Implementing School Violence Prevention Policy in Indonesian Elementary Schools: Applying Edwards III's Framework and Local Wisdom Perspectives

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Abstract

Violence in elementary schools has emerged as a critical national concern requiring systematic policy responses. Indonesia's Ministerial Regulation No. 46 of 2023 established School Violence Prevention and Handling Teams (TPPK) to create safe learning environments, yet implementation challenges persist across educational settings. This study analyzed TPPK policy implementation in Indonesian elementary schools using Edwards III's four-dimensional framework (communication, resources, disposition, bureaucratic structure) and examined local wisdom integration as a complementary violence prevention strategy. A systematic reflective literature review was conducted, synthesizing peer-reviewed journals, government regulations, and policy reports published primarily within 2019-2025. Content analysis employed Edwards III's theoretical dimensions to identify implementation patterns, challenges, and the role of cultural values. Findings revealed persistent implementation gaps attributable to inconsistent communication failing to build shared understanding, insufficient resource allocation constraining implementer capacity, dispositional orientations prioritizing compliance over commitment, and predominantly administrative bureaucratic structures. However, integration of Indonesian cultural values—*gotong royong* (mutual cooperation), *tepa selira* (empathetic respect), and *musyawarah* (deliberation)—demonstrated significant potential to strengthen implementer disposition and enhance policy effectiveness by fostering empathy and moral commitment. Effective TPPK implementation requires alignment across Edwards III's four dimensions, strengthened through cultural integration that transforms formal policies into contextually meaningful practices. Local wisdom functions as a mediating dimension permeating structural variables, suggesting that universal implementation theories require cultural adaptation across diverse sociocultural contexts to create safe, inclusive elementary school environments.

INTRODUCTION

Violence in educational settings has emerged as a critical concern in contemporary education systems worldwide, with particular urgency in elementary schools where the developmental vulnerability of young learners intersects with increasing reports of both verbal and non-verbal forms of aggression (Benbenishty et al., 2025; Hong et al., 2025). Research indicates that school violence not only inflicts immediate psychological harm on victims but also systematically erodes the foundational integrity of the educational ecosystem, affecting academic performance, mental health, and long-term developmental trajectories (Devries et al., 2014; Musu-Gillette et al., 2017; Buka et al., 2001). Within the Indonesian context, this phenomenon has escalated into a national priority requiring comprehensive policy responses that extend beyond punitive measures to encompass systematic prevention and cultural transformation. Official data from the Indonesian Child Protection Commission (KPAI, 2025) indicates that school violence not only inflicts immediate psychological harm on victims but systematically erodes the foundational integrity of the educational ecosystem, thereby threatening the broader national agenda of character development and child protection. This persistent challenge necessitates a multidimensional policy framework that integrates institutional mechanisms with value-based cultural approaches to create sustainable solutions (Mayer et al., 2021; Klun et al., 2025).

In response to this pressing concern, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia promulgated Ministerial Regulation No. 46 of 2023 on the Prevention and Handling of Violence in Educational Institutions, mandating the establishment of School Violence Prevention and Handling Teams (TPPK) across all educational units. The regulation positions TPPK as an institutional mechanism designed to detect, address, and educate school communities toward fostering safe, inclusive, and nurturing learning environments (MoECRT, 2023, 2024). However, empirical evidence from developing countries reveals persistent implementation gaps wherein well-articulated policies frequently encounter substantial obstacles at the school level, including communication barriers, resource constraints, and inconsistent implementer commitment (Ahsan et al., 2023; Kuswandi, 2023; Suhendri et al., 2025). These challenges reflect broader patterns documented in educational policy implementation across Sub-Saharan Africa, Southeast Asia, and Latin America, where infrastructure deficits, inadequate teacher training, and weak coordination among stakeholders create significant barriers to effective policy execution (Teferra, 2024; Chen et al., 2022; Kingdon et al., 2014). This disjuncture between policy formulation and practical execution constitutes a critical knowledge gap that warrants systematic scholarly investigation.

The theoretical framework employed in this study draws upon George C. Edwards III's (1980) Policy Implementation Theory, which posits four fundamental dimensions that determine implementation effectiveness: communication clarity, resource availability, implementers' disposition, and bureaucratic structure. Edwards III's framework emphasizes that policy success depends not only on the quality of policy design but on how these four interconnected variables operate in practice (Subarsono, 2014; Tezera, 2019). This theoretical lens provides analytical precision for examining how these interdependent variables influence TPPK policy outcomes within elementary school contexts. While Edwards III's framework has been extensively applied in public policy analysis across various sectors—including health, environmental policy, and administrative reform—its application to violence prevention policies in primary education settings, particularly within culturally diverse developing nations, remains underexplored in existing literature. This study addresses this scholarly gap by systematically analyzing TPPK implementation through Edwards III's multidimensional framework while simultaneously considering the role of indigenous cultural values in shaping policy effectiveness.

A distinctive contribution of this research lies in its integration of local wisdom as a complementary analytical dimension. Prior scholarship has demonstrated that violence prevention strategies cannot be divorced from their sociocultural contexts, as cultural values fundamentally shape interpersonal relationships and conflict resolution mechanisms within educational communities (Rukiyati & Purwastuti, 2016; Fa'idah et al., 2024; Sakti et al., 2024). Indonesian cultural principles such as *gotong royong* (mutual cooperation), *tepa selira* (empathetic understanding), and *musyawarah* (collective deliberation)

have historically functioned as informal social control mechanisms that promote harmonious coexistence. Recent empirical studies indicate that the integration of these indigenous values into educational practices enhances empathy, solidarity, and social responsibility among students, thereby amplifying the effectiveness of formal violence prevention policies (Bakari et al., 2024; Asmayawati et al., 2024). International research corroborates these findings, demonstrating that culturally responsive approaches to violence prevention—including Indigenous knowledge systems, ethnopedagogy, and community-based education—significantly strengthen students' character development, cultural identity, and prosocial behaviors (Brayboy, 2005; Wilkins & Lomawaima, 2001). Furthermore, character education grounded in values such as empathy, responsibility, and social awareness has been shown to reduce behavioral problems, enhance emotional regulation, and create safer learning environments across diverse cultural contexts (Lickona, 1991; Berkowitz & Bier, 2005). Despite this evidence, the systematic incorporation of local wisdom into policy implementation analysis remains limited, representing a significant gap in the literature.

This study therefore pursues dual objectives: first, to analyze TPPK policy implementation in elementary schools through the analytical lens of Edwards III's four-dimensional framework; and second, to critically examine how local wisdom internalization functions as a value-strengthening instrument in preventing verbal and non-verbal violence within primary educational contexts. By synthesizing structural policy analysis with cultural approaches, this research advances a multidimensional understanding of violence prevention that acknowledges both institutional mechanisms and sociocultural foundations. The significance of this study extends beyond theoretical contribution to offer practical implications for developing culturally responsive educational policies that align with Indonesia's diverse sociocultural landscape while addressing universal challenges in child protection and safe school environments.

METHODS

This study employed a systematic reflective literature review design, specifically chosen to enable comprehensive theoretical analysis and conceptual synthesis of TPPK policy implementation within the Indonesian elementary education context. This methodological approach aligns with the research objectives of examining policy implementation dynamics through Edwards III's theoretical framework while simultaneously exploring the complementary role of local wisdom in violence prevention strategies. The reflective literature review methodology is particularly appropriate for this investigation as it facilitates the integration of diverse knowledge sources—including theoretical frameworks, empirical studies, and policy documents—to generate nuanced understanding of complex educational policy phenomena (Snyder, 2019; Torraco, 2005).

The data corpus for this investigation comprised carefully selected scholarly literature encompassing peer-reviewed journal articles, official government regulations, ministerial policy reports, and empirical research publications. The literature selection process followed systematic inclusion criteria prioritizing thematic relevance to school violence prevention policies, methodological rigor, and publication recency, with primary emphasis on sources published within the preceding five years to ensure contemporary relevance. However, seminal theoretical works and foundational policy implementation studies were included regardless of publication date to establish robust conceptual grounding. The search strategy utilized multiple academic databases including Scopus, Web of Science, Google Scholar, and Indonesia OneSearch, employing systematically constructed search strings combining keywords such as "school violence prevention," "policy implementation," "Edwards III theory," "elementary education," "local wisdom," "character education," and "child protection." Government documents were retrieved directly from official repositories of the Ministry of Education, Culture, Research, and Technology and the Indonesian Child Protection Commission to ensure authenticity and accuracy of policy information.

The analytical framework operationalized Edwards III's (1980) Policy Implementation Theory as the primary conceptual lens, which delineates four critical dimensions: communication effectiveness in

policy dissemination, adequacy and allocation of implementation resources, dispositional commitment of policy implementers, and functionality of bureaucratic structures coordinating implementation efforts. These four dimensions served as organizing themes for systematic content analysis of the collected literature. The analysis proceeded through multiple iterative stages, commencing with comprehensive reading and preliminary coding of all sources, followed by thematic categorization wherein relevant content was systematically classified according to Edwards III's four theoretical dimensions. Subsequently, interpretive synthesis was conducted to identify patterns, contradictions, and emergent themes across the literature, with particular attention to how local wisdom values intersect with formal policy mechanisms in preventing verbal and non-verbal violence.

Methodological rigor was ensured through multiple validation strategies. First, triangulation of sources across different document types—academic research, policy texts, and implementation reports—enhanced the credibility and comprehensiveness of findings. Second, transparent documentation of all analytical procedures and decision-making processes established an audit trail supporting the dependability of interpretations. Third, reflexive engagement with potential researcher bias was maintained throughout the analytical process, acknowledging that the synthesis represents one interpretive lens among multiple possible readings of the literature. The study adhered strictly to ethical principles of academic integrity, ensuring accurate attribution of all sources according to APA 7th edition citation standards and maintaining transparency regarding the limitations inherent in secondary data analysis. Given that this investigation exclusively utilized publicly available documents without human participant involvement, formal ethical clearance was not required; however, the research maintained ethical commitment to honest representation of source materials and acknowledgment of alternative interpretations where scholarly disagreement exists.

RESULTS AND DISCUSSION

Results

The analysis of TPPK policy implementation in Indonesian elementary schools, structured through Edwards III's (1980) four-dimensional framework, reveals systematic patterns of challenges and opportunities across communication, resources, disposition, and bureaucratic structure dimensions. These findings emerge from comprehensive synthesis of ministerial regulations, empirical implementation studies, and scholarly literature examining violence prevention mechanisms in primary education contexts. The presentation follows a thematic organization that systematically addresses each theoretical dimension while highlighting interconnections among variables that collectively shape implementation outcomes.

Communication Effectiveness in Policy Dissemination

Policy communication patterns exhibit substantial variation between formal articulation and operational comprehension across educational settings. Ministerial Regulation No. 46 of 2023 establishes comprehensive guidelines for violence prevention and handling mechanisms through structured communication channels from the Ministry of Education, Culture, Research, and Technology to educational units (MoECRT, 2023). However, implementation studies document persistent disjunctures between policy transmission and substantive understanding at school level.

Evidence from Asyifa and Rifqi (2023) reveals that numerous school principals and teachers conceptualize TPPK primarily as administrative compliance obligations rather than transformative mechanisms for cultivating safe, empathetic learning environments. This perception manifests in superficial policy adoption characterized by formal team establishment without corresponding depth in understanding violence prevention principles or intervention protocols. The 2024 ministerial implementation report corroborates these communication challenges, documenting substantial regional variations in interpreting reporting procedures, case follow-up protocols, and responsibilities delineation among TPPK team members (MoECRT, 2024). These inconsistencies generate operational confusion that undermines coordinated response capabilities when violence incidents occur.

Communication effectiveness demonstrates temporal dynamics that warrant particular attention. Initial policy socialization efforts, while formally conducted through workshops and dissemination sessions, diminish significantly after first implementation cycles. This attenuation creates knowledge erosion particularly among newly appointed staff members who lack exposure to foundational policy orientations. Schools lacking systematic mechanisms for continuous communication renewal consequently experience progressive dilution of policy understanding across staff transitions. Additionally, communication channels predominantly employ unidirectional transmission models rather than dialogic engagement processes that construct shared meaning among diverse stakeholders including teachers, parents, and students.

An unexpected finding concerns the relationship between communication modality and comprehension depth. Schools utilizing diverse communication approaches—combining formal documentation, interactive workshops, visual materials, and peer-learning forums—demonstrate markedly higher levels of policy internalization compared to institutions relying exclusively on official circulars and written guidelines. This pattern suggests that communication effectiveness depends not merely on information dissemination frequency but on pedagogical quality of communication strategies employed.

Resource Availability and Implementer Competence

Resource adequacy emerges as a critical constraining factor affecting TPPK implementation capacity across multiple dimensions. Human resource analysis reveals widespread deficits in specialized competencies required for effective violence prevention and trauma-informed intervention. Suhendri et al. (2025) document that majority of elementary schools lack TPPK team members with adequate training in child psychology, trauma counseling, or restorative justice approaches necessary for addressing complex violence cases sensitively and effectively. This capacity deficit manifests in reactive rather than proactive implementation patterns, wherein teams respond to reported incidents without systematic prevention programming or early intervention mechanisms.

Professional development opportunities remain insufficient both in availability and content quality. Training programs, when provided, typically emphasize procedural compliance—how to document cases, complete reporting forms, and follow bureaucratic protocols—rather than substantive skill development in recognizing early warning signs, conducting sensitive investigations, providing psychological first aid, or facilitating restorative processes. The absence of ongoing capacity-building initiatives constrains implementers' ability to adapt to evolving challenges or apply evidence-based prevention strategies documented in violence prevention literature.

Financial resource allocation presents parallel constraints. Despite policy mandates requiring functional TPPK mechanisms, budgetary provisions for violence prevention programming remain minimal across numerous districts. Schools report inadequate funding for essential resources including reporting infrastructure, counseling materials, prevention campaign development, or external specialist consultation when cases exceed internal capacity. The Indonesian Child Protection Commission (KPAI, 2025) identifies that resource scarcity contributes substantially to underreporting patterns, as schools lack mechanisms to handle cases confidentially and professionally, leading victims and witnesses to remain silent.

Material resources demonstrate similar inadequacies. Many elementary schools lack private spaces for confidential reporting or counseling, age-appropriate educational materials for violence prevention instruction, or technological infrastructure supporting secure documentation and communication systems. These tangible resource gaps compound human capacity limitations, collectively constraining schools' ability to operationalize policy directives effectively.

An unanticipated finding relates to resource mobilization patterns. Schools successfully integrating local community resources—including traditional leaders, parent volunteers, and local organizations—demonstrate enhanced implementation capacity despite limited formal budgetary allocations. This suggests that resourcefulness in leveraging contextual assets partially compensates for institutional

resource constraints, though such adaptive strategies remain ad hoc rather than systematically incorporated into policy frameworks.

Implementer Disposition and Value Commitment

Implementer attitudes, values, and moral commitments constitute perhaps the most consequential yet variable dimension influencing TPPK effectiveness. Analysis reveals substantial heterogeneity in how educators conceptualize their roles and responsibilities within violence prevention frameworks. When implementers perceive TPPK as bureaucratic obligation imposed externally, implementation becomes mechanistic, characterized by minimal compliance rather than genuine commitment to cultural transformation. Conversely, schools where educators embrace violence prevention as moral imperative demonstrate qualitatively different implementation patterns marked by proactive engagement, creative problem-solving, and sustained effort despite resource constraints.

Dispositional orientations demonstrate strong associations with professional identity and values alignment. Educators possessing deep commitment to child protection principles, equity, and social justice exhibit substantially higher implementation fidelity and persistence through challenges. This values-driven commitment manifests in willingness to invest personal time, advocate for resources, engage families meaningfully, and continuously improve practice through reflection and learning. However, such intrinsic motivation cannot be mandated through policy directives alone, revealing tension between policy expectations and motivational realities.

The integration of local wisdom values presents significant potential for strengthening implementer disposition. Studies by Bakari et al. (2024) demonstrate that character education grounded in Pancasila's spiritual and social principles cultivates more harmonious school cultures and strengthens educators' moral orientation toward violence prevention. Research by Fa'idah et al. (2024) and Kamilah et al. (2025) reveals that Indonesian cultural values—particularly *gotong royong* (mutual cooperation), *tepa selira* (empathetic respect), and *rasa malu* (social conscience)—possess inherent capacity to prevent violence by fostering empathy, social responsibility, and self-regulation among both students and educators.

Ministerial Regulation No. 46 of 2023 provides explicit legal foundations supporting dispositional expectations. Articles 25 and 26 specify that TPPK teams bear responsibility for socialization activities, receiving and investigating reports, providing sanction recommendations, and maintaining accountability through annual evaluations (MoECRT, 2023). These provisions establish that disposition constitutes not merely aspirational ideal but legal mandate requiring active engagement. However, transforming legal requirements into authentic moral commitment remains implementation challenge requiring attention beyond regulatory specification.

A particularly significant unexpected finding concerns bidirectional relationships between disposition and other implementation dimensions. Strong implementer commitment appears to moderate communication effectiveness—committed educators actively seek clarification of ambiguous policy guidance and proactively share information with colleagues. Similarly, disposition influences resource utilization efficiency—motivated implementers demonstrate greater creativity in leveraging limited resources and mobilizing community support. These interaction effects suggest disposition functions not as isolated variable but as catalytic force amplifying or constraining other implementation dimensions.

Bureaucratic Structure and Coordination Mechanisms

Organizational architecture and governance arrangements surrounding TPPK implementation significantly influence operational effectiveness. Policy frameworks envision collaborative structures involving school principals, teachers, parents, and students working synergistically to create safe learning environments through clearly delineated roles and coordinated efforts. However, empirical evidence reveals substantial coordination challenges and structural weaknesses affecting implementation quality.

Rahayu et al. (2022) document poor synchronization between local education authorities and schools, resulting in overlapping responsibilities, duplicated reporting requirements, and delayed case follow-ups that compromise intervention timeliness. This fragmentation reflects inadequate clarification of authority boundaries and communication pathways among organizational levels. Schools report confusion regarding which cases require district-level reporting versus internal resolution, what information-sharing protocols govern inter-institutional collaboration, and how to access specialized support services when internal capacity proves insufficient.

Bureaucratic structures demonstrate predominantly hierarchical, centralized characteristics that constrain adaptive responsiveness to contextual diversity. Rigid procedural requirements prioritize standardization over flexibility, limiting schools' capacity to develop contextually appropriate prevention strategies aligned with specific community needs and cultural contexts. This structural rigidity proves particularly problematic given Indonesia's remarkable sociocultural diversity, wherein effective violence prevention requires cultural sensitivity and local adaptation that standardized bureaucratic protocols cannot accommodate adequately.

Studies by Fahrozy et al. (2022) and Rukiyati and Purwastuti (2016) reveal that elementary schools successfully integrating local wisdom into violence prevention efforts typically possess more flexible bureaucratic structures permitting cultural adaptation within broader policy frameworks. These schools establish participatory decision-making mechanisms involving diverse stakeholders, maintain regular communication forums facilitating collective problem-solving, and demonstrate willingness to experiment with innovative approaches while maintaining accountability for outcomes. Such adaptive structures contrast sharply with rigidly hierarchical arrangements emphasizing compliance monitoring over learning and improvement.

Ministerial Regulation No. 46 of 2023 incorporates provisions potentially supporting more adaptive implementation. Article 26 mandates annual TPPK evaluation and accountability reporting to school principals, while Article 35 requires monitoring and evaluation result reporting from local governments and educational institutions to the national ministry (MoECRT, 2023). These specifications reflect recognition that implementation requires continuous assessment and refinement rather than one-time compliance achievement. However, translating these regulatory provisions into functional accountability systems that balance standardization with contextual responsiveness remains ongoing implementation challenge.

An unexpected finding concerns informal organizational dynamics that significantly influence formal structural effectiveness. Schools characterized by strong collegial relationships, psychological safety enabling open dialogue about challenges, and distributed leadership patterns demonstrate markedly superior implementation outcomes compared to institutions with comparable formal structures but weaker relational foundations. This suggests that bureaucratic effectiveness depends substantially on organizational culture and interpersonal dynamics underlying formal arrangements, dimensions inadequately addressed in conventional structural analyses.

Discussion

The synthesis of findings illuminates persistent disjunctures between TPPK policy ideals and implementation realities within Indonesian elementary education contexts. Applying Edwards III's theoretical framework reveals that implementation challenges arise fundamentally from misalignment among the four key dimensions: communication practices failing to construct shared understanding beyond superficial awareness, resource allocation insufficient for building robust implementer capacity, dispositional orientations prioritizing compliance over transformative commitment, and bureaucratic structures remaining predominantly administrative rather than facilitative of cultural change. These patterns reflect broader implementation challenges extensively documented in educational policy scholarship, particularly within developing country contexts where systemic constraints compound policy execution difficulties (Khan et al., 2012; Burns & Köster, 2016).

However, the analysis reveals substantial potential for local wisdom integration to serve as catalytic force strengthening TPPK implementation effectiveness. Evidence from diverse Indonesian contexts demonstrates that incorporating cultural values into violence prevention approaches enhances both participatory engagement and sustainability of policy initiatives. Studies by Amri et al. (2023) and Irna et al. (2025) document that local wisdom-based interventions in Sumbawa and Papua strengthened school community solidarity, fostered more empathetic interaction patterns, and generated sustained behavioral changes extending beyond formal program implementation periods. These findings align with Kamilah et al. (2025), who demonstrate that integrating Indigenous cultural values enhances community ownership and long-term program sustainability by connecting abstract policy objectives with lived cultural experiences.

Within Edwards III's framework, local wisdom integration operates primarily through reinforcing disposition and communication dimensions while simultaneously enhancing resource mobilization and bureaucratic flexibility. When cultural values become embedded within school governance systems, implementers gain stronger moral orientation for translating abstract policy directives into contextually meaningful actions. *Gotong royong* (mutual cooperation) principles foster collective responsibility transcending individual compliance, *tepa selira* (empathetic respect) cultivates sensitivity to students' emotional states and interpersonal dynamics, while *musyawarah* (deliberation) traditions establish collaborative problem-solving processes incorporating diverse perspectives. These cultural mechanisms function as internal social control systems complementing formal policy structures.

International scholarship corroborates these integration patterns while providing comparative insights. Research by Mayer et al. (2021) and Klun et al. (2025) demonstrates that successful violence prevention policies across diverse national contexts depend heavily on robust community engagement and multilevel governance structures that mutually reinforce one another. Studies from the United States emphasize critical importance of comprehensive approaches integrating mental health services, trauma-informed practices, social-emotional learning, and positive behavioral interventions within coherent multitiered support systems (APA, 2021; Cohen, 2021). UNESCO's global work on ending school violence highlights that effective prevention requires substantial resource allocation for teacher training, safe infrastructure development, mental health service provision, and robust reporting mechanisms supported by long-term funding commitments (UNESCO, 2024).

These international perspectives affirm that Indonesia's TPPK policy aligns with global best practices through emphasis on prevention, holistic support, and community participation. However, they simultaneously underscore implementation challenges transcending national boundaries: resource constraints limiting comprehensive service provision, inadequate teacher preparation for addressing complex behavioral and mental health needs, coordination difficulties among multiple stakeholders with competing priorities, and tensions between accountability pressures emphasizing measurable outcomes and supportive intervention approaches prioritizing developmental processes (Canelo et al., 2025). Recognition of these shared challenges suggests opportunities for Indonesia to adapt evidence-based international practices while maintaining cultural appropriateness through systematic local wisdom integration.

Critical analysis reveals that TPPK policy effectiveness should not be assessed solely through quantitative metrics such as reported case numbers, team formation rates, or training session attendance. These administrative indicators risk incentivizing superficial compliance while obscuring substantive changes in school climate, interpersonal relationship quality, students' sense of safety and belonging, and institutional prevention capacity development. Meaningful implementation assessment requires examining qualitative transformation dimensions: whether educators demonstrate enhanced empathy and responsiveness to student needs, whether students feel empowered to report concerns without fear of retaliation, whether families engage constructively in prevention efforts, and whether school cultures embody values of respect, inclusion, and non-violence. Recent educational policy implementation literature increasingly emphasizes that meaningful reform requires moving beyond linear compliance-focused models toward adaptive learning-oriented approaches acknowledging

contextual complexity and enabling continuous improvement through reflective practice (IIEP-UNESCO, 2025; Burns & Köster, 2016).

This study extends Edwards III's framework by demonstrating how cultural values function as mediating dimension permeating the four primary variables—communication, resources, disposition, and bureaucratic structure. Local wisdom does not simply parallel formal policy structures but fundamentally shapes how policies are interpreted, resources mobilized, commitment cultivated, and organizational relationships enacted. This cultural mediation suggests that universal policy implementation theories require substantial contextual adaptation when applied across diverse sociocultural settings. Practically, strengthening TPPK implementation demands integrated strategies: transforming communication from unidirectional transmission toward dialogue-based meaning construction, investing in trauma-informed capacity building beyond financial allocations, cultivating moral commitment through explicit values education among implementers, and establishing flexible participatory structures enabling adaptive responses while maintaining accountability. Integration of Indonesian cultural values—*gotong royong*, *tepa selira*, *musyawarah*—offers practical mechanisms for enhancing disposition and fostering culturally resonant violence prevention approaches that communities authentically embrace.

This reflective literature review acknowledges several inherent limitations. First, reliance on published literature may introduce publication bias, as successful implementations may be overrepresented relative to unsuccessful attempts that remain undocumented. Second, absence of primary empirical data from systematic cross-regional comparative studies limits capacity to identify how specific cultural variations, socioeconomic factors, or geographic contexts differentially influence implementation outcomes across Indonesia's diverse educational landscape. Third, the rapidly evolving nature of TPPK policy implementation means recent developments and emerging practices may not yet be reflected in available academic literature, potentially constraining recency of insights.

Future investigations should prioritize longitudinal mixed-methods studies tracking TPPK implementation across diverse cultural and socioeconomic contexts to identify contextual factors enabling or constraining success. Comparative analyses examining implementation dynamics across elementary, secondary, and tertiary education levels could illuminate how developmental contexts shape policy enactment. Action research partnerships engaging schools in collaborative inquiry would generate practical knowledge while simultaneously building implementation capacity. Additionally, research examining mechanisms through which local wisdom values translate into behavioral changes and investigating potential tensions between traditional cultural practices and contemporary child protection principles would provide nuanced understanding essential for culturally responsive policy development.

CONCLUSION

This study examined TPPK policy implementation in Indonesian elementary schools through Edwards III's theoretical framework, revealing that effective violence prevention requires alignment across four critical dimensions: communication, resources, disposition, and bureaucratic structure. The synthesis demonstrates that implementation success depends not merely on formal policy mechanisms but fundamentally on cultural integration that transforms abstract directives into contextually meaningful practice. Analysis reveals persistent gaps between policy ideals and ground-level realities, attributable primarily to inadequate communication systems that fail to build shared understanding, insufficient resource allocation constraining implementer capacity, dispositional orientations prioritizing compliance over genuine commitment, and bureaucratic structures remaining predominantly administrative rather than transformative. The study's primary theoretical contribution lies in demonstrating how local wisdom functions as a mediating dimension that permeates and strengthens Edwards III's four variables, suggesting that universal implementation theories require cultural adaptation across diverse sociocultural contexts. Practically, findings indicate that strengthening TPPK implementation necessitates integrated strategies: shifting from one-way information transmission toward dialogue-based meaning construction, investing in trauma-informed capacity building beyond

financial allocations alone, cultivating moral commitment through explicit values education among implementers, and establishing flexible participatory structures enabling adaptive contextual responses while maintaining accountability. The research acknowledges limitations inherent in secondary literature synthesis, particularly the absence of cross-regional empirical data illuminating cultural variation effects. Future investigations should employ longitudinal mixed-methods designs tracking implementation across diverse settings, conduct comparative analyses across educational levels, and establish action research partnerships generating practical knowledge while building implementation capacity, thereby advancing culturally responsive approaches to creating safe, empathetic, and inclusive elementary school environments.

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