stereotypes about one's identity group disrupts academic performance, and identity threat, a threat to the sense of belonging in the school environment [26].

At a more fundamental level, discrimination experienced by children in the educational environment can impact the formation of their identity and self-narrative. They explain that experiences of discrimination encourage individuals to redefine their group identity, either through defensive mechanisms that strengthen intragroup solidarity, or through internalization of stigma that weakens self-esteem and self-confidence [27]. In the context of school-aged children who are still in the process of identity formation, the impact of discrimination on psychological development and identity can have very significant long-term consequences [27].

Efforts to prevent discrimination in the educational environment at the macro level are realized through the development of comprehensive policy and regulatory frameworks. At the international level, the Convention Against Discrimination in Education (CADE) adopted by UNESCO in 1960 provides a normative basis for the elimination of discrimination in education worldwide [18]. However, the implementation of this convention at the national level varies greatly, depending on the government's political commitment, institutional capacity, and socio-cultural dynamics of each country.

In Indonesia, efforts to prevent discrimination in education are supported by several important policy instruments. Minister of Education, Culture, Research, and Technology Regulation Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units is one of the most significant policy breakthroughs in recent years [28]. This regulation not only defines various forms of prohibited violence and discrimination in the school environment but also regulates the prevention, reporting, and handling mechanisms that must be provided by every educational unit. The implementation of this policy and found that although the regulation was positively received, there are significant challenges regarding socialization, human resource capacity, and inter-agency coordination that still need to be addressed [29].

The identifies several key elements of an effective inclusive education policy system, namely: (1) strong leadership committed to inclusive values at all levels, from central government to school principals; (2) a clear legal framework and effective enforcement mechanisms; (3) adequate resource allocation to support the implementation of anti-discrimination policies; (4) systematic monitoring and evaluation mechanisms; and (5) active involvement of the community, including children themselves, in the policy planning and implementation process [30].

At the school level, discrimination prevention requires a comprehensive and systemic approach covering various dimensions of school life, from leadership and governance, curriculum and pedagogy, school culture and climate, to school relationships with families and the community. The emphasizes that meaningful and sustainable change in terms of equality and anti-discrimination can only be achieved when all components of the school community, including principals, teachers, staff, students, and parents, are actively involved in the transformation process [31].

In the context of curriculum development responsive to diversity, Sleeter (2022) introduces the concept of culturally sustaining pedagogy that goes beyond mere recognition of students' cultural diversity, towards learning practices that actively sustain, strengthen, and nurture the cultural and linguistic heritage of marginalized communities [32]. This approach argues that an inclusive curriculum is not merely a curriculum that adds "multicultural components" as a supplement, but a curriculum that fundamentally reconstructs how knowledge is

produced, evaluated, and transmitted in the learning context [32].

School-based specific programs for the prevention of discrimination and bullying have shown promising results in various evaluation studies. A meta-analysis conducted in the journal *Aggression and Violent Behavior* evaluated more than 100 anti-bullying programs worldwide and found that the most effective programs are those that: involve teacher training components; integrate media and digital literacy components; include parent and community involvement; and pay attention to local socio-cultural context factors [33]. These findings have important implications for designing contextual and effective anti-discrimination programs in Indonesian schools [33].

In Indonesia, the child-friendly school model developed by the Ministry of Women's Empowerment and Child Protection in collaboration with UNICEF Indonesia is a systematic effort to create a school environment free from discrimination and violence. Lestari et al. (2023) evaluated the implementation of this model in various provinces and found that schools that have adopted the child-friendly school model showed a significant decrease in incidents of bullying and discrimination, although consistency of implementation remains a major challenge [34].

Mass media has great potential to contribute to efforts to prevent child discrimination in the educational environment, through its information, education, and advocacy functions. In its information function, media can disseminate knowledge about children's rights, discrimination reporting mechanisms, and resources available to victims. In its educational function, media can raise public awareness about various forms of discrimination that may not be immediately apparent, as well as their impact on child development. In its advocacy function, media can create social and political pressure to encourage reform of discriminatory policies and practices [35].

However, the media's role in this context is not always positive. The identified several patterns of media coverage that can actually exacerbate the problem of child discrimination in the educational environment [36]. These include the media's tendency to simplify complex issues into black-and-white narratives about perpetrators and victims; sensationalism that exploits children's suffering for audience attention; and framing that focuses on specific individuals or incidents without analyzing underlying structural factors [36]. Such coverage

patterns not only fail to promote systemic solutions but can also add to the trauma of children who are the subjects of news coverage [36].

The media also has specific ethical responsibilities in reporting on children. The principles of responsible journalism in covering child issues require journalists to: consider the best interests of the child in every editorial decision; protect children's identity and privacy; avoid retraumatization by improperly interviewing children about their traumatic experiences; provide adequate context to prevent victim-blaming conclusions; and ensure accuracy and balance in reporting. Their study on child journalism practices in Southeast Asia found that journalists' awareness of these principles is still highly varied and requires strengthening through journalism education and stricter professional standards [37].

2. Method

This research employs a qualitative approach with a descriptive case study method. This approach was chosen to explore in depth how the media frames issues of children's rights, discrimination, and bullying prevention in the educational environment through news coverage. This method enables interpretive analysis of news content published in national media [38].

The primary data consists of news articles containing cases of bullying and children's rights issues in the educational environment from several national online media outlets such as Kompas, Saibumi, MetroTVNews, Liputan6, and RRI. Data were collected from the period August 2025 to November 2025 to ensure the relevance and currency of the issues [39].

Data collection was conducted using documentation techniques and literature studies of relevant news articles and reports. Data were gathered by filtering news based on keywords such as "bullying," "children's rights," "discrimination in schools," and "bullying prevention" [40].

Data analysis employed the framing theory of Robert N. Entman (1993) which encompasses four main elements [41]:

Define Problems: Analyzing how the news defines bullying cases as violations of children's rights and discrimination.

Diagnose Causes: Identifying the causes of bullying and discrimination problems as presented in the news.


Make Moral Judgement: Examining how the media provides ethical judgments regarding bullying cases and the perpetrators.

Suggest Remedies: Identifying the solutions and bullying prevention efforts recommended in the news coverage.

This framework provides a systematic structure for understanding the social construction of issues as framed by the media and their implications for public perception and educational policy [41], [42].

3. Result and Discussion

General Findings

Image	Description
	<p>This article presents a comprehensive data-based report regarding the significant surge in bullying cases in Indonesia. The primary data are sourced from trusted institutions such as the Indonesian Education Monitoring Network (JPPI), the Indonesian Child Protection Commission (KPAP), and SAFEnet. The main focus of the article is to demonstrate the drastic increase in cases (up to more than 100%), identify the most dominant types of bullying, and analyze the most vulnerable age groups and geographic regions.</p> <p>https://goodstats.id/article/data-kasus-bullying-di-indonesia-yG3WL</p> <p>Publish 05 October 2025</p>

Tabel 1 article goodstats.id

This Table 1 summarizes the key findings from the article as follows: Cases of bullying or peer harassment in Indonesia show a significant increasing trend and have become one of the serious issues in education and child protection. Official data from the Indonesian Child Protection Commission (KPAP), the Indonesian Education Monitoring Network (JPPI), and SAFEnet reports illustrate an increase in the number of cases from year to year.

In 2023, there were 285 cases of bullying; however, in 2024, this number surged to 573, an increase of more than 100 percent. Of the total cases of violence in the educational environment in 2024, approximately 31 percent were bullying cases, making it the most dominant form of violence in schools.

KPAP reported that throughout 2023, there were 3,800 cases of bullying, nearly half of which

occurred in schools and Islamic boarding schools (pesantren). In 2024, KPAI received 2,057 complaints related to child protection, with 954 cases having been followed up. Although there was a decrease in the number of complaints compared to the previous year, the bullying trend remained consistently high, indicating that schools remain a vulnerable place for children.

The most common type of bullying is physical bullying (approximately 55.5%), including hitting, kicking, and other forms of physical violence. Verbal or psychological bullying ranks second with a percentage of 29.3%, which includes insults, ridicule, and ostracism that cause emotional distress to victims.

Furthermore, cyberbullying has also increased significantly, with SAFEnet reports in the first quarter of 2024 showing an increase of more than 100 percent compared to the previous year, reaching 480 cases. This increase is related to the massive use of social media among students, which often serves as a means to commit bullying.

In terms of educational level, the most bullying victims come from early childhood, with 26% of victims being elementary school (SD) students, followed by 25% junior high school (SMP) students, and 18.75% senior high school (SMA) students. These statistics indicate that children in the early stages of education are the most vulnerable group to bullying.


By region, the three provinces with the highest number of bullying cases throughout 2024 were East Java (81 cases), West Java (56 cases), and Central Java (45 cases). Bullying also occurs in various types of educational institutions, including madrasahs and pesantren, with 92 cases in madrasahs and 114 cases in pesantren, indicating that the bullying problem cuts across institutional types.

Factors explaining the increase in bullying cases in Indonesia include: lack of supervision in the school environment by teachers and management, low parental understanding of the impact of bullying leading them to trivialize it, and technological developments that facilitate cyberbullying, allowing children to spread negative content without adequate control.

The impact of bullying is very serious for victims, including mental health disorders such as depression, anxiety, and prolonged trauma. In some extreme cases, bullying can trigger suicidal ideation. Additionally, bullying negatively affects academic achievement, reduces learning motivation, and increases school absenteeism. If not addressed

properly, bullying damages the educational climate and hinders the emergence of a healthy, intelligent, and competitive generation.

Specific Findings

Image	Description
	<p>This article is an investigative news report that presents a real case with chronological details and the tragic impact of bullying. MH (13 years old), a junior high school student at a public school in South Tangerang (Tangsel), is currently lying weak at Fatmawati General Hospital, South Jakarta, suffering from vision impairment and partial paralysis of his body.</p> <p>https://megapolitan.kompas.com/read/2025/11/11/07005041/kisah-pulu-siswa-smpn-tangsel-jadi-korban-bully-hingga-alami-gangguan</p> <p>Publish 11 November 2025</p>

Tabel 2 article megapolitan kompas.com

This Table 2 summarizes the key findings from the article as follows: These links cover specific bullying cases, highlights from institutions such as Komnas PA (National Commission for Child Protection), statements from government officials, and general explanations about bullying. The analysis was conducted qualitatively through content analysis techniques, in which each link was examined based on Entman's framing elements, then connected to the context of children's rights (such as the right to education and protection from violence in accordance with the Convention on the Rights of the Child), discrimination (as a form of social marginalization), and prevention (policy and educational strategies). These findings will reveal dominant framing patterns, such as the emphasis on psychological impacts as a violation of children's rights, and their implications for educational policy.

Framing Analysis Based on Entman's Model

Define Problems: This article defines bullying as a serious problem that threatens children's mental health, focusing on the story of a victim who is a student at a Tangsel public middle school experiencing psychological disorders due to

prolonged bullying. The problem is framed as a violation of children's rights to protection from violence, where the school has failed as a safe environment.

Diagnose Causes: The causes are diagnosed as a lack of supervision by teachers and peers, as well as a school culture that tolerates violence. This is linked to social discrimination, where the victim may have been targeted because of identity differences (e.g., physical appearance or socio-economic status).

Make Moral Judgments: The moral judgment emphasizes that bullying is an inhumane act and

violates social ethics, with the victim portrayed as the weak and innocent party. This frames the perpetrators as "evil" and the school community as morally responsible.

Suggest Remedies: Suggested solutions include increased school supervision, psychological support, and anti-bullying campaigns. In the context of prevention, this is linked to the fulfillment of children's rights through inclusive educational policies.

Image	Description
	<p>This article reports the spotlight from the National Commission for Child Protection (Komnas PA) on a severe bullying case experienced by a junior high school student. The impact of this bullying was so severe that it caused the victim to drop out of school. Komnas PA not only highlights the case but also actively encourages psychological assistance for the victim to recover from trauma. Furthermore, Komnas PA also emphasizes the importance of fulfilling the victim's identity rights, which may be related to population administration or further legal protection.</p> <p>https://www.saibumi.com/artikel-135482-komnas-pa-soroti-kasus-bullying-siswi-smp-hingga-berhenti-sekolah-dorong-pendampingan-psikologis-dan-pemenuhan-hak-identitas.html</p> <p>Publish 23 Oktober 2025</p>

Tabel 3 article saibumi.com

This Table 3 summarizes the key findings from the article as follows:


Define Problems: The article defines bullying as a threat to children's rights, particularly the right to identity and education, with the case of a junior high school student who dropped out of school due to bullying. The problem is framed as systemic discrimination in schools, where female victims or those with minority identities are vulnerable to being targeted.

Diagnose Causes: The causes are diagnosed as a lack of awareness about children's rights within the school environment, including the absence of reporting mechanisms and education about tolerance.

This is linked to discrimination based on gender or identity, which is exacerbated by patriarchal social norms.

Make Moral Judgments: The moral judgment highlights Komnas PA as the "right" party in fighting for children's rights, while the school and the victim's parents are judged as having failed. Bullying is framed as a moral crime that damages children's futures.

Suggest Remedies: Suggested solutions include psychological assistance, fulfillment of identity rights (such as access to mental health services), and school policy reform. Prevention is linked to children's rights education and anti-discrimination mechanisms in education.

Image	Description
	<p>This news article presents a statement from the Minister of Primary and Secondary Education (Mendikdasmen) responding to the explosion incident at SMAN 72 Jakarta. Its main focus is the acknowledgment from a student that the suspected perpetrator of the explosion was a victim of bullying. The Minister emphasized that violence in the school environment is a serious problem requiring special attention and handling. This article directly connects an extreme act (the explosion) to the triggering factor in the form of bullying experiences that the perpetrator may have endured.</p> <p>https://www.metrotvnews.com/read/bVDCj9YY-terduga-pelaku-ledakan-sman-72-korban-bullying-mendikdasmen-kekerasan-di-sekolah-masalah-serius</p> <p>Publish 09 November 2025</p>

Tabel 4 article metrotvnews.com


This Table 4 summarizes the key findings from the article as follows:

Define Problems: The article defines bullying as a serious problem that leads to extreme violence (school explosion), with the victim becoming the perpetrator. The problem is framed as a violation of children's rights to safety and education, as well as discrimination that drives the escalation of violence.

Diagnose Causes: The causes are diagnosed as a lack of early intervention and school supervision, as well as the unaddressed psychological impacts of bullying. This is linked to social discrimination that makes victims feel isolated.

Make Moral Judgments: The moral judgment emphasizes the statement of the Minister of Primary and Secondary Education as the "correct" authority, with bullying framed as a "serious problem" requiring collective responsibility. The victim is framed as the oppressed party, while the education system is deemed morally responsible.

Suggest Remedies: Suggested solutions include violence prevention policies in schools, such as national anti-bullying programs. Prevention is linked to the fulfillment of children's rights through inclusive education and psychological support.

Image	Description
	<p>This article presents an in-depth report on seven tragic bullying cases within the Indonesian educational environment, ranging from school level to university, which resulted in the deaths of the victims. Each case is explained chronologically and factually, demonstrating the fatal impact of bullying actions.</p> <p>https://www.liputan6.com/news/read/6208928/7-kasus-bullying-berujung-maut-yang-terjadi-di-sekolah-hingga-universitas?page=8</p> <p>Publish 11 November 2025</p>

Tabel 5 article liputan6.com

This Table 5 summarizes the key findings from the article as follows:


Define Problems: The article defines bullying as a fatal problem that threatens children's lives, with seven cases resulting in death. The problem is framed as a violation of children's rights to life and protection, as well as discrimination that leads to tragedy.

Diagnose Causes: The causes are diagnosed as the escalation of violence without intervention, a permissive school culture, and a lack of education about empathy. This is linked to discrimination based on identity differences that triggers conflict.

Make Moral Judgments: The moral judgment highlights bullying as an "intolerable crime," with victims portrayed as martyrs for children's rights. Society and schools are deemed morally responsible for these deaths.

Suggest Remedies: Suggested solutions include prevention campaigns, punishment for perpetrators, and reform of the education system. Prevention is

linked to the fulfillment of children's rights through anti-discrimination policies and character education.

Image	Description
	<p>Bullying in the school environment is a continuously increasing phenomenon in Indonesia. An article from RRI.co.id identifies 4 main reasons why bullying is so prevalent in schools. These four factors are interconnected and create conditions that allow bullying behavior to develop uncontrollably.</p> <p>https://rri.co.id/index.php/la-in-lain/1838057/4-alasan-bullying-marak-terjadi-dilingkungan-sekolah</p> <p>Publish 17 September 2025</p>

Tabel 6 article rri.co.id

This Table 6 summarizes the key findings from the article as follows:

Define Problems: The article defines bullying as a widespread problem that disrupts education, with four main reasons. The problem is framed as a threat to children's rights to a safe and discrimination-free learning environment.

Diagnose Causes: The causes are diagnosed as lack of supervision, academic pressure, social media influence, and social norms. This is linked to discrimination that is reinforced by external factors such as family and society.

Make Moral Judgments: The moral judgment emphasizes that bullying is the result of systemic failure, with schools and parents deemed "wrong" if they do not prevent it. This frames prevention as a moral obligation.

Suggest Remedies: Suggested solutions include increased supervision, education, and school-family collaboration. Prevention is linked to the fulfillment of children's rights through inclusive programs.

Image	Description
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	<p>This page presents comprehensive health information about bullying from medical and psychological perspectives. Its description is highly structured, informative, and aims at education and prevention.</p> <p>https://www.alodokter.com/bullying</p> <p>Publish : 27 Agustus 2025</p>
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Tabel 7 article alodokter.com

This Table 7 summarizes the key findings from the article as follows:

Define Problems: This medical article defines bullying as a mental health problem that affects children, with symptoms such as stress and depression. The problem is framed as a violation of children's rights to health and education.

Diagnose Causes: The causes are diagnosed as social dynamics within schools, such as peer hierarchies and lack of support. This is linked to discrimination that worsens psychological conditions.

Make Moral Judgments: The moral judgment highlights bullying as a harmful act, with victims portrayed as parties that need protection. The medical approach frames prevention as an ethical responsibility.

Suggest Remedies: Suggested solutions include psychological consultation, mental health education, and school intervention. Prevention is linked to the fulfillment of children's rights through integrated health services.

Analysis of Media Framing of Bullying Cases in the Indonesian Educational Environment

Based on Entman's model, the analysis of media framing of bullying cases in the Indonesian educational environment consistently defines bullying as a serious violation of children's rights to protection, safe education, and identity, with a significant increasing trend in cases from 285 in 2023 to 573 in 2024, where 31% of educational violence consists of bullying, predominantly physical (55.5%) and verbal (29.3%), while cyberbullying increased by 100%. This framing diagnoses the main causes as lack of school supervision, norms tolerant of discrimination (based on gender, socio-economic identity, or physical appearance), and the influence of social media, which exacerbates victim marginalization, especially at the elementary school level (26%), junior high school level (25%), and in the provinces of East Java,

West Java, and Central Java. The media's moral judgment highlights bullying as an inhumane crime that positions victims as the weak party and institutions such as KPAI/Komnas PA as defenders of children's rights, while schools and parents are deemed ethically deficient, with fatal impacts including mental disorders, depression, dropping out of school, and even death. Overall, the dominant framing emphasizes the urgency of systemic prevention to create an inclusive, discrimination-free educational environment, in alignment with the Convention on the Rights of the Child and Law No. 35/2014.

Implementation of Media Framing on Children's Rights, Discrimination, and Bullying Prevention in the Educational Environment

The implementation of media framing on children's rights, discrimination, and bullying prevention in the educational environment can be realized through the integration of national policies such as child-friendly education programs in schools, where the curriculum is mandated to include anti-bullying modules, teacher training on early detection of discrimination, and the establishment of student councils for children's participation in decision-making. Institutions such as KPAI and Komnas PA have promoted psychological assistance for victims and school reform, as seen in the case of a junior high school student who dropped out of school due to bullying, with the fulfillment of identity rights through integrated mental health services. At the provincial level, implementation is evident in increased supervision in madrasahs and pesantren (206 cases in 2024) through school-family-community collaboration, including cyberbullying monitoring via school digital platforms.

Comprehensive solutions include: (1) Education and Prevention: A national children's rights-based anti-bullying campaign through an inclusive curriculum that teaches empathy, tolerance, and recognition of discrimination from an early age, supported by training for parents and teachers; (2) Reporting Mechanisms: An anonymous hotline application integrated with KPAI for victims, with strict sanctions for perpetrators in accordance with the Child Protection Law; (3) Psychosocial Intervention: Free access to school counselors and mental health services, as recommended by Alodokter to address victim depression; (4) Technological Supervision: Collaboration with SAFEnet for cyber content filtering on students' social media and digital literacy education; (5) Inclusive Policy: School reform free from

discrimination in accordance with Law No. 20/2003 Article 17, including monthly case monitoring by the Minister of Primary and Secondary Education for vulnerable provinces such as East Java. This approach ensures holistic fulfillment of children's rights, reducing the continuously increasing trend of bullying through 2025.

Based on the Entman framing model analysis of bullying news coverage, the following are practical and specific recommendations for teachers and school policymakers to respond wisely to media reporting without causing additional trauma to students. Schools need to implement an "Empathy-Based Information Filtering" strategy when responding to bullying news coverage. Teachers and school staff are advised not to use sensational media reports as material for open classroom discussions without strict psychological supervision, especially if there are victims in that school, in order to prevent re-traumatization for both the victim and other students. Instead, schools can conduct "narrative deconstruction" by focusing discussions on the aspect of suggested remedies and empathy, rather than exploiting the definition of problems which often frames victims tragically. School policymakers must proactively filter media content before sharing it in school communication groups, ensuring that the information received by students and parents prioritizes children's rights to protection and dignity, rather than merely reporting incidents that trigger fear or stigma for the victim.

4. Conclusion

This research has revealed that Indonesian media frame children's rights, discrimination, and prevention efforts in the educational environment. The following conclusions can be drawn:

Media Diagnose the Causes of Bullying and Discrimination in Schools

The media portray bullying and discrimination as consequences of three main factors: the family environment, the school environment, and peer groups. Lack of supervision and disciplinary enforcement in schools are identified as primary causes of bullying. Furthermore, discrimination based on differences in social, economic, and cultural identity also contributes to the increase in bullying behavior. Social environmental factors that lack support for inclusive values and empathy are also highlighted by the media in explaining the causes of bullying.

Moral Judgement of the Media towards Perpetrators and Victims of Bullying

The media firmly judge bullying perpetrators as violators of moral and legal norms who must be held accountable for their violent actions. Perpetrators are considered to exhibit aggressive behavior that harms not only the victims but also the entire educational environment. Victims are viewed as suffering parties who deserve protection and recovery. The media prioritize empathy and moral support for victims, while demanding stronger regulations and legal action against perpetrators.

Solutions and Bullying Prevention Efforts Recommended by the Media

The media recommend a holistic approach to bullying prevention, focusing on children's rights education, raising anti-discrimination awareness, and increasing supervision within the school environment. Psychological support for bullying victims is deemed very important. The media also emphasize the need for strict law enforcement, child-friendly school policies, and inclusive approaches that involve parents, teachers, and the community in prevention efforts. Character education and humanitarian social values constitute a major part of the prevention strategy. Do not let students who are victims of bullying read the news about themselves on their own. Ensure that only the support team accesses, filters, and then conveys the information to the student as needed (without explicit details), in a calm interpersonal setting, not in a public classroom. Make use of each news report as: (1) a policy advocacy document, (2) a non-harmful media literacy teaching material, and (3) a reminder to strengthen the school's internal protocols. In this way, the school takes control of the narrative from the media shifting from an exploitative trauma narrative to an empowering recovery narrative.

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