



Child friendly schools in preventing bullying behavior in elementary schools

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Abstract

This study aims to analyze the implementation of the Child-Friendly School program in preventing bullying behavior at SD Labschool UPI Cibiru. Bullying is still a serious problem in the world of basic education because of its detrimental impact on children's psychological, emotional, and social development. Child-Friendly Schools (SRA) comes as a strategic solution to create a safe, comfortable, and violence-free learning environment, while ensuring the protection and fulfillment of children's rights. This research uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The informants in this study included school principals, teachers, students, and parents. The focus of the research is directed at three main aspects: (1) school policy planning related to bullying prevention; (2) the implementation of activities that support a child-friendly climate; and (3) evaluation of the impact of the program on changes in student behavior. The results of this study show that although bullying cases still exist, the actions taken by schools are quite influential in creating a friendly, safe and supportive environment for students. The steps taken by the school include; (1) Planning strategy, by implementing clear policies, training for teachers, and actively involving students and parents, (2) Implementation of the SRA Program, showing the school's commitment to creating a safe and supportive environment for all students, including; a) Implementation of anti-bullying policies, (b) Teacher and staff training, (c) Educational activities and student awareness, (d) Parental involvement, (e) Monitoring and evaluation, (f) Actions taken by schools in dealing with bullying from an Islamic perspective (empathic approach), (3) Evaluation of the SRA Program, coverage of the effectiveness of various implementations implemented to prevent bullying behavior, including; (a) Reduction of bullying cases, (b) Increase in student awareness, (c) Positive response from teachers, (d) Parental involvement, (e) Positive response from students. Through these various actions, it can be said that the Child-Friendly School program has an effect in preventing bullying behavior. The program creates a safe and inclusive environment, which encourages students to respect each other and collaborate. The program has also succeeded in raising awareness among teachers and parents about the importance of bullying prevention, as well as encouraging students' active participation in activities. It can be said that the Child-Friendly School (SRA) program can help schools in the prevention of bullying behavior in elementary schools.

Keywords: Child-friendly schools; Bullying; primary education; inclusive environment; School Policies

INTRODUCTION

As the primary educational environment, schools should be safe, comfortable and away from discriminatory and violent acts that can violate children's rights. Because character education is related to the behavior patterns of students in the environment (Fitriya & Nurhaini, 2019). Because violence, both violence between students and between students and teachers, must be kept away from schools in order to create a safe and comfortable educational environment. Learners must be protected no matter where

they are. Violence in education includes violations of moral principles, both in the form of physical violence and harassment of others. The cause of this phenomenon may be due to internal conditions or external conditions of education. In other educational conditions, if schools are just a place to learn and disseminate knowledge for the sake of grades and graduation, then this eliminates the true definition of education, namely humanization. The task of a teacher is not only to teach, but also to give full rights to children. But in reality, there are still some

teachers who give non-educational punishments to children, such as hitting, pinching, jewel, and so on.

In fact, violence, bullying, and even bullying often occur in the Indonesian education world today, and some teachers still use punishments such as pinching and yelling, and so on. Quoted from the Kompas website, the chairperson of the National Commission for Child Protection Lia Latifah during a press conference at her office gave the following statement,

"We have visited thousands of schools. We found that there were at least 16,720 cases of *bullying* that befell children in school," Thursday (28/12/2023).

However, the behavior that often occurs in the elementary school environment is *bullying*. *Bullying* is physically and verbally aggressive behavior carried out by a person (Schott, 2014). This behavior continues to repeat itself and there is a difference in power between the perpetrator and the victim (Schott, 2014). The difference in strength here is focused on the perception of physical and mental abilities. In addition, there is a difference in the strength of the number of perpetrators and victims (Schott, 2014).

Bullying behavior towards students has a significant impact. Students who are victims *bullying* tend to experience loss of confidence, feel intimidated, low self-esteem, do not feel safe and comfortable at school, are afraid to socialize with the environment, and have difficulty concentrating on learning. *Bullying* Not only does it have an impact on psychological aspects, but it can also interfere with the physical and academic development of students. These negative impacts can last a long time and affect the quality of life of students in the future if not addressed immediately (Amnda et al., 2020). Therefore, the role of all parties, both schools, parents, and the community, is indispensable in efforts to prevent and handle cases *bullying* in the scope of education.

Article 45 of the Child Protection Law states: Children in schools and school environments must be protected from violence committed by teachers, school administrators or their friends in the school or

other educational institutions concerned. Then Article 70 Paragraph 2 of the "Child Protection Law" also states: It is forbidden for anyone to discriminate against children and ignore children's opinions. Schools respond to various *bullying* and violent behaviors that can damage a conducive atmosphere, one of which is the existence of rules and regulations designed to bind students and all school residents. The many violations of the rules that lead to violence can cause various problems related to ensuring a safe and comfortable learning atmosphere.

In school, students will experience the process of education and learning. The goal of basic education is to provide learners with basic knowledge, attitudes and skills. Then this basic education was developed to improve the quality of students. According to Lie (2014), students actually need four things in school, namely: first, a safe and comfortable learning environment. Second, it is an example of a caring and respectful adult. Third, peer groups. Fourth, there is an opportunity to design the future of character education that will be carried out at the elementary school level.

One of the government's initiatives to improve the quality of education in Indonesia is through the implementation of Child-Friendly Schools (SRA). This is in line with Article 9 paragraph 1a of Law Number 35 of 2014 which amends the Child Protection Law Number 23 of 2002, which states that every child has the right to receive protection in the educational environment from various forms of sexual crimes and violence, whether committed by educators, education staff, classmates, and other parties.

Child-Friendly Schools (SRAs) are educational institutions, whether formal, non-formal, or informal, that are designed to be safe, clean, healthy, eco-friendly, and civilized places. Child-Friendly Schools aim to guarantee and respect children's rights, protect them from violence, discrimination, and other offenses, and encourage children's participation in planning and policy-making. The establishment of Child-Friendly Schools and the protection of children's rights are considered very important so that children

feel comfortable, so that their potential can develop well and produce quality outputs (Yosada & Kurniati, 2019).

Indonesia has implemented a child-friendly school program since 2014. Based on current developments, the development of child-friendly cities (KLA) continues, as evidenced by the number of regions/cities that have developed child-friendly schools. This is done because child-friendly schools are one of the indicators of KLA and are the most important part of the issuance of child-friendly school policies that aim to ensure the fulfillment of children's rights and the creation of non-discriminatory and non-violent schools (Putri and Akmal, 2019).

In the city of Bandung, there are around 2,316 educational institutions, both public and private, but only about 1,387 schools have been registered as child-friendly schools. This data shows that the implementation of the concept of child-friendly schools is still uneven in all schools in Indonesia, especially in the city of Bandung. Given this phenomenon, it is important to conduct research on the implementation of child-friendly schools at SD Labschool UPI Cibiru. This study aims to find out the extent to which SD Labschool UPI Cibiru has applied the principles of a child-friendly school. The focus of this study is to collect data on the implementation of child-friendly schools and explore the efforts made by schools in implementing the program. By conducting this assessment, it is hoped that it can provide a clearer picture of the environment in schools and how schools contribute to creating a safe and supportive atmosphere for all students.

Based on the results of observations made by the researcher during the implementation of field experience practice (PPL) at SD Labschool UPI Cibiru, the researcher observed that there were efforts from the school in accustoming students to disciplined behavior, such as through school entrance regulations on time, special queues for students who arrived late, and neatness checks carried out independently by students. However, in the application of these rules, researchers also found that there were student behaviors that showed a tendency *to verbally*

bullying their peers, such as ridicule related to parents' names or other bad nicknames. Although schools already have commitments and Standard Operating Procedures (SOPs) in place in bullying prevention, the reality on the ground shows that the challenges of building a fully child-friendly environment still need special attention. This is an important reason for researchers to examine more deeply the application of child-friendly schools in preventing *bullying behavior* in elementary schools.

The purpose of this study is to find out (1) SRA planning strategies in preventing bullying behavior at SD Labschool UPI Cibiru, (2) Implementation of SRA in preventing bullying behavior at SD Labschool UPI Cibiru, (3) Evaluation in preventing bullying behavior at SD Labschool UPI Cibiru.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive analysis method. This approach is used to gain an in-depth understanding of the implementation of the Child-Friendly School program in preventing bullying behavior at SD Labschool UPI Cibiru. Descriptive analysis allows researchers to describe and interpret social phenomena systematically according to the natural context (Sugiyono, 2016).

The type of data used is qualitative data obtained from primary and secondary sources. Primary sources included the principal, 2 teachers, 9 students, and representatives of parents. Data collection techniques were carried out through semi-structured interviews, participatory observation, and documentation.

Interviews are conducted in person and through an online form to adjust to field conditions. Observations are made to observe school activities that reflect the principles of child-friendliness. Documentation is used to supplement the data with written and visual materials such as photos of activities, school

policies, and program implementation records.

Data analysis was carried out using Miles and Huberman's interactive analysis techniques, namely data reduction, data presentation, and conclusion drawn. The entire analysis process takes place simultaneously with data collection. Reduction is carried out by sorting and filtering relevant data, then presented in the form of a thematic narrative. Conclusions are drawn based on the relationship between the findings.

The validity of the data is maintained through triangulation of sources and techniques, as well as member checking to ensure the validity of information from informants.

RESULTS AND DISCUSSION

This study aims to describe the implementation of the Child-Friendly School program in preventing bullying behavior at SD Labschool UPI Cibiru. Key findings were analyzed based on three focuses: planning, implementation, and evaluation of Child-Friendly Schools programs.

1. Child-Friendly School Program Planning

Based on the results of interviews with principals and teachers, the school established an anti-bullying policy. The Child-Friendly School Team was formed by involving various elements of the school to develop an annual program, which includes bullying prevention strategies, awareness campaigns, and the integration of child protection values into teaching and learning activities. Planning is carried out systematically through the preparation of anti-bullying policies and the formation of a Child-Friendly School Team. SOPs on violence prevention are socialized to teachers, students, and parents. The principal emphasized that the policy is not just an

administrative document, but a guideline that is carried out by all school residents.

Teachers are provided with regular training to understand the principles of Child-Friendly Schools and child-friendly pedagogical approaches. On the other hand, students and parents are involved in program planning through socialization activities and discussion forums. The involvement of all parties from the early stages shows that schools are not only focused on formal regulation, but also on changing school culture that is more inclusive and collaborative. The activity is designed with a participatory approach. Teachers are involved in the planning of child-friendly learning activities, while parents are involved through school meetings and communication forums. This is in line with the principle of inclusivity in Child-Friendly Schools, as mandated by KPPPA.

2. Implementation of Child-Friendly School Programs

The implementation of Child-Friendly Schools (SRAs) aims to create a safe, clean, and healthy educational environment for children. First, schools must have written policies that support the fulfillment of children's rights, including declarations and the establishment of a dedicated team to oversee the implementation of the SRA program. In addition, teachers and education staff need to be trained on children's rights and how to create a child-friendly learning process, so that they can communicate positively. The learning process in schools must be carried out without violence, with the application of strict discipline but still respect for children, as well as two-way communication. School facilities should also be designed to be safe, including ensuring adequate lighting and cleanliness of facilities. Children need to be involved in the planning and implementation of school programs, so

that they feel they have a part in the educational process. The involvement of parents is very important in supporting the implementation of child-friendly schools, by establishing good cooperation. In addition, periodic monitoring and evaluation are required to ensure the effectiveness of the program. When it comes to health, schools should provide healthy food and teach children about healthy living. By implementing these various components, it is hoped that Child-Friendly Schools can be achieved, creating an environment that supports optimal child development (Yosada & Kurniati, 2019).

In line with Yosada's opinion, the researcher obtained the results of the implementation of the Child-Friendly School (SRA) program at SD Labschool UPI Cibiru, where the implementation of this program is one of the main parts of the strategy to prevent *bullying behavior*. The various initiatives and practices implemented demonstrate the school's commitment to creating a safe and supportive environment for all students. These programs include:

a) Implementation of anti-bullying policies

The anti-bullying policy at SD Labschool Cibiru is outlined in the form of a clear Standard Operating Procedure (SOP). This SOP is a guide for all school residents, including students, teachers, and parents, to understand and implement measures to prevent and handle *bullying*. The importance of having clear policies is one of the key factors in creating a safe environment. SOP socialization is carried out through routine meetings, seminars, and school communication media. In this way, all parties can understand each other's roles and responsibilities, in line with *Social Learning Theory* which states that behavior is learned through observation

and active participation in established norms.

b) Training of teachers and school staff

Training for teachers on how to deal with and prevent *bullying* is also very important. Through training that focuses on developing communication and empathy skills, teachers can create positive relationships with students. The training also includes strategies for creating an inclusive classroom atmosphere, where every student feels valued and heard.

Training that is routinely held for teachers and staff is one of the main pillars in the implementation of this program. With the right skills, teachers not only function as teachers, but also as emotional support for students. They are trained to recognize and handle *bullying* situations well, so that learners feel safer and more protected. The empathic approach applied by teachers reflects the Islamic teachings to understand and appreciate each other. By approaching students with empathy, teachers help them understand the impact of *bullying* on the feelings of others, in accordance with the principles of mutual respect advocated in Islam. This is also integrated with character education in the curriculum to have a significant impact.

The formation of a child-friendly school team is also an innovative step. With this team, students feel protected, recognized, and given comfort in socializing at school.

c) Educational activities for students

The educational and diverse activities held at SD Labschool Cibiru aim to increase students' awareness about *bullying*. Activities such as class discussions, and anti-*bullying* help students understand the negative impact of *bullying*, as well as developing empathy. In the sense that *Social Learning Theory* which was put forward by Albert Bandura

because students learn from experiences and interactions with each other (Ansani, 2022). Through simulation and drama, students can play the role of victims or perpetrators, so that they can feel the consequences of their actions firsthand *bullying* and practice positive values, and through those fun and interactive activities, students learn to develop empathy and appreciate differences, In an atmosphere like this, risk *bullying* can be minimized.

d) Parental involvement

Parental involvement in the SRA program is an important factor that supports the success of this initiative. Previously, it has been discussed that support from family greatly affects the social and emotional development of students. The school actively engages parents through socialization and regular meetings, where they are provided with information about the importance of their role in supporting children at school, parental involvement also creates consistency between the home and school environment.

In addition, parental involvement in supporting child-friendly school programs shows that *bullying* prevention is a shared responsibility that involves schools, families, and communities.

e) Daily monitoring and evaluation

SD Labschool Cibiru implements a monitoring and evaluation system to assess the effectiveness of the SRA program. With feedback from students, teachers, and parents, schools can identify the advantages and disadvantages of the program implemented. This evaluation process not only ensures that the policies implemented remain relevant, but also provides opportunities for schools to make continuous improvements. Through a data-driven approach, schools can tailor

strategies according to the needs of students and their environment.

f) Actions taken by schools in dealing with *bullying* from an Islamic perspective

Empathy Value, The empathic approach applied by teachers is in line with Islamic teachings. In QS. Al-Hujurat [49]:11.

"O you who have believed, let not one people make fun of another (because) they may be better than them (who mock) and do not let women (mock) other women (because) it may be better than women (who mock) them. Do not reproach one another and call one another bad nicknames. The worst of the call is the wicked after believing. Whoever does not repent, they are the wrongdoers."

In this verse Allah forbids His people to mock and demean one another. By approaching students in an empathetic manner, teachers help them realize the impact of *bullying behavior*, in accordance with Islamic teachings to maintain good relations among the people.

Furthermore, the protection of children, policies and SOPs implemented in schools reflect the commitment to protect children from all forms of violence, in line with Article 45 of the Child Protection Law which states that children must be protected from violence.

Parental involvement in supporting the Child-Friendly School program is also in line with Islamic values that emphasize the importance of collaboration in educating children. In Islam, parents have a responsibility to educate and protect their children.

Character education that teaches empathy and tolerance is very much in line with Islamic principles that encourage its people to respect each other and help each other.

The implementation of the Child-Friendly School program is a concrete step to create a safe and positive environment for all students. By prioritizing a clear anti-bullying policy, the school invites all residents to actively participate in maintaining a conducive atmosphere. Each student is given an understanding of what bullying is and how to report it, so they feel entitled to speak up and take action.

In line with opinion Anjelita & Utama (2024) which emphasizes the importance of collaboration between teachers, schools and parents in motivating and developing students' character, creating a safe and supportive environment. In addition, character education that prioritizes the values of empathy and tolerance needs to be integrated into the curriculum. Anjelita & Utama (2024) also suggested that witnesses *bullying* dare to report and there is appropriate legal protection to handle the case. Identification and serious handling of any actions *bullying* It is necessary so that this problem does not become more widespread. Creating an anti-*bullying* through the awareness program and the application of Pancasila values, it is hoped that it can form a positive character among students.

With collaborative implementation, SD Labschool UPI Cibiru is determined to not only prevent *bullying behavior*, but also build Islamic values and character education of students who are strong and respectful of each other. Through these various efforts, it is hoped that every student can grow and thrive in a safe, comfortable, and supportive environment.

3. Program Evaluation and Impact

The criteria used in the evaluation included success in creating a safe, clean, and healthy environment, the level of children's

participation in school activities, and responses from parents and the community regarding the implementation of the program (Yosada & Kurniati, 2019). The evaluation should also consider the implementation of existing policies and whether the school's facilities meet the established safety and comfort standards.

The results of the evaluation of the Child-Friendly School (SRA) program found by researchers at SD Labschool UPI Cibiru provide an in-depth understanding of the effectiveness of various implementations implemented to prevent *bullying* behavior. These findings are also in line with the theories and concepts discussed earlier, some of which are:

a) Decrease in *Bullying cases*

One of the findings that is quite influential from the evaluation is the decrease in *bullying* incidents in the school environment. Schools use anecdotal books to record every incident or potential case *of bullying* that occurs. From these records, it was recorded that there was a decrease in the number of cases from year to year. Prior to the SRA program in 2009-2010, there were more than 23 cases of *bullying*. However, this year, there were only 4 cases related to *bullying* behavior, all of which could be resolved with a coaching approach without the need for further action. Learners also report that they feel safer and more comfortable at school. This shows that the policies implemented, such as the Anti-bullying Standard Operating Procedures (SOP), have been effective in reducing *bullying* behavior. With efforts to socialize this SOP to all school residents, students now better understand that *bullying* cannot be tolerated. This awareness is in line with *Social Learning Theory*, which emphasizes that learners can learn from the

environment around them. When they see that *bullying* is not accepted and there are consequences for the perpetrator, they are more likely to avoid the behavior.

b) Increased Student Awareness

The educational program implemented during the evaluation showed an increase in students' awareness of *bullying* and its impact. Activities such as workshops, class discussions, and campaigns. It has provided an opportunity for students to understand more deeply the problem of *bullying*. Many students revealed that they are now better able to recognize *bullying* behavior, both to themselves and to their friends. With a better understanding of the consequences of *bullying*, learners become more proactive in protecting themselves and others. This increased awareness supports the importance of character education, which serves to form positive values and empathy among students.

c) Positive Response from Teachers

The results of the evaluation showed that teachers at SD Labschool Cibiru reported positive changes in the classroom after the child-friendly school program was implemented. Many teachers feel more prepared and confident in dealing with *bullying* problems. The training provided to them on how to deal with *bullying* situations with an empathetic approach has strengthened their ability to create a safe learning environment. By establishing a good relationship between teachers and students, teachers can more easily detect signs of *bullying* and take appropriate steps. Teachers who successfully build an emotional bond with students tend to create a more inclusive classroom atmosphere, where students feel comfortable sharing their experiences. The existence of a strong connection between teachers and students is also in line with

Attachment Theory, which states that this close relationship affects students' social behavior.

d) Parent Involvement

Parental involvement in child-friendly school programs also increased during the evaluation. Parents feel more engaged and informed about the measures taken by schools to prevent *bullying*. Through regular meetings and good communication between schools and parents, influencing parents' awareness of their role in supporting children at home, including family and school, is crucial in child development. When parents and schools collaborate, they can create a better and supportive environment for learners, which can ultimately reduce *bullying behavior*.

e) Students' Responses to Child-Friendly School Programs

Students' reactions to child-friendly school programs show that they feel more comfortable talking about problems and reporting bullying cases. Many learners say their voices are heard and they have an active role in creating a positive environment. This program has helped them understand that reporting bullying is not a shame, but a bold and important action, and helps students to respect each other and help to build solidarity between students or peers. When students feel involved in the program, they are better able to contribute to a safe, comfortable, and inclusive school environment.

The results of the evaluation of the Child-Friendly School program at SD Labschool UPI Cibiru show that this initiative has been successful in various aspects, including reducing the number of *bullying* cases and raising awareness among students, teachers, and parents. By continuing to evaluate and improve based on the results obtained, it is hoped that this program can be more effective

in creating a safe and supportive learning environment for all students. Through better collaboration between students, teachers, and parents, it is hoped that schools can become a safer and more inclusive place for all.

While many of the findings were positive, the evaluation also identified some areas that need improvement. Some students still feel hesitant to report bullying incidents for fear of a backlash from their peers. This shows the need for schools to further emphasize the importance of creating a culture where reporting *bullying* is considered a bold and important act. Schools need to continue to emphasize education to students about the importance of supporting and protecting each other.

This evaluation can be related to *the Social Learning Theory* initiated by Albert Bandura. This theory emphasizes that behavior is learned through observation and interaction with others. By involving students in the process of planning and implementing child-friendly school programs, they learn not only from teachers, but also from each other's experiences. In addition, *the Attachment Theory* developed by John Bowlby is also in line with the evaluation of the implementation of this program, because the positive relationship established between students and teachers can provide a sense of security that supports the social and emotional development of students.

Overall, these findings confirm Albert Bandura's theory of social learning which states that children's behavior is formed through observation and social interaction. A supportive environment and role models from teachers and parents play a role in shaping students' prosocial behavior.

In addition, John Bowlby's Attachment Theory also strengthens the findings that safe relationships between children and teachers support the formation of confidence and

empathy in children. The implementation of Child-Friendly Schools has succeeded in creating a school climate that is conducive to the social and emotional growth of students.

CONCLUSION

The results of the study show that the implementation of the Child-Friendly School program at SD Labschool UPI Cibiru has been carried out systematically through policy planning, implementation of child-friendly learning activities, and evaluation involving all school residents. This program has succeeded in creating a safer and more inclusive learning environment, as well as contributing to reducing bullying cases and increasing students' social awareness.

Teachers play an active role in building empathetic communication, students show participation in creating a positive environment, and parents begin to be involved in supporting the formation of children's character at home. These findings show that Child-Friendly Schools are not only a policy approach, but also shape a school culture that respects children's rights and voices.

However, the sustainability of the program still requires consistent support, especially in increasing parental involvement and strengthening a safe reporting system for students. Therefore, the implementation model of Child-Friendly Schools such as at SD Labschool UPI Cibiru can be used as a reference for other elementary schools that want to prevent bullying through a value-based, participation, and child protection approach.

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Hopefully, the results of this research can provide benefits for the development of basic education policies and practices that are more child-friendly and free from violence.

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