

## Analysis of Child Friendly School in bullying prevention in kindergarten

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### Abstract

*Purpose:* This study explains the bullying prevention program implemented in a Child Friendly School (SRA) setting, focusing on how phenomenological inquiry can uncover students' lived experiences of bullying and the ways the school's initiatives give meaning to those experiences.

*Methodology:* Employing a qualitative phenomenological design, data were collected through in-depth interviews with teachers, parents, and students; direct observations of classroom and playground interactions; and review of relevant documentation (including SOPs and project plans). This approach allowed the researcher to interpret and describe the firsthand experiences of community members as they engage with the school's anti-bullying efforts.

*Results:* Findings reveal that KB/TK Islam Orbit II's bullying prevention program is guided by a clear Standard Operating Procedure (SOP) and is integrated into a Project-Based Learning (PJBL) model that emphasizes collaboration, mutual assistance, and real-world problem solving. Teachers serve as living models of positive behavior, instilling good habits in school that extend into the home. Moreover, by educating children about the nature, causes, and consequences of bullying, the program empowers peers to intervene when they witness harmful behavior. Parental involvement—marked by sensitivity to even minor physical or emotional changes in their children—emerged as a critical factor in early detection and intervention.

*Applications/Originality/Value:* This study offers a replicable framework for schools seeking to create child-centered anti-bullying programs: combining clear procedural guidelines with experiential, project-based learning and active role modeling. Its phenomenological insights into children's and parents' perceptions provide valuable guidance for educators and policymakers aiming to foster safer, more empathetic learning environments at both school and family levels.

### Introduction

In this modern era, bullying is a global concern, especially in the world of education, one of which is kindergarten. Law no. 23 of 2002 article 4 on child protection, states that children have the right to be able to live grow, develop, and participate reasonably according to the dignity of humanity, and get protection from violence and discrimination (Ramah et al., 2024). Considering the increasing number of incidents of bullying in schools which have a negative impact on social development, child-friendly schools are designed to protect and realize children's rights in all areas of life in a planned and responsible manner making conscious efforts to The main principle is non-discrimination of interests, the right to life and respect for children, which is very much needed at this time (Reza Maharani Putri Tizaka & Hasan Ismail, 2023).

Based on the guidelines for child-friendly schools of the Ministry of Women's Empowerment and Child Protection, the definition of the concept of child-friendly schools is formal education, non-formal education and forms of non-formal education (Kurniawan et al., 2023). Schools provide a safe, clean and caring cultural environment to guarantee, fulfill and protect children's rights and protection from all forms of discrimination and violence in education (Ningrum et al., 2024). Child-friendly schools have six elements that are important to achieve their goals. child-friendly school policies, curriculum implementation, trained educators and personnel, children's rights, facilities and infrastructure, children's participation, and management of school-community relations (Yunistita et al., 2022). Apart from protecting, guaranteeing and realizing children's rights, child-friendly schools also pay attention to planning, learning policies, supervision and complaint mechanisms, especially those related to the realization of rights and protection in schools and educational communities, we also support children's participation. The presence of child-friendly schools can minimize the prevention of bullying in early childhood. According to Ki Hajar Dewantara's opinion, there are three environments that are important centers of education for children, namely the family, community, and school environment (Yunita et al., 2022). These three environments must work together to realize Child Friendly education.

Children who in kindergarten have been identified and involved in bullying behavior have the potential to become bullying perpetrators in their teenage years, acts of violence, and get caught up in criminal acts. (Ramiro Jr & Valenzuela Jr., 2006) Revealed that bullying behavior starts in kindergarten and peaks in middle school. The Federation of Indonesian

Teachers' Unions (FSGI) has prepared the 2023 End of Education Year Report (Catahu). Based on the memo, incidents of bullying are increasing in Indonesia. FSGI revealed that the number of bullying incidents in educational institutions will reach 30 in 2023. Of this number, 80% occurred in educational institutions supervised by the Ministry of Education and Culture, and 20% occurred in educational institutions supervised by the Ministry of Religion. Of the 30 cases, the incidence rates are as follows.

Cases: 50% occurred at junior high school level, 30% occurred at elementary school level, 10% occurred at high school level, and 10% occurred at vocational school level or equivalent. Among the 30 bullying incidents were the deaths of elementary school students in Sukabumi Province and MT students in Blitar (East Java Province). Both died after being attacked by their colleagues at the educational institution. The emergence of problems in children's social emotional development can be seen by the emergence of inappropriate child behavior, both at home and at school (Rahmawati, 2015). One of them is bullying behavior, bullying is direct physical action or verbal expression in the form of hitting, pinching, pushing, blackmailing, damaging other people's belongings, saying words of derision, mocking with impolite names (Munawarah, 2022). Meanwhile, according to (Ramiro Jr & Valenzuela Jr., 2006), as cited by (Bili & Sugito, 2020), bullying is intimidation that occurs where someone gets behavior that occurs repeatedly and continuously over a long period of time, in the form of negative actions by a group of students or individuals. Olweus also divides bullying behavior into three categories, namely, (a) aggressive behavior, (b) behavior that occurs repeatedly over time, (c) an interpersonal relationship characterized by an imbalance of power (Priyanti et al., 2023).

There are several factors that cause children to intervene with the perpetrator to carry out bullying behavior on their victims (Alfina & Anwar, 2020). First, biological factors, biological conditions are generally inherited from parents to children, both in the form of physical traits, and genetics. Second, family factors, the family is an environment that is very close to the child and is very influential on all early childhood development. Third, friends are one of the environments that are very close to children after family members. Friends are very influential on the formation of children's character because the environment of friends is a very influential environment for children (R. Septianingsih, D. Safitri, 2023). Fourth, social media factors, non-educational programs, nowadays non-educational spectacles are even used as guidance with scenes of violence in a soap opera, it is a spectacle that is not very educative but is even imitated by children (PUTRI, 2024). Especially at this time, some children have been given gadgets whose use tends to be bad things. So, the factors of bullying behavior consist of individual factors such as temperament and biology. Factors from outside the individual, namely the influence of family, friends, and the environment.

Understanding the definition of bullying and the factors of children identified as bullies, it is hoped that parents will realize and be able to categorize that bullying behavior that occurs in children in kindergarten is not limited to ordinary delinquency but is an act of intimidation that can have physical and psychological effects on child development. Research by (Bili & Sugito, 2020) by conducting semi-structured interviews with parents whose children attend kindergarten with 4-5 years of age found that parents need to understand about bullying or bullying by being responsible for seeking support information about bullying matters. So that the perspective of parents towards children's bullying behavior is not only limited to ordinary delinquency committed by children but rather understand it as an action that has long-term effects for children's development in their growth age range. Parents are also expected to need to educate themselves by looking for various sources of information is an effective way to get to know bullying more deeply. On the other hand, a teacher needs to recognize the early signs of bullying to prevent this development, because the bullying that occurs can cause relationship problems in the future, either for the bully or the victim of bullying (Ayuni Despa, 2021). Some studies show that boys are more likely to bully than girls (Ramiro Jr & Valenzuela Jr., 2006). Usually boys carry out bullying behavior physically, while girls usually in the form of verbal, mental, or social actions that can harm other children both physically and emotionally. (Maghfiroh, 2022) From the description above, it is known that bullying can cause emotional, psychological, and motoric distress in children. Therefore, this study was conducted with the aim of analyzing child-friendly schools in bullying prevention in kindergartens.

Efforts to increase the personal and educational values of students are certainly carried out through various learning models and learning methods applied by each educational institution (Nisfa et al., 2022) A learning model that can increase the value of student character education is project-based learning. Project-based learning (hereinafter PjBL) is a form of student-centered active teaching characterized by student autonomy, constructive inquiry, goal setting, collaboration, communication, and reflection in real practice (Erina et al., 2023). (Fitriani et al., 2023) Furthermore, according to (Adolph & Mathematics, 2016), PjBL emphasizes children's ability to explore knowledge through experiences gained through curiosity in order to find solutions to the problems they face (Adolph & Mathematics, 2016). PjBL can also be interpreted as a learning model that focuses on meaningful questions and problems, problem solving, decision making, searching for various sources of information, providing opportunities for members to collaborate, and presenting project results (Mahrizah et al., 2021).

Make it a habit (respect each other, tell the truth, help each other, respect each other) and be a role model (don't speak harshly, don't compare, be fair). Do not give punishments such as beatings (Mahrizah et al., 2021). The influence of the activities carried out on children's attitudes is mutual respect, high empathy, and self-confidence. These are the habits that teachers in Child Friendly Schools do in an effort to prevent bullying and the Child Friendly School SOP that is used when in the classroom are some things that must be considered (Sari, 2021).

## Method

A qualitative approach has been used in writing this research paper. A qualitative approach is an approach that aims to describe a phenomenon as deeply as possible. In this type of research, the author uses a phenomenological type. This type of research aims to interpret and explain what a person experiences in their life. This also includes the experience of interacting with other people in the environment to experience this experience and give meaning to this phenomenon. This work uses the following data sources to obtain results:

### Observation

Observation is a data collection method that involves observing an object while recording its condition and behavior. According to (Sulastri, 2023), observation is the systematic observation and recording of the symptoms being studied. The type of observation carried out by the researcher was participant observation, the researcher studied for one week with a class teacher at SRA KB/TK Islamic Orbit II in Group B2.

### Interview

An interview is a two-way communication to obtain information from related respondents. According to (Sugiyono, 2010) this type of interview is included in the in-depth interview category, where semi-structured interviews are conducted by asking questions freely compared to structured interviews but still sticking to the interview guidelines that have been made. We conducted interviews with competent resource persons such as the Principal, Teachers and guardians of SRA students at KB/TK Islam Orbit II with interview instruments that we had prepared.

### Documentation

Documentation is the provision or collection of evidence or information, such as images, quotes, newspaper clippings, or other reference materials. According to (Pipit Mulyah, Dyaah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020), documentation is collecting data from documents and record sources. The author obtained data through learning modules, looking at notes, archive recordings or documents during learning at SRA KB/TK Orbit II, in the form of letters, diaries, reports or photo documents, CDs. Hard drive or film there.

Data collection techniques are the methods used to collect research materials. According to (Sugiyono, 2010), there are four types of data collection techniques, namely observation, interviews, documentation, and combination/triangulation (observation, interview, observation). The author triangulated sources to examine data such as interviews, archives and other documents at KB/TK Orbit Islam II. According to (Sugiyono, 2010), triangulation combines various data collection techniques and is defined as a data collection method. Existing data sources.

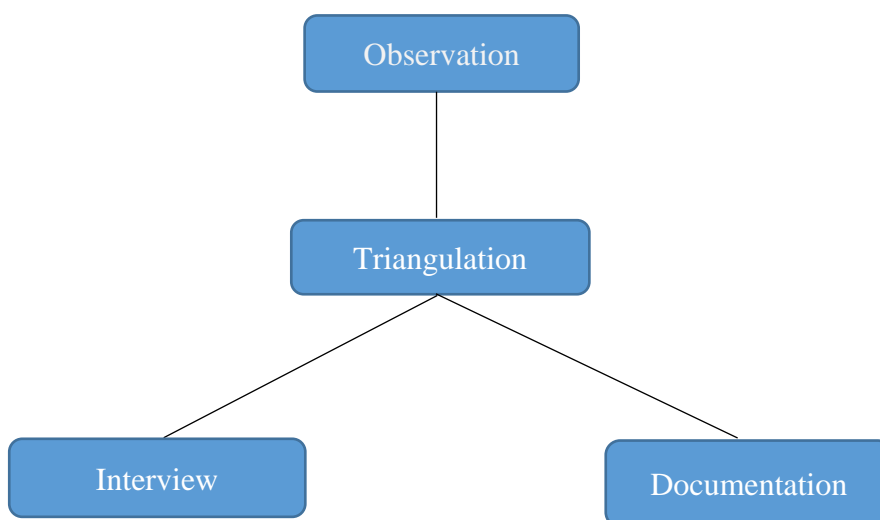


Figure 1. Data collection techniques.

Data analysis techniques are the process of examining and processing data to identify patterns, relationships and important information it contains. The data analysis method that the author uses in this research is a qualitative data analysis method in which the researcher analyzes the problems that arise in the data, understands the participants' thoughts, and interprets the meaning of the data. This technique consists of four phases. First, researchers collect data through

observation, interviews and documentation. Next, the researcher reduced the data. h. The author classifies and classifies necessary and unnecessary data to obtain complete data and easily draw conclusions. Third, the author presents data and fourth, draws conclusions. This analysis method was carried out at KB/TK Islamic Orbit II.

## **Results and Discussion**

### **Result**

The results of interviews with one of the teachers at KB / TK Islam Orbit II explained that by providing learning, and fun teaching, in accordance with the character and development of children and the implementation of good SOPs, is the main factor in creating safety, security in the classroom. One of the SOPs that must be carried out by a teacher is to become a role model for children, good habits that teachers always model.

The principal stated that with this project learning model, children are encouraged to be more creative, and they can solve their own problems or problem solving. And he also explained about the Child Friendly School SOP that was made for learning in the classroom to make it more comfortable and safer.

The results of our observations and documentation while participating in learning in class B2 with teacher, it is known that the learning plan used in teaching and learning activities is very supportive of child development. With the learning model in the form of projects, making children more able to cooperate, be creative, help each other, respect and problem solving, which means that children are able to solve the problems they face both independently and together.

From an interview with one of the Orbit II Islamic KB/TK teachers, it was revealed that one of the obstacles in planning this program was the lack of good habits at school (for example, apologizing if you make a mistake, not making fun of you, etc.). something that is not continued at home. Lack of teachers who understand how to respect and inspire each other as well as implementing SOPs. As a result, children do not feel comfortable in class and end up participating in activities outside of class that are considered bullying.

### **Discussion**

(Sianturi, 2021) States that project-based learning is a learning model that uses projects/activities as a learning tool to acquire competencies in attitudes, knowledge and skills. Carefully designed lesson plans by teachers considering the characteristics, development and needs of each child is one of the reasons children feel safer, more comfortable and happier at school. From the teacher's side, Thank God, in this Islamic KB/TK track, every teacher understands the child's special personality, so that in carrying out learning the teacher makes every child an idol by making/making himself or herself a role model. In Islamic Orbit KB/TK, teachers first set an example so that children can imitate good habits (for example, not apologizing if the teacher is late, arriving early, and so on). In this way, they set an example for their children. In early childhood, children imitate what they see, feel and hear around them. Because we don't yet know the boundaries between right and wrong, right and wrong, appropriate and inappropriate. Therefore, this period is a sensitive period to environmental influences and provides opportunities for the environment (in this case parents and teachers) to provide maximum educational influence on children. This helps promote positive behavior in children.

This shows how important character development is from an early age. This is because character education has a major influence on character development for life in society. In this case, Islamic character education according to (Wulandari & Ningsih, 2023) means that character education in Islam provides direction to everyone both physically, psychologically, and spiritually towards better and appropriate behavior. In terms of bullying, teachers at Orbit II Islamic Kindergarten have been equipped with what bullying is, the early signs of bullying behavior, so that they can prevent its development.

The findings above show that the anti-bullying program at SRA KB/TK Islamic Orbit II is implemented through the creation of SOPs that are implemented during lectures. The plan is prepared carefully and considers the characteristics of each child as well as the involvement of the family (in this case the parents), all of which contribute to the success of the program. The good habits taught by this teacher are in accordance with convergence theory where this theory states that the environment can shape a person's personality. And something that has been prepared / designed for a learning program, the results will be maximum. The Arabic proverb *Man Jadda wa Jadda* is that effort will not lie to the result.

Novan Ardi Wiyani said the application of habituation in early childhood has proven to be very effective. This is because young children have strong memories and immature personalities, making it easier for them to deal with the various habits they do every day. Therefore, good habituation at school, if it is not continued at home, then this bullying prevention program cannot be realized.

All activities carried out by children at school, such as the process of socializing with children while playing, help children improve their ability to think and adapt to the environment. As the theory expressed by (Tirmidziani et al., 2018) regarding the important cycle formed since early childhood to determine the development of children in the future. With this program, children can develop better.

## Conclusion

All activities carried out by children at school, such as the process of socializing with children while playing, help children improve their ability to think and adapt to the environment. As the theory expressed by (Tirmidziani et al., 2018) regarding the important cycle formed since early childhood to determine the development of children in the future. With this From the above research, it can be concluded that bullying behavior in children can be prevented by implementing child-friendly schools starting from the foundation period, namely kindergarten or kindergarten period, with learning that is in accordance with the characteristics, development, needs of children, good habits, or examples for children and knowledge about bullying for teacher educators, parents who are always solid and can cooperate with institutions. Not forgetting also to succeed the activities planned by this school is an important factor in implementing a child-friendly school so that children feel comfortable and safe at school so that they can develop optimally, and away from bullying. Based on the explanation of this re-search, there are six important components in child-friendly classrooms, namely child-friendly school policies, curriculum implementation, trained education and education personnel, children's rights are fulfilled, safe and child-friendly facilities and infrastructure, child involvement, and parent and community participation. Program, children can develop better.

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