

Technology-Enhanced Inclusive Education and Digital Child Protection for Violence Prevention in Schools

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ABSTRACT

This paper proposes a technological approach to stopping violence in educational settings by integrating education and digital child protection. We conducted a qualitative, systematic literature review of national and international databases and analyzed policy recommendations regarding UNESCO, UNICEF, WHO, and the Indonesian Regulation No. 46/2023. The inclusion criteria included 20 peer-reviewed articles published between 2000 and 2025. We coded the types of violence, technology functions, roles of users and implementation contexts using content analysis. Three barriers are identified by the findings, including low educator competence in inclusive pedagogy and positive discipline, poor child- and disability-friendly facilities, and stigma of diversity that carries over into virtual communications. Reliant on these trends, the suggested model incorporates three domains. First, SOPs, privacy standards, and role-based workflow that connect reporting to accountable response and the protection of confidentiality are determined by digital safeguarding governance. Second, inclusive learning is enhanced by technology guaranteeing digital access, inculcation of digital citizenship and character values, and routines of safe interactions across platforms. Third, digital protection systems offer confidential or anonymous reporting, case-documentation, referral to counseling services and school-climate monitoring as an early warning.

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1. INTRODUCTION

Violence in schools is a compound and multidimensional issue in the world that involves both physical, verbal, psychological, sexual, and more recently, digital violence (Hammarén, 2022). In addition to the fact that violence endangers the right of children to safety during the learning process, it also has long-term effects on the mental health of students, social relations, and their academic paths (Chicote-Beato et al., 2024). Violence might happen offline and online in modern contexts of learning where communication, teaching, and peer interactions may happen through learning platforms,

messaging applications, and social media in latent and systemic forms (Donato et al., 2022; Serritella et al., 2025). These circumstances reveal severe holes in school prevention frameworks, such as poor reporting systems, inadequate case reporting, inconsistency in following-up, and persistence of punitive disciplinary systems (Bickham et al., 2021; Lekamge et al., 2025).

Within this framework, educational technology is even more applicable not only as an instructional tool by itself but as a strategic facility to enhance safe learning ecosystems (Nguyen & Tuamsuk, 2022; Tozzo et al., 2022). Prevention can be helped with the assistance of technology, inclusive learning design with reduced exclusion and stigma, digital citizenship and anti-bullying learning materials, accessible and confidential reporting, and monitoring based on data to detect risks at an early stage (Rejekiningsih & Hidayatulloh, 2025; Yang et al., 2024). Technology may however also increase evil when the schools do not have a clear governing structure of safety (Chambers, 2022), teacher effectiveness and child protection ethics in the digital world. Thus, the prevention of violence needs a technology-based protective methodology that incorporates the learning design, school governance, and child protection systems (Esfandiari et al., 2025; Julia et al., 2026).

Inclusive education offers an excellent background to this integration as it focuses on accepting diversity, equality, and the realization of the right of all children to receive education with dignity (Navas-Bonilla et al., 2025; Ručman & Šulc, 2025). Inclusive education is a strategy that has been stressed in accordance with Gustaman et al. (2025), that every child, in spite of the differences he or she may have, physically, mentally, socially, or emotionally, should have an equal chance to learn in regular schools. In a pedagogical view, inclusivity means digital access, whereby learning platforms, e-learning, and classroom technologies are accessible and useful to vulnerable learners who are at risk of marginalization and violence (Kulal et al., 2024; Liasidou, 2023). This coincides with the necessity to change the curriculum, pedagogy, and learning space, physical and digital, to suit the different needs and participation rights of students (Triwulandari & Jatningsih, 2022).

In systems perspective, the ecological theory by Bronfenbrenner (Lubis et al., 2024) supports the idea that the child development and safety depend on interactions within different environments. The microsystem (family and school), mesosystem (relationships between environment), exosystem (institutional policies and services), and macrosystem (culture and social norms). Applying this ecological lens to technology-intensive schooling, it is emphasized that violence prevention cannot be based on classroom-level intervention only but needs to incorporate the governance by the policy, the digital safety standards, and the collaboration of the schools, families, and communities in the creation of the similar protective contexts within the diverse learning settings (Thumronglaohapun et al., 2022).

The frameworks of child protection also explain that schools should not expose children to violence, exploitation, and neglect by providing policies, reporting systems, psychosocial assistance, and involvement in the decision-making processes (Adutya & Rifqi, 2023; Umbase et al., 2024). These safeguards, in technology-mediated education, mandate working tools that are pragmatic and receptive like confidential reporting systems (Sunnasy & Van Der Heever, 2025), systematic case-management procedures and referral systems that enable students to access counseling and support facilities. In the absence of such systems that are supported by technology, the reporting can be insecure, unrecorded, or slow and the violence can be perpetuated without detection. In Indonesia, the problems with inclusive education and child protection are still quite high.

Implementation is often limited by a lack of child friendly facilities and disability friendly facilities, inadequate teacher training toward inclusive pedagogy, and social resistance to diversity (Nohilly & Treacy, 2025). Equity and access to inclusive services are also impacted by the lack of full-time support teachers, as well as adaptive resources, especially in 3T areas (Bickham et al., 2021). Besides, the issue of child protection has not been integrated into the routine of schools. The knowledge of children rights in schools and the knowledge of violence in students is usually still insufficient (Hartini et al., 2022; Tozzo et al., 2022). These facts point out that the prevention endeavors require a more organized system that integrates inclusive pedagogy and operational protection systems.

It is also evidenced that the cooperation between schools, parents, and communities enhances violence prevention, particularly when the same is institutionalized and communicated and shared responsibility (Adutya & Rifqi, 2023). Within the technological education model, structured communication systems, parent engagement systems, and community-based reporting and referral systems can be used to enhance collaboration, so long as privacy and child safety is ensured (Tolou-Shams et al., 2022). This is a triadic partnership that is necessary to make sure prevention is not just a one-sided effort, but maintained between school and home educational settings.

The need to develop the system is further supported by the system development urgency by national policy support. The Prevention and Handling of Violence in Educational Units Minister of Education, Culture, Research, and Technology No. 46 of 2023 gives an important platform to enhance prevention, response and accountability strategies at school level. However, the effectiveness of the policies lies on how schools implement it in real life, especially through embracing of practical tools, instructing teachers and constructing responsive reporting and case-handling systems that are available to all students, including those who are most vulnerable.

It is on this backdrop that the current article will come up with a technology-enhanced model of violence prevention based on inclusive education and child protection. Based on a systematic review of the literature of 20 national and international scientific journals, published between 2000 and 2025, the study determines challenges, technology-relevant strategies (inclusive learning design, digital safeguarding tools, and reporting systems) and policy recommendations which could be contextually and sustainably implemented within the educational units.

Accordingly, this study aims to develop a technology-enhanced violence prevention model grounded in inclusive education and digital child protection that is responsive to national policy mandates and school-level realities. Specifically, the study seeks to synthesize empirical evidence and policy frameworks to identify key challenges, effective technology-enabled strategies, and operational mechanisms that support prevention, reporting, and accountable responses to violence in educational units. By integrating inclusive learning design, digital safeguarding governance, and child-centered reporting systems, this study intends to provide a practical and contextually relevant framework that can guide schools in translating policy commitments into sustainable preventive practices accessible to all students, particularly those most vulnerable.

2. METHODS

In order to carry out the systematic literature review (SLR), the study employed the search of the evidence based on technology-enhanced inclusive education and digital child protection (digital safeguarding) as one of the models, which can be implemented to prevent violence within the learning units (Rejekiningsih & Hidayatulloh, 2025). It was selected because the SLR approach will enable mapping theoretical frames, empirical evidence, and policy orientations related to violence prevention in the technology-mediated learning context within the past 2 decades in a systematic and clear format.

2.1. Data Sources and Search Strategy

The research search of literature was conducted methodically using the access to national and international academic repositories and databases. Primary sources included peer-reviewed articles about the issues of inclusive education, educational technology, educational governance, and child protection of peer-reviewed journals of the accreditation (Page et al., 2021; Stein-Seroussi et al., 2021). In addition to policy and technical recommendations of the international organizations such as UNESCO, UNICEF and WHO. The search terms were compounded into four clusters to allow them to fit the subject of the study:

- 1) deterrence of violence (school violence, bullying, cyberbullying, harassment),
- 2) inclusive education (inclusive pedagogy, equity, accessibility, special educational needs),
- 3) child protection (safeguarding, child rights, reporting, case handling), and

- 4) learning technology (digital protection, reporting system, learning platform/ LMS, digital citizenship, assistive technology).

2.2. Inclusion and Exclusion Criteria

The articles had to satisfy the following criteria:

- 1) addressed violence prevention in educational institutions/ schools (including digital violence/ cyberbullying);
- 2) connected prevention initiatives with inclusive education and/or child protection;
- 3) examined or recommended technology-supported interventions (digital reporting, online counseling, LMS-based monitoring, digital citizenship modules, assistive technology, safeguarding protocols in digital spaces);
- 4) had conceptual, empirical or policy inputs to model development, and
- 5) were published between 2000–2025 in credible sources.

Articles were excluded if they:

- 1) addressed violence without educational setting relevance;
- 2) lacked clear linkage to inclusion/child protection and technology-enabled mechanisms; or
- 3) were opinion pieces without methodological clarity.

2.3. Data Extraction and Analysis

Methods of content analysis were used to analyze data in the descriptive-qualitative approach. All the included articles were extracted and coded according to: (a) the kind of violence discussed (offline/online), (b) the role of technology (prevention, reporting, response, monitoring, learning design), (c) the intended users (students, teachers, parents, school teams), (d) the context of implementation, and (e) the results and recommendations (Zakariyah et al., 2024). To ensure that the findings are in line with the technology-enhanced protection focus, they were categorized into three broad areas:

- 1) Digital Safeguarding Governance and Policy (regulations, SOPs, privacy, reporting standards, school safeguarding teams, and workflow);
- 2) Technology-Enhanced Inclusive Learning Practices (inclusive pedagogy supported by technology, accessibility/UDL, assistive technology, digital citizenship and character education modules);
- 3) Digital Protection Mechanisms and Case Response Systems (anonymous/confidential reporting tools, case management, referral system, online counseling support and monitoring/early warning using school climate instrument).

The combination of these areas then resulted in the development of an integrated, interactive and sustainable digital protection framework of violence prevention in the learning departments.

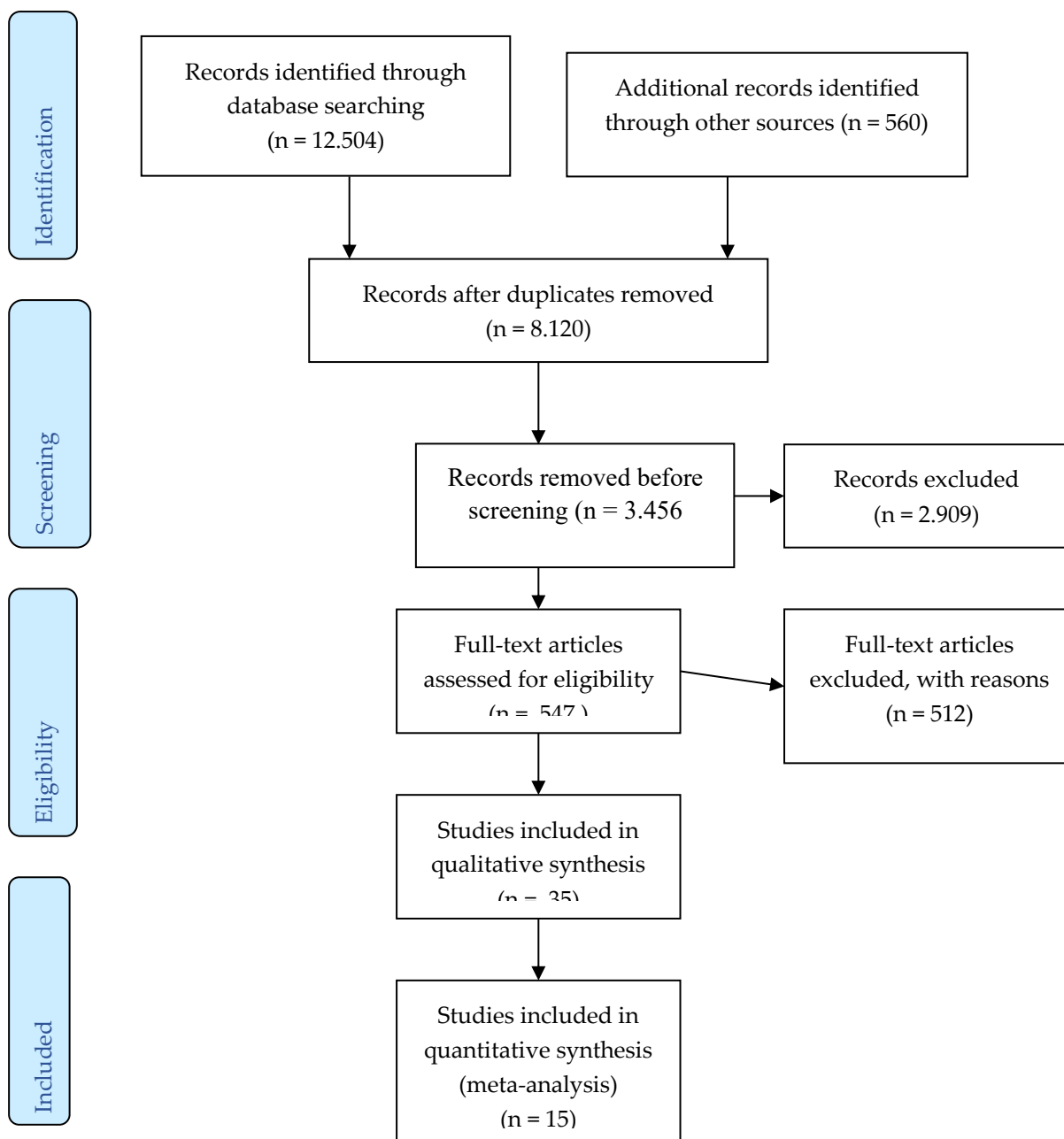


Figure 1. PRISMA Flow Diagram of Systematic Article Search and Selection

Table 1. Flowchart of the Systematic Literature Review Method

Coverage	Stage	Description
1	Identify the topic	The proposed study is based on the idea of technology-enhanced inclusive teaching and digital child protection in educational units to avoid violence (including cyberbullying). Carrying out systematic searches in databases/repositories with the help of keyword clusters: violence prevention, inclusive education, child protection, educational technology/digital safeguarding; incorporating UNESCO/UNICEF/WHO publications.
2	Literature search	

3	Article selection	Selection of articles by screening of titles/abstracts and full text based on inclusion criteria that focus on technology-assisted protection and quality methodology.
4	Content analysis	Coding and analyzing articles qualitatively to identify patterns: technology functions (prevention-reporting-response-monitoring), inclusivity mechanisms, and safeguarding governance.
5	Synthesis of findings	Integrating findings into a Digital Safeguarding Model which links governance, technology-enhanced inclusive learning with digital reporting/response systems.

3. FINDINGS AND DISCUSSION

Findings

The methodological review of literature suggests that the prevention of violence in educational units in the technology-mediated learning environment means that it is necessary to apply the technology-enhanced and inclusive education and digital child protection (digital safeguarding) strategy. On the one hand, in all the studied works (2000-2025), violence is always discussed as a multidimensional phenomenon, which can exist in the physical, verbal, psychological, sexual and ever more digital form with effects on the wellbeing, belonging, and continuity of learning among students (Akeusola, 2023). The evidence also indicates that the best way of violence prevention is when the schools do not view inclusion, child protection and use of technology as an independent operation, but as a one operational model comprising of governance, learning design and protective response systems.

3.1. *Barriers to Implementation in Technology-Rich Inclusive Schooling*

The results demonstrate that there are structural and cultural obstacles that continue to undermine school preparedness to adopt digital safeguarding within inclusive settings. First, it is still a serious limitation due to the limited teacher capacity, especially when it comes to inclusive pedagogy and positive discipline in diverse classrooms (Arifin & Supena, 2023). In situations where learning more and more takes place within digital frameworks and semi-distributed interaction spaces, teacher competence also does not suffice to handle cyberbullying dynamics and process within the framework of digital communication and safe online studying practice. Second, physical facilities, learning aids, and counseling facilities remain inadequate in terms of being child-friendly and disability-friendly, which still impedes equitable participation and support services (Kriswanto & Fauzi, 2023). Such constraints are magnified in the areas of less adaptive resources and limited support staff, in particular, 3T areas, where policy inequity in service and adaptive facility access is a policy challenge (Rosidah & Sugianti, 2025). Third, ineffective anti-violence efforts are caused by low levels of social acceptance of diversity and stigma both among peers and across communities, since the exclusion and discrimination may become a standard practice even in the online environment (Yahya et al., 2021).

In addition to these limitations, the review points out that the concept of child protection is not always incorporated into school practice. The knowledge of children rights and knowledge of what is considered violence among students is often limited to schools, which undermine prevention and reporting action (Toro-Alvarez, 2024). Such a lapse is crucial in technology-mediated environments, where events can be unseen, unreported or misunderstood as a normal activity on the internet. Hence, technology is not a safety net, and it even contributes to the increased damage in the cases when schools are not provided with governance and ethical regulations as well as the clear pathways of case handling.

3.2. *Effective Strategies and Technology-Relevant Mechanisms*

Nevertheless, the review reveals that there are a number of strategies that have remained to be at the forefront in the efforts of preventing violence in the event they are in tandem with inclusive education and child protection. Teacher and education personnel training on positive discipline is

associated recurrently with the lessening of physical/verbal punishment use and enhanced teacher-student associations that enhance protective classroom environments (Zhang et al., 2025). Within the vocabulary of educational technology, this aids the progression of secure interaction norms in both the face-to-face and online educational establishments, such as classroom correspondence through the features of LMS, school node, and message programs.

The education of character and integration of values also develop as a viable line of prevention. The inclusion of Pancasila values in the curriculum and learning processes fosters the tolerance, empathy, and social justice, the protective factors that minimize bullying behaviors and reinforce the culture of inclusivity in schools. These values can be converted into digital citizenship courses, interactive anti-bullying learning tools, learning in a scenario, and reflective tasks in learning management systems in technology-enhanced learning. Moreover, institutional response frameworks like Violence Prevention and Handling Team (TPPK) are always mentioned as the necessary steps to enhance the reporting, mediation, and support of the violence cases (Siswati & Sunggara, 2025). The review, however, indicates that TPPK effectiveness can be improved in case it is backed with organized digital workflows (secure reporting, documentation, and tracking of referrals) and is not based on informal communication and ad hoc follow-up.

3.3. Digital Safeguarding Model Framework

Based on the literature reviewed, this paper develops a Technology-Enhanced Inclusive Education and Digital Child Protection Model in three interrelated areas, which are governed, learning practices, and protection mechanisms. First, Digital Safeguarding Governance and Policy states that clear regulations, SOPs, privacy standards and role-based work flows that tie reporting to response are the keys to successful prevention. The Indonesian situation offers the Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023 as the legal basis of prevention and case management. The review however emphasizes that the impact of policy is conditional upon operationalization on the school level, and there must be clear processes, accountability and protection of ethical standards in the online space.

Second, Technology-Enhanced Inclusive Learning Practices puts inclusive education as neither an access and participation, but also as a digital access and safe learning design. It involves modifying teaching through the principles of inclusive pedagogy (Moriña, 2022; Stentiford & Koutsouris, 2021), reinforcing safe classroom interaction patterns and integrating the digital citizenship and character values into the technology-supported learning process. Inclusivity and relevance can be reinforced with the use of local culture and local wisdom since they help to embrace diversity and enhance the contextual relevance of prevention programs (Fitrianto & Farisi, 2025). This is in line with the perception that diversity is an asset towards erecting exquisite learning contexts and fortifying school environments.

Third, Digital Protection Mechanism and Case Response Systems bring child protection to life via technology-based solutions, confidential/anonymous reporting systems, well-structured case records, referral systems to counseling services and overseeing school climate tendencies. This area is a direct response to the previous observation that most school systems have a poor reporting system and follows up. With the consideration of child safety, confidentiality, and accessibility in their digital reporting systems, barriers to disclosure may be decreased, and school responses to disclosures may be accelerated.

Discussion

The evidence is combined to affirm the ecological perception of prevention of violence in inclusive schools which have high technology. The framework provided by Bronfenbrenner (Lubis et al., 2024) explains that interventions should work alongside the systems, which include classroom interactions and platform-based communication (microsystem), school-home relationships and community interaction (mesosystem), and institutional services and regulations (exosystem) and strengthened by

the cultural norms against violence and stigma (macrosystem). Thus, the most sustainable approach to prevention is one in which technology-based mechanisms are not separate instruments, but are integrated with school governance and promoted by the multistakeholder cooperation.

In line with this perspective, interprofessional cooperation between teachers and students, parents, and communities is recurrently found out to be one of the enabling factors of child-friendly and violence-free schools (Gustaman et al., 2025). Being presented in the form of educational technology, collaboration may be reinforced by the means of organized communication structures, parent involvement platforms, and community-connected referral channels in case of privacy and child safety being ensured. This is consistent with larger alliance models that emphasise a shared responsibility and participation of the parents in the education and wellbeing of the children. Practically, triadic collaboration can reduce the stigma, quicken resources delivery, and emphasize the consistent prevention messages in school and home learning settings (Rosidah & Sugianti, 2025).

Altogether, the review suggests that the success of preventing violence in educational units is conditional upon the interaction of (1) a child-friendly and digitally-based governance, (2) educator expertise in inclusive and technology-based learning processes, (3) available and moralistic digital protection systems, and (4) mutual involvement of families and communities in local socio-cultural conditions. This integrated strategy enhances the ability of schools to prevent violence not as a one-time incident-response policy, but as an ongoing protective role that is a part of daily instruction, instructional design, and the system of schools.

The results of this review of the existing literature indicate that technological mediated educational settings cannot be effectively managed by individual interventions when it comes to violence prevention. Rather, the data has continuously pointed at the need to have a combined strategy in which the concepts of inclusive pedagogy, digital protection regimes, and child protection systems should be incorporated into a single software structure. Other behavioral research on school violence and cyberbullying also hold the same view that the piecemeal methods like single digital remedies or disciplinary codes cannot go a long way in addressing structural, cultural, and relational aspects of school violence. This paper builds on previous work in bringing these aspects together and providing a unified concept that places educational technology as a support mechanism to learning, but a structural infrastructure that ensures protection and inclusion.

Through a theoretical perspective, the results are highly consistent with the ecological systems theory developed by Bronfenbrenner on the conceptualization of child safety as a product of interplay of interactions between various systems. At the microsystem level, violence is expressed in everyday interactions between students and teachers both in the offline and online or digital learning systems and social media. The reviewed literature demonstrates that including practices and positive disciplining are paramount in this level since they influence the classroom environments, relationships with peers, and digital interaction standards. Technology-mediated learning contexts will create unintended effects of increasing exclusion, stigma, and cyberbullying without an educator with the adequacy of both inclusive and digital pedagogy.

The mesosystem level of interaction between schools, families, and communities lead to the realization of a determinant factor in continuing with violence prevention initiatives. The results of past studies show that prevention programs can be better achieved when schools proactively involve the parents and the community stakeholders by establishing communication systems, common reports, and synchronized systems that enable the schools to respond appropriately to the environment. The results of the present review support this viewpoint by stating that the use of technology to enhance collaboration, i.e., parent portals, digital report channels, and referral system, can reinforce joint responsibility in protecting children, under the condition that ethics and data privacy must be ensured on a strict level.

Governance structures, policy frameworks and socio-cultural norms are associated with the exosystem and macrosystem dimensions. Vital legal foundation concerning preventing violence and accountability are the regulations of a country, including the Regulation No. 46 of 2023 in Indonesia.

But, as with previous reviews on policy implementation, it was established in this review that school level operationalization is a determinant of regulatory effectiveness. Conclusive standard working procedures, workflow, and digital protection policies are needed to transform legal requirements to practice. Moreover, the stigma toward diversity still persists, based on the overall cultural conception; thus, it affects both the offline and online socialization, which is why value-based education and digital citizenship programs are essential.

In that regard, the Technology-Enhanced Inclusive Education and Digital Child Protection Model proposed will make its contribution to the literature by offering integration of the governance, the systems of instructional design, and the protective systems into a coherent model. This model, unlike earlier models, points more towards the interdependent nature of pedagogical inclusion and technological reporting tools, which earlier models paid more attention to either of these two elements. Digital protection and accountability Digital protection governance is necessary to ensure that there is ethical adherence; inclusivity in learning practices is enhanced by technology and access, participation, and de-stigmatization of children through digital protection practices; child protection is operationalized through protective digital reporting, case management, and early warning systems. This blend is an indicator of international research emerging that defines the role of safeguarding as an ongoing process that is part and parcel of daily learning habits and not based on an isolated incidence to respond to.

4. CONCLUSION

This study concludes that preventing violence in educational units within technology-mediated learning environments requires an integrated Technology-Enhanced Inclusive Education and Digital Child Protection (digital safeguarding) model. The study's objectives were achieved through a systematic synthesis of empirical literature and policy analysis, resulting in a model that integrates three interrelated components: digital safeguarding governance that operationalizes safeguarding policies through clear standard operating procedures, privacy principles, and accountable workflows aligned with Indonesian Regulation No. 46/2023; technology-enhanced inclusive learning practices that ensure equitable digital access, promote positive discipline, and cultivate digital citizenship and character values; and digital protection systems that facilitate confidential or anonymous reporting, structured case documentation, referral to counseling services, and continuous monitoring of school climate as early warning mechanisms.

The findings further indicate that the effectiveness and sustainability of this model depend on strengthening educators' competence in inclusive pedagogy, improving child- and disability-friendly supports, and institutionalizing collaboration among schools, families, and communities. To support implementation, this study recommends integrating digital safeguarding into mandatory professional development programs for educators and establishing school-based safeguarding teams supported by interoperable digital reporting systems. Embedding these measures into daily instructional design and protection routines is essential to ensure that violence prevention becomes a preventive, continuous practice rather than a reactive response to isolated incidents.

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