



Research Article

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Why Does Anti-Bullying Child-Friendly School Program Matter? A Study of Junior High Schools in Indonesia

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Abstract

Schools should be able to create an inclusive, safe, and supportive learning environment, as outlined in the United Nations (UN) Sustainable Development Goals (SDGs). These goals have been translated into policies and implemented through a Child-Friendly School (CFS) program in UN member countries. This study examines how the CFS program is implemented in one UN member country, specifically in Indonesia, particularly in Junior High Schools in the city of Semarang. This research employs a qualitative exploratory method conducted through interviews, focus group discussions, and observations with various participants, including school principals, educators, education staff, students, and parents in eight schools, CFS facilitators, school supervisory coordinators, and education department officials. The study results identified several CFS program concepts, which were grouped into six dimensions such as first, the CFS policy dimension; second, the dimension of trained educators and education staff on children's rights; third, the dimension of CFS learning process implementation; fourth, the dimension of CFS facilities and resources; fifth, the dimension of children's participation; and sixth, the dimension of parent, alumni, community organization, and business world participation. The findings of this study are expected to make a significant contribution in the form of CFS programs in Indonesian junior high schools, creating inclusive schools that prioritize equality values in achieving academic success. Additionally, these research results can serve as a reference for the government in optimizing the development of CFS programs in schools. Furthermore, this study can contribute to the body of knowledge, especially in the field of inclusive education.

Keywords: Anti-Bullying, Child-Friendly Schools, Qualitative Exploration, Indonesia, Junior High School

1. Introduction

Schools, as educational institutions, must be capable of creating an inclusive, safe, and child-supportive learning environment, aligning with the objectives of the United Nations (UN)

Sustainable Development Goals (SDGs) (Laurent et al., 2023). An inclusive learning environment is crucial in providing equitable, quality education and ensuring lifelong learning opportunities for all (Thwe, 2023). The SDGs aim to establish a culture of peace and non-violence by 2030 and to build and enhance the quality of education that is gender-sensitive, child-friendly, disability-inclusive, safe, non-violent, and effective for all (Janse et al., 2022; Savolainen, 2023). Consequently, anti-bullying programs have become a priority in realizing sustainable development. In various United Nations member countries, the SDGs' objectives regarding inclusive learning environments have been translated into policies and implemented through Child-Friendly School (CFS) programs in schools. The application of CFS in UN member countries varies, adapting to their respective conditions and policies.

One of the United Nations member countries that has incorporated an anti-bullying program into its national policies is Indonesia. In Indonesia, the prevention and handling of bullying have been regulated by the Ministry of Education and Culture Regulation Number 82 of 2015 concerning the Prevention and Handling of Violence in Educational Institutions (Halid, 2023). Additionally, it is also stipulated in Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection (Kaluku & Mantali, 2023). These policies emphasize the importance of developing anti-bullying school programs that can be implemented in the form of Child-Friendly Schools (CFS) programs (Cordero-Vinueza et al., 2023).

In Indonesia, the Child-Friendly School (CFS) concept is also regulated by the Regulation of the Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning the Child-Friendly School policy. This regulation stipulates that a CFS is a formal, non-formal, and informal educational institution that is safe, clean, healthy, environmentally friendly, and capable of ensuring, fulfilling, and respecting children's rights while protecting them from violence, discrimination, and other forms of maltreatment. Additionally, the policy supports the participation of children, especially in mechanisms related to planning, policy-making, learning, monitoring, and complaints concerning the fulfillment of children's rights and protection in education. However, despite being regulated in various policies, cases of child bullying still persist in the Indonesian educational environment.

The Indonesian Child Protection Commission (ICPC) successfully identified cases of bullying involving children from 2011 to 2019, with a total of 37,381 reports of child bullying. Furthermore, reports of child bullying in educational and social media environments reached 2,473 cases and continue to increase. He et al. (2023) documented that bullying incidents in Junior High Schools often involve students aged around 16 and below, with the highest incidence compared to other educational levels (Johansson et al., 2022). The effects of bullying in the educational environment not only led to physical harm but also resulted in the loss of academic potential, leading to a decline in the quality of learning outcomes. Therefore, appropriate policies and program implementation are crucial to prevent and eliminate bullying in schools or educational environments.

This research aims to examine how the CFS program is implemented in Indonesia, specifically in Junior High Schools in the city of Semarang. The findings of this study are expected to make a significant contribution in the form of CFS programs in Indonesian junior high schools, creating inclusive schools that prioritize equality values in achieving academic success. Additionally, these research results can serve as a reference for the Indonesian Ministry of Education and Culture in optimizing the development of CFS programs in schools. Furthermore, this study can contribute to the body of knowledge, especially in the field of inclusive education.

2. Literature Review

2.1 *Child-Friendly Schools (CFS) Program*

The prevention of bullying is highlighted in programs that emphasize the importance of positive discipline in creating a safe and respectful school environment. Schools that implement positive

discipline strategies have experienced a significant reduction in bullying incidents (Bowes et al., 2019). Bullying prevention and the creation of a safe school environment are essential aspects of education. Many educational institutions recognize the importance of addressing bullying and have implemented anti-bullying programs. These programs aim to promote positive behavior, enhance social skills, and provide resources for students, teachers, and parents to address and prevent bullying incidents (Domínguez-Martínez & Robles, 2019).

One of the bullying prevention programs is the Child-Friendly School (CFS) program, which is rooted in the United Nations' Declaration of the Rights of the Child. This declaration emphasizes every child's right to quality and adequate education (Godfrey et al., 2012). CFS was first introduced by UNICEF in 1999 as an education program based on humanitarian principles and children's rights. This program emphasizes the importance of creating an inclusive, safe, and supportive school environment. In the CFS concept, children are considered active participants in the learning process and have the right to participate in decision-making that affects their education. Additionally, the CFS concept emphasizes the importance of a safe physical environment, health, nutrition, and protection from all forms of violence within the school environment, including bullying.

Bullying is characterized by repetitive, aggressive, intentional, unprovoked behavior, and a power imbalance between the aggressor and the victim (Menin et al., 2021; Younan, 2019). Bullying occurs when there is an intention to harm (Hensums et al., 2023). Therefore, bullying is a major global issue that is not limited to workplaces (business world) but is also prevalent in the field of education, especially in schools worldwide (Gaete et al., 2017; Johansson et al., 2022). For instance, there have been significant cases of bullying in schools in various parts of the world, including North Indian cities. Moreover, one in four students has been found to experience bullying in school (Rana et al., 2020). Hence, schools must be equipped to address bullying. Anti-bullying schools create inclusive environments and support the overall betterment of schools.

To realize anti-bullying schools, the CFS program is implemented with guidance on child-centered classroom management to prevent bullying (Ahmed et al., 2021). Effective bullying prevention is also achieved through the involvement of informal peer support and parental education (Gaffney et al., 2021). Furthermore, training parents, increasing playground supervision, implementing disciplinary methods, holding school conferences, establishing classroom rules, and classroom administration can all prevent bullying in schools (Thomas, 2019). Additionally, school leaders play a crucial role in maintaining school facilities that support bullying prevention. Support and commitment from school leaders are vital to ensuring that the school's physical environment remains conducive to learning and meets the needs of students and staff (Thomas, 2018). School leaders can create a conducive and safe learning environment that supports the academic well-being of students and the entire school community.

In the CFS program, parental involvement in bullying prevention and intervention is a crucial factor in creating a safe and supportive environment for children. By fostering open communication, educating their children, monitoring activities, collaborating with schools, modeling positive behavior, and reinforcing positive actions, parents can significantly contribute to reducing bullying incidents and promoting healthy social interactions among children (Chen et al., 2021). Moreover, it is essential for schools to communicate with their alumni networks, articulate their goals, seek input and support in bullying prevention. By involving alumni in the CFS program, schools can leverage their experiences and resources to create a more inclusive and supportive environment for students. Their personal experiences can raise awareness and help students understand the impact of bullying. They can also provide coping strategy advice and assist in building emotional resilience (Bui & Jeng, 2022).

2.2 *Anti-bullying in Indonesian Regulations*

All United Nations (UN) member states are obligated to work towards achieving the Sustainable Development Goals (SDGs), including the goal of creating inclusive, safe, and supportive learning

environments. One of the SDGs emphasizes the prevention of bullying in school environments. This goal is then translated into national policies. In Indonesia, bullying prevention and control have been addressed by the Regulation of the Minister of Education and Culture Number 82 of 2015 concerning the Prevention and Overcoming of Violence in Educational Institutions, which serves as a reference for schools to prevent and address bullying. However, this regulation does not explicitly outline the roles of students, educators, education staff, parents/guardians, and the community, all of which are crucial in the optimal implementation of anti-bullying programs in schools. Based on Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection Article 54 paragraph (1), the development of anti-bullying school programs is deemed highly important.

In Indonesia, one of the anti-bullying programs implemented is the Child-Friendly School (CFS) program (Cordero-vinueza et al., 2023). Anti-bullying CFS programs are influenced by positive behaviors between teachers and students, as well as among students themselves (Vemde et al., 2022). Efforts to prevent and address bullying in schools encompass legal measures and are guided by government policies, including reviewing judicial efforts, legislative efforts, and school policies (Dwivedi et al., 2022). These efforts involve the utilization of peers, the implementation of a positive discipline movement, optimizing the roles of parents and teachers, teacher training, and community engagement (Smith, 2016). However, previous studies have not provided a comprehensive explanation of how to prevent and address bullying in schools while involving all school members, including principals and other stakeholders. Moreover, these studies have not detailed the implementation of such programs in schools.

In Indonesian regulation, the CFS program is governed by the Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child-Friendly School Policies. This regulation defines a CFS as a formal, non-formal, and informal educational unit that is safe, clean, healthy, environmentally friendly, and capable of guaranteeing, fulfilling, and respecting children's rights while protecting them from violence, discrimination, and mistreatment. The CFS program also supports child participation, especially in planning, policy-making, learning, supervision, and complaint mechanisms related to child rights and protection in education. The objectives of CFS include ensuring that every child is protected from violence and preparing children to grow into responsible individuals through education. Furthermore, the regulation outlines six dimensions used to measure CFS achievements, including CFS policies, curriculum implementation, training of educators and education staff on child rights, CFS facilities and infrastructure, child participation, and the participation of parents, community institutions, the business world, other stakeholders, and alumni. Ideally, all six indicators must be met to establish a CFS (Ministry of Women Empowerment and Child Protection, 2014).

3. Method

This research was conducted using a qualitative exploratory methodology. The stages of this research included defining the problem clearly, formulating the desired objectives, gathering initial information through data and literature, preparing the research design, determining data collection methods, selecting data collection tools, identifying sources of information, collecting data according to the prepared design, processing and presenting data, and preparing the research report (Archer, 2023). In this study, data were collected through interviews, Focus Group Discussions (FGD), and observations. The research investigated eight schools (6 public schools and 2 private schools), with the Department of Education used as the data collection site. The participants consisted of 16 students from eight schools (codes A1-A16), 24 teachers and education staff from eight schools (codes B1-B24), 8 school principals from eight schools (codes C1-C8), 8 parents from eight schools (codes D1-D8), 1 school supervisor coordinator (code E), 2 CFS facilitators (codes F1-F2), and 2 officials from the Department of Education (codes G1-G2). Therefore, a total of 61 participants were involved in this study.

Data collection through interviews was conducted individually with school supervisor

coordinators, CFS facilitators, and Department of Education officials to obtain government participation in supporting anti-bullying CFS. The interviews were semi-structured, meaning there were guidelines prepared to further investigate the research problem. Furthermore, FGDs were conducted by organizing group discussions in each school. The FGD participants included students, teachers or education staff, parents, and school principals. The discussions in the FGDs were guided by short, simple, and open-ended questions and were recorded using digital audio recorders. Observations were obtained from non-verbal communication and by observing the school facilities and infrastructure. In this study, all words and actions of participants, as well as documentation and other supporting data, were considered primary sources of research (Tavakkoli et al., 2023). Data in this study were analyzed concurrently with data collection. The data were reviewed and analyzed using a qualitative method with an inductive approach (Stotz et al., 2023). Emerging concepts were then identified and grouped to form dimensions, which would later be narrated in the research report (Hernandez-Pavon et al., 2023).

4. Findings

The results of the policy study on the CFS program in Indonesia revealed the concept of the CFS program, which was then categorized into six dimensions, including *first*, the dimension of CFS policy; *second*, the dimension of trained educators and educational staff on children's rights; *third*, the dimension of the CFS learning process implementation; *fourth*, the dimension of CFS facilities and infrastructure; *fifth*, the dimension of children's participation; and *sixth*, the dimension of parental, alumni, community organization, and business world participation.

4.1 The Dimension of CFS Policy

In Indonesia, the approach to addressing school bullying involves three key elements, prioritizing openness and discussion among school members, teaching children how to build self-esteem and responsibility, and implementing bullying policies to address such behavior. Additionally, there is a mechanism for reporting bullying incidents, comprising procedures for reporting bullying incidents and verifying bullying practices, ongoing bullying incidents, and those in progress. The reporting procedure for bullying incidents begins with students or parents reporting the bullying incidents to the school through class teachers or the school principal. Subsequently, they create and store the report for follow-up.

Actions against bullying are then verified, involving offering advice and guidance to the parents and students who are the bullies, encouraging them to apologize for their actions, documenting bullying incidents and their resolution in a bullying intervention journal, providing motivation and assistance to bullying victims to prevent them from succumbing to sadness and the effects of bullying. Bullying incidents are continually addressed, involving the school principal, counseling teachers, and parents in resolving them. The school principal must impose clear consequences on the bullies, provide counseling to them, and collaborate with the Education Department to offer specialized assistance through psychologists. This is in line with what participants A₂, A₅, and A₁₂ shared, stating that as students, they try to address bullying issues, and if they cannot, they seek help by reporting to teachers. Additionally, participants B₆, B₁₀, and B₁₅ added that the act of bullying can be resolved by the homeroom teacher or other teachers. However, if it cannot be resolved, the counseling teacher can assist, and even the principal may become involved. Participants C₄ and G₁ also mentioned that bullying incidents that cannot be resolved by the school can be referred to the Education Office, which collaborates with psychiatrists to provide help.

The CFS policy also includes an intervention mechanism consisting of four steps: identification, education, counseling, and logical consequences. Bullying identification involves gathering information about the bullies and victims, attempting to stop bullying practices by emphasizing that the school highly values treating everyone with respect and rejects any form of demeaning or

disrespectful behavior towards others. Education steps are taken by learning about the importance of respecting others, creating school posters against bullying, and showing empathy towards peers facing problems, all of which are taught by school teachers. Counseling steps formulate strategies to resolve issues between students who are bullies and bullying victims. Logical consequences explain the positive punishments given to students who engage in bullying, as shared by participants B20 and F1, emphasizing that teachers should provide punishments that are in line with the student's violation and logical consequences. This was similarly echoed by participants B8, B12, and B19, stating that counseling teachers provide a safe space for students to find solutions to their problems.

Furthermore, there is a mechanism for evaluating bullying incidents, involving monitoring the progress of bullying reports every month, comparing bullying cases each month, observing trends in bullying phenomena at the school to determine whether they are increasing or decreasing, communicating with parents and bullying victims to ensure that the bullying has ceased, and mapping out the best and most suitable bullying handling strategies as a reference for addressing future bullying incidents. This aligns with the comments of participants C5 and C8, who explained that the evaluation of bullying incidents in schools involves observing the progress of reports every month to assess the success of bullying-related programs, comparing monthly bullying cases, communicating with parents, and selecting the best strategy for handling bullying. Participants E and F2 also stated that the bullying handling flowchart starts with reports from parents or students and change agents to the school. After receiving the report, the school immediately records it and contacts the parents and children, both bullies and victims. The bullies receive guidance and logical consequences for their actions and are monitored until the issue is fully resolved. Meanwhile, the victim is provided with assistance, motivation to avoid sinking into sadness, and strategies to combat bullying practices.

In this study, participants agreed that the bullying handling flowchart became a school policy that needed to be understood by parents. The flowchart covers the entire process of handling bullying reports at school and can be seen in Figure 1.

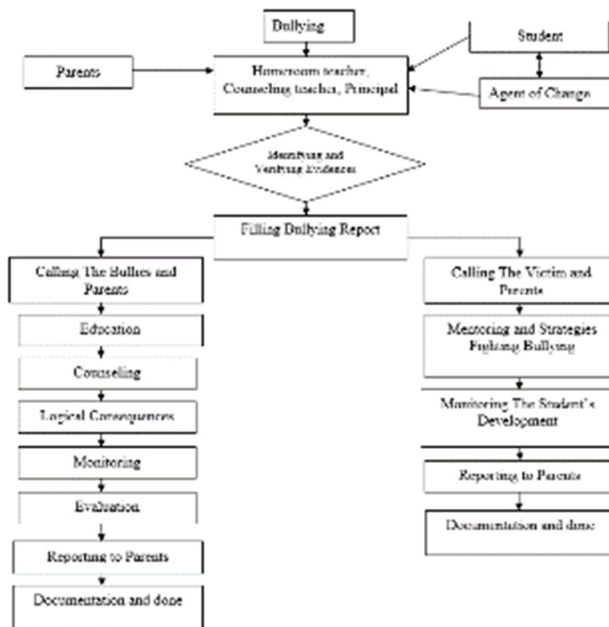


Figure 1. Bullying Handling Flowchart

Based on the interviews and FGDs conducted, the descriptions of the five activities within the sub-dimension of the CFS policy dimension are shown in Table 1.

Table 1. The Dimension of CFS Policy

Sub-Dimension	Description
Bullying handling strategies	Steps to anticipate bullying practices, responsibilities of teachers and education staff, and responsibilities of students and responsibilities of parents.
Reporting bullying practices	Bullying practice reporting procedures, verifying bullying acts, bullying incidents, and ongoing bullying incidents.
Intervention	Identification, education, counseling, and logical consequences.
Evaluation	Observing and comparing the progress of bullying reports every month.
Developing the bullying handling flowchart	Reports of parents or students and agents of change to the school, and calling parents and students to find solutions.

In Table 1, it can be observed that within the CFS policy dimension, there are sub-dimensions, namely, bullying handling strategies carried out as preventive measures against bullying practices, the responsibilities of teachers and educational staff, as well as the responsibilities of students and parents. Next, reporting bullying practices is accomplished through procedures for reporting bullying incidents, verifying bullying actions, ongoing bullying incidents, and those in progress. Subsequently, interventions are conducted through identification, education, counseling, and logical consequences. Following this, evaluation is performed by monitoring and comparing the progress of bullying reports each month. The last sub-dimension involves developing the bullying handling flowchart when parents or students and change agents report to the school, after which the school calls parents and students to find solutions together.

4.2 The Dimension of Trained Educators and Educational Staff on Children's Rights

In addressing bullying, there is a need for training for educators and educational staff on positive discipline approaches that emphasize the absence of punishment for students who make mistakes. As expressed by participants C5 and F2, positive discipline movements are essential for teachers to understand how to deal with students who violate rules. Participant G1 also stated that the education office is committed to promoting positive discipline movement training because it is highly beneficial. They plan for the training to last for at least three consecutive days and to be attended by all school members to ensure everyone understands how to handle such cases.

The positive discipline movement begins with the implementation of a school principal's decree regarding the positive discipline committee and team, each with specific roles. These committees and teams plan, implement, monitor, and evaluate the positive discipline movement. Training activities for educators and educational staff regarding positive discipline encourage internal awareness, logical consequences, and solutions focusing on long-term consciousness. Disciplined behavior is seen as an opportunity to teach character, and educators, as detectives, continuously seek to understand. This positive discipline program invites experts who understand how to provide logical consequences for students' mistakes. The program is highly effective in building teachers' perception to provide the best service to students.

The creation of classroom learning commitments is an agreement between teachers and students in conducting the learning process in the classroom. This commitment is outlined in points that both teachers and students must follow during classroom learning. In creating this commitment, the teacher acts as a facilitator who receives input and guides the students. As mentioned by participants C5, B7, and B12, the class commitment is crucial to reduce violations in schools. When created collectively and agreed upon by all students, it encourages them to be more mindful of their behavior. Based on the interviews and FGDs, the descriptions of two sub-dimensional activities within the dimension of trained

educators and educational staff on child rights are presented in Table 2.

Table 2. The Dimension of Trained Educators and Educational Staff on Children's Rights

Sub-Dimension	Description
Positive discipline movement	Trainings for educators and education staff on the child rights
Making a learning commitment in the classroom	Commitments between teachers and students in carrying out the learning process in the classroom

In Table 2, it can be observed that the dimension of trained educators and education staff on child rights consists of 2 sub-dimensions *first*, the positive discipline movement that is carried out by providing training for educators and education staff on child rights; second, making a learning commitment in the classroom, this sub-dimension involves the establishment of commitments between teachers and students in the process of learning at school.

4.3 The Dimension of The CFS Learning Process Implementation

In the context of implementing the CFS learning process, the following excerpts are derived from participant interviews. Participants C6 and F1 have expressed the necessity of incorporating anti-bullying measures into graduation standards. Specifically, they propose that graduates should exhibit tolerance and anti-bullying attitudes, develop good character through practices like smiling, greeting, and saying hello, and channel their energy into extracurricular activities. These participants suggest that graduate competency standards should encompass several key aspects. First, graduates should uphold anti-violence values, promote environmental consciousness, take pride in their school and alma mater, demonstrate loyalty to their friends, and exhibit high tolerance. Second, they advocate for the implementation of bullying prevention programs and the promotion of positive discipline through designated agents of change. Third, they recommend providing extracurricular programs to maximize students' competence in alignment with their talents and interests. Fourth, they propose the introduction of spiritual cleansing and congregational prayers to enhance students' religious characters. Lastly, they endorse the implementation of the "3S" approach – Smile, Greet, Say Hello.

Additionally, participants C8, E, and F1 emphasize the inclusion of anti-bullying policies in the school curriculum. They suggest incorporating legal provisions from the Child Protection Act, revising the school's visions, missions, and goals to include bullying prevention, and introducing extracurricular activities that support the CFS, such as scouting, dance, soccer, and journalism. According to the participants, the content standard should encompass: first, the inclusion of legal bases from the Child Protection Act in the school curriculum; second, alignment of the school's visions, missions, and goals with the CFS; and third, integrating extracurricular activities and habits that support the implementation of CFS, including scouting, dance, soccer, and journalism. Furthermore, participants B7, B14, and B21 stress that learning must be enjoyable, and teachers should ensure fairness and mutual respect during the learning process, believing that this will effectively prevent bullying. Additionally, participants B6, B15, and B23 assert that learning should provide protection, respect diversity, be equitable, foster love, teach ethical expression of opinions, and appropriately utilize learning media.

These interview excerpts elaborate on the process standard, covering aspects such as active, creative, effective, and enjoyable learning with shared commitment; providing creative and age-appropriate spaces for children's participation; ensuring children's protection and a sense of security during learning; respecting diversity and promoting equality; administering fair treatment to all students regardless of differences; adhering to religious, social, and cultural norms; showing compassion for weaker students to avoid traumatization; upholding mutual respect for child rights among students and education staff; creating a comfortable and fear-free learning environment; teaching the ethics of expressing opinions with proper procedures; and ensuring the availability of

teaching and learning materials like textbooks and visual aids to enhance understanding. Participants B5, B8, and B11 highlight the importance of attentive and appreciative teachers who motivate and guide less successful students, maintain transparency in assessments, correct and evaluate assignments, and allow students to evaluate their performance. Furthermore, participants A7, A11, and A14 expressed their discomfort with teacher humiliation in class, considering it a form of bullying.

In summary, the interview excerpts conclude that the assessment standard encompasses providing rewards for academic and non-academic excellence, guiding and motivating less successful students, avoiding public humiliation for underachievers, maintaining transparent assessment criteria, ensuring teachers' duties in correcting and assessing homework, and granting students opportunities to assess their teachers' performance. Based on the interview results and focus group discussions, Table 3 presents a description of two sub-dimensional activities related to trained educators and education staff in the context of child rights.

Table 3. The Dimension of The CFS Learning Process Implementation

Sub-Dimension	Description
Graduate competence standard	Graduates are tolerant and anti-bullying
Content standard	Legal basis, visions, missions, and objectives of the school, including extracurriculars and positives habits
Process standard	An active, creative, effective, and fun learning based on a shared commitment.
Assessment standard	Guidance and motivation to students

In Table 3 it can be seen that the dimension of implementation of the CFS learning process consists of dimensions including graduate competence standards that graduates are tolerant and anti-bullying, content standards namely legal basis, visions, missions, and objectives of the school, including extracurriculars and positive habits, standard processes, namely active, creative, and fun learning based on shared commitment, then standard assessments, namely guidance and motivation to students.

4.4 The Dimension of The CFS Learning Process Implementation

Two crucial elements that support the Child-Friendly School (CFS) against bullying, in terms of recommendations and CFS facilities, are student involvement and the involvement of school principals. Student involvement in the implementation of CFS facilities that support the anti-bullying program includes several aspects. First, students are engaged in arranging classroom seating, decorations, and cleanliness to make them feel comfortable in the classroom. Second, flexible seating arrangements are provided to cater to their needs. Third, students participate in displaying their artworks, test results, materials, and books to make the classroom appear artistic and appealing, and reading corners are established. Fourth, desks and chairs are adjusted to match students' body postures and should be easily movable to create a dynamic classroom environment. Fifth, students are involved in creating the school environment, such as choosing wall colors, decorations, suggestion boxes, wall magazines, and school gardens. This perspective is shared by participants C2 and C7, who emphasize that CFS facilities should be supported by student and school involvement.

Furthermore, participants A5 and A12 state that they decorate their own classrooms to feel comfortable in school. Participants B6, B10, and C3 also note that students in the school feel at ease, with many students staying after school because they perceive the school as a home away from home. Additionally, participants C4, C5, and C7 add that the school provides adequate infrastructure and can develop students' talents and interests. Essentially, students enjoy playing, so the school provides a safe and comfortable play area. If necessary, the school will provide lunch managed by the school to

ensure that students have access to healthy and nutritious food.

The involvement of school principals in the implementation of CFS facilities supporting the anti-bullying program includes various aspects. First, they encourage teachers to directly engage in maintaining environmental cleanliness by setting an example, such as picking up trash and cleaning their own desks. Second, they provide sanitation facilities tailored to students' needs and facilities. Third, they create a smoke-free school environment. Fourth, they ensure access to clean water and healthcare facilities. Fifth, they provide places and facilities for play because playing is essential for children, allowing them to enjoy, make friends, feel comfortable, and learn new skills. Sixth, they establish a healthy cafeteria. Seventh, they create a safe and comfortable environment for student activities. Based on the results of the interviews and the Focus Group Discussions (FGD), the activities within the sub-dimensions of the CFS facilities dimension can be detailed, as seen in Table 4.

Table 4. The dimension of the CFS learning process implementation

Sub-Dimension	Description
Student involvement	Participation in maintaining the school facilities and infrastructure
Principal involvement	Participation of teachers and principals in providing school facilities

In Table 4, it is explained that the dimension of CFS facilities and infrastructure consists of two sub-dimensions. The first sub-dimension is student involvement, which entails the active participation of students in maintaining school facilities and infrastructure. Additionally, the second sub-dimension is principal involvement, which involves the participation of both teachers and school principals in providing and maintaining school facilities. These sub-dimensions highlight the collaborative efforts of students and school leadership in ensuring the availability and quality of facilities to create a conducive and supportive learning environment within the Child-Friendly School framework.

4.5 The Dimension of Children's Participation

Participation of children in supporting the Child-Friendly School (CFS) anti-bullying program can be achieved through the root program. The root program refers to a school-based bullying prevention program developed by UNICEF Indonesia in collaboration with the Indonesian government, academics, and child protection education practitioners since 2017. The primary focus of the root program is to address bullying practices in schools by involving peer support. Some influential students are encouraged to become agents of change, expected to have a positive impact on bullying prevention practices. The root program encompasses activities such as surveys, agent selection, anti-bullying campaigns, and program evaluation. This is echoed by participants C₃, F₁, and F₂, who highlight that child participation is supported through the Akar program, which aims to prevent and address bullying in schools. The root program is currently being adopted by the government and is included as one of the materials in the "Merdeka" curriculum training activities. Participants F₁ and F₂ also explain that the root program begins with a survey to understand what bullying entails in the school context. Then, agents of change are selected, trained, and engaged in campaigns and evaluations.

The first stage of the root program involves conducting a survey. The survey seeks to gather data on bullying incidents that occur in the school. This is achieved by posing questions about past experiences of bullying, whether students have engaged in bullying practices, and how they respond when witnessing such incidents. These questions are structured in a questionnaire distributed anonymously online via Google Forms to respondents. This data is crucial for understanding how students perceive bullying practices, the types of bullying that occur in the school, and how students respond to bullying.

Next, the second stage involves selecting agents of change. Each student is asked to list the names of their 10 closest friends. These names are then ranked, and a selection process is carried out

using Google Forms. The 40 students who are most frequently chosen by their peers are selected as agents of change. They are expected to represent influential students who have a positive impact in their school. These agents of change are expected to be vigilant about bullying cases in their school. The third stage involves training the agents of change. The training occurs over 15 sessions and covers topics such as recognizing bullying practices, how to detect them, and how to report incidents. Facilitators for this program are guidance counselors or experts who are close to children and capable of providing training on bullying prevention and control in schools.

Subsequently, the fourth stage involves conducting anti-bullying campaigns. The entire school community participates in these campaigns, where the creativity of the agents of change is showcased. This includes declarations against bullying, art exhibitions on bullying practices, anti-bullying posters, and other creative ideas. These campaign activities are the pinnacle of the program and are expected to encourage the entire school community to support the agents of change in stopping bullying practices in the school.

The final stage is program evaluation. Evaluation is done by observing changes in bullying cases that occur in the school. The program is considered successful if there is a decrease in reported bullying cases in the school. The higher the number of reported bullying cases, the greater the number of school members concerned about bullying. Follow-up from the program evaluation involves collaboration with all stakeholders to support the Akar program. Based on the results of interviews and the Focus Group Discussions (FGD), an overview of the five activities within the sub-dimensions of child participation in the CFS dimension is presented in Table 5.

Table 5. The Dimension of Children's Participation

Sub-Dimension	Description
Conducting a survey	Looking for bullying data at schools
Selecting the agents of change	Writing the closest friends' names
Training the agents of change	Introducing bullying practices, how to detect bullying practices, how to report bullying practices
Anti-bullying campaign	A creative display from the agents of change
Program evaluation	Paying attention to changes in the bullying cases

Table 5 presents five sub-dimensions within the dimension of child participation. These sub-dimensions include, first, conducting a survey, which involves the process of gathering bullying data within schools. Second, selecting the agents of change, which entails recording the names of the students' closest friends. Third, training the agents of change, where students are introduced to bullying practices, taught how to identify bullying incidents, and instructed on how to report such cases. Fourth, the anti-bullying campaign, which consists of creative displays and initiatives led by the agents of change aimed at raising awareness about bullying prevention. Finally, the fifth sub-dimension is program evaluation, which involves closely monitoring and assessing changes in bullying cases. These sub-dimensions collectively outline the various steps and activities designed to foster child participation in the context of the Child-Friendly School (CFS) anti-bullying program.

4.6 The Dimension of Parental, Alumni, Community Organization, and Business World Participation

In the dimension of parental, alumni, community organization, and business community participation, there are two programs to support the Child-Friendly School (CFS) anti-bullying initiative: child-rearing activities and alumni meetings. Parenting activities involve bringing parents of students to virtual meetings at school to acquire information on effective parenting at home. These sessions invite experts who can provide valuable guidance on child-rearing practices. Parenting activities may also include involve experienced parents who have successfully raised their children. This is immensely beneficial for parents in guiding and nurturing their children at home, ensuring

that they are doing so correctly. As mentioned by participants C1 and C5, one-way parents participate in promoting an anti-bullying school environment through parenting sessions and alumni gatherings. These sessions aim to call upon alumni to provide insights and motivation to current students. This perspective is in line with participants D1, D3, and D7, who emphasize the importance of parenting activities for parents to learn how to raise their children effectively. Parenting activities enable parents to get to know each other and foster harmony, allowing for swift intervention if bullying incidents arise.

Furthermore, during parenting activities, parents are encouraged to share the challenges they face at home, enabling collaborative problem-solving. These sessions promote camaraderie among parents. When parents are close-knit, issues among their children can be detected early and resolved with the collective support of parents. Parenting activities also help identify instances of bullying and how to address them, whether it involves student-to-student bullying, teacher-student interactions, or any other form of bullying. Parents become more vigilant and attentive to their children's well-being because these activities equip them with the knowledge to detect issues their children may face.

Additionally, alumni meetings are conducted to collaborate with alumni who can provide motivation and share their work experiences. Alumni are expected to strengthen the character of students at school. This character-building process helps prevent bullying within the school. Students are encouraged to distinguish between behaviors that harm others and those that benefit them. Based on interviews and Focus Group Discussions (FGD), an overview of the two sub-dimensions of parental, alumni, community organization, and business community participation in the CFS dimension is presented in Table 6.

Table 6. The Dimension of Parental, Alumni, Community Organization, and Business World Participation

Sub-Dimension	Description
Parenting activity	Training for the parents
Alumni Gathering	Motivations and experiences in the real world

The subdimensional coverage of the six dimensions of anti-bullying CFSs is presented in Table 7.

Table 7. Dimensions and Sub-Dimensions Appeared

Dimension	Sub-dimension
CFS policy	Bullying handling strategies Reporting bullying practices Intervention Evaluation Developing a bullying handling flowchart
Trained educators and education staff for the child rights	Positive discipline movement Making learning commitments in the classroom
Implementation of the CFS learning process	Graduate competence standard Content standard Process standard Assessment standard
CFS facilities and infrastructure	Student involvement Principal involvement
Child participation	Doing a survey Selecting the agents of change Training the agents of change Anti-bullying campaign Program evaluation
Participation of parents, alumni, community organizations, and the business world	Parenting activity Alumni Gathering

The roles of various parties in supporting the realization of CFS can be observed in Table 8.

Table 8. Role of Parties in Support of CFS

Party Role	CFS Policy	Educator and power education trained right child	Implementation of the CFS learning process	CFS facilities and infrastructure	Participation child	Participation of parents, alumni, organizations society, and the business world
Headmaster	Develop CFS Team, CFS work program	Stage training discipline positive, facilitating getting a certificate through training	Supervision program educators and staff education	Plan budget in accordance with the CFS and facilitate CFS facilities and infrastructure	forming agent change and involving participant education in handling the case	Parents and Alumni Program teaches and builds networks with community and service-related
Teachers / Education Personnel	Commitment to carry out CFS policies and programs	The commitment follows training discipline positive and CFS	Carrying out the CFS learning process, exemplary for children and respecting the right child	Give enter and maintain facility Sarpras CFS,	Assist and mentor agents change, CFS propaganda	Communication intensive with parents about the development child, collaboration with communities, organizations, and the business world
Learners	Follow involved in the arrangement of rules for school and commitment class	Build communication with CFS-related GTK	Become a forerunner and reporter of <i>bullying</i> in class or at school	Look after facility Sarpras CFS and use it with Good	Become agent of change and implement discipline positive	Communicate Well with parents about incidents at school
Parent	Preparation of school programs and rules	Source person activity training	Accompany child Study	Donate and maintain facilities and infrastructure	Push his son to follow agent change and implement discipline positive	Active in associations and parent programs teach
alumni	Preparation of school programs and rules	Source person activity training	Active in teaching alumni	Give donations to CFS facilities and infrastructure	Facilitate activity participants educate	Active in the alumni association
Organizations and the Business World	Control implementation of the rules	Facilitate activity training	Source person Study	Give donations to CFS facilities and infrastructure	Facilitate activity participants educate	Give training to educators and staff education

From various dimensions and subdimensions, programs and activities support CFS as in Table 9.

Table 9. Programs and Activities Support CFS

Program	Activity
Training drafting device CFS curriculum	CFS integration in activity extracurricular, co-curricular, extracurricular, and habituation
Positive discipline training for school members	Adjusting the rules of school with consequence logical, Commitment learning in class, involve all wow school in drafting regulations school
Activity supervision class	Head school or senior teachers do superstition in a manner scheduled, do supervision at least twice a year, follow up results supervision for repair learning
Monitoring and evaluation of budget school	Plan budget according to CFS, reporting use budget to inhabitant school
Formation of change agents	Election agents change in a manner voluntarily, do training to agent change, and hold activity prevention and control involving <i>bullying</i> agent change
Activities of parents, alumni, social organizations, and the business world teach	Stage activity routine involving parents, alumni, organizations society, and the business world related to CFS; invite parents, alumni, organizations society, and the business world to give input on the arrangement of rules of the school; and invite parents, alumni, organizations society and the business world to develop CFS facilities and infrastructure.
Parenting activities	Select competent parents to share experiences about the pattern foster child and hold an activity routine for parents to study about pattern foster child by bringing competent sources
Parents association activities	Forming administrator association in each class and holding activities involving school parental contribution

5. Discussion

The first dimension was the anti-bullying CFS policy which was carried out by developing strategies for handling the bullying practices, reporting the bullying practices, interventions, evaluating, and compiling the bullying handling flowchart. The implementation of the anti-bullying CFS policy was complex because there were many parties involved. The findings are consistent with Ouvrein et al. (2023) regarding coping strategies for bullying. The results also support R. Thomas (2019) who underscores the importance of procedures for addressing bullying. The second dimension was the trained educators and education staff on child rights which was carried out through a positive disciplined movement and by making learning commitments in the classroom. The positive discipline movement producing a learning commitment in the classroom was able to make the teachers aware of providing appropriate assistance to the children. The teachers were required to prioritize the fulfillment of children's rights fairly and avoid bullying practices. The example set by the teacher in the positive disciplined movement was able to influence the students to have positive attitudes and behaviors which in turn brought an impact on reducing the bullying practices in schools. The results are consistent with Bowes et al. (2019) who argued that positive discipline is crucial in preventing bullying. Our findings also complement R. Thomas (2019) who has not underscored the role of positive discipline from educators and education staff in preventing bullying in schools.

The third dimension was the implementation of the CFS learning process that supported the anti-bullying CFS programs was carried out by including programs or activities on the graduate competency standard, content standard, process standard, and assessment standards. The four standards directed the teachers in detail in carrying out the learning process inside and outside the classroom. The teachers were also directed on how to make the right assessment so that the children could be treated the same regardless of any differences. A well-planned learning process could prevent bullying practices in schools. The findings complement Dominguez-Martinez & Robles (2019) who have not explicitly included anti-bullying child-friendly school programs in graduate competency standards, content standards, process standards, and assessment standards.

The fourth dimension was the CFS facilities and infrastructure supported by the involvement of students and principals. The support of these two parties was able to create a comfortable and safe school environment for all school members. The students could grow and develop optimally according to their talents and interests in a healthy and safe environment. The results corroborate S. Thomas et al. (2018) who emphasized the importance of school leaders' support in sustaining school facilities and infrastructure. This research also highlights that it is also necessary for students to assist in the development of CFS facilities and infrastructure. Schools with a healthy and secure environment and infrastructure can foster a culture that encourages students to receive equal learning and development opportunities. Students who develop well will undoubtedly have excellent character and be able to reduce school bullying.

The fifth dimension was child participation which was carried out based on the Roots program including conducting a survey, selecting the agents of change, training the agents of change, holding anti-bullying campaigns, and program evaluation. The Roots program was excellent in preventing and overcoming bullying practices in schools because the main actors were also the students as the agents of change. This was in line with research by Bowes et al. (2019) which confirmed that the roots program that had been implemented in Indonesian junior high schools had been proven to be able to reduce the occurrence of bullying in schools. The role of the agents of change was significant in reducing bullying practices in schools. Change agents supplement Gaffney et al. (2021) who have not adequately revealed the role of peers in preventing bullying in schools. These agents of change were also able to capture the information quickly in case of problems that the teachers might not know about. They were also closer to other students so that the victims of bullying practices were not ashamed to report the bullying incidents so that more and more reports of bullying could be received by schools.

Finally, the sixth dimension was the participation of parents, alumni, community organizations, and the business world through the parenting activity and alumni gathering. The parenting activity really helped the parents realize that they had a crucial and effective role in the efforts to prevent and overcome bullying practices at schools. The parents who had the knowledge to educate their children at home properly were able to shape their children's characters better. This was in line with previous research by Chen et al. (2021) which explained that parental involvement in bullying prevention and control was highly effective and significant. It was necessary to increase the partnership between parents and schools through the parenting activity.

The role of parents in parenting activities supplements Gaffney et al. (2021) who have not yet described school programs designed to maximize the role of parents in schools. Meanwhile, the alumni gathering activity for schools had an important role in sharing the important experiences that were able to grow characters. The child's character is very important in determining a person's success in the future and being able to prevent bullying practices. The alumni were school resources who had strong ties to the school to advance the school. The students could be more motivated by the presence of figures who could be their idols or exemplary figures. This complements Bui & Jeng (2022) who indicated that alumni gathering programs have not been specified to assist schools in preventing bullying.

This research implies that Indonesian schools must elucidate and strengthen the implementation of anti-bullying CFS in junior high schools, which can also be implemented at the elementary and general or vocational senior school levels. The research also suggests that schools in other countries increase the number of programs that can be implemented to prevent and combat bullying. Further, this study underscores all stakeholders' importance in holistically implementing anti-bullying CFS.

6. Conclusion

The anti-bullying Child-Friendly School (CFS) program has contributed to the achievement of six CFS indicators established by the government. These indicators include *first*, CFS policy; *second*, training educators and education staff on child rights; *third*, implementing the CFS learning process; *fourth*, providing CFS facilities and infrastructure; *fifth*, encouraging child participation; and *sixth*, involving parents, alumni, community organizations, and the business community. Various programs have been implemented to support the realization of anti-bullying CFS initiatives. These programs encompass several key activities such as developing an anti-bullying handling flowchart, which involves the creation of strategies for addressing bullying incidents. It includes reporting bullying practices, intervention measures, evaluation processes, and the compilation of comprehensive bullying handling flowchart; implementing a positive discipline movement: promoting positive discipline practices within the school community to foster respectful and responsible behavior among students; making a learning commitment in the classroom: creating a conducive and committed learning environment in classrooms; integrating anti-bullying principles, incorporating anti-bullying principles into the graduate competency standards, content standards, process standards, and assessment standards to ensure comprehensive anti-bullying education; involving students and principals, engaging students and school principals in the establishment of facilities and infrastructure that support anti-bullying initiatives; implementing roots programs, utilizing the roots program, which focuses on peer support to prevent and address bullying in schools; holding parenting activities and alumni gatherings, organizing events such as parenting sessions and alumni meetings to promote collaboration and mutual support among parents, alumni, community organizations, and the business community. These programs collectively contribute to the creation of a child-friendly school environment that is dedicated to preventing and addressing bullying while aligning with government-set CFS indicators.

7. Recommendations

This research practically implies that municipal offices of Education and Culture in Indonesian cities and regencies can use our results to develop and implement programs in various school environments to support the implementation of the Minister of Education and Culture Regulation Number 82 of 2015 concerning the Prevention and Control of Acts of Violence in Education Unit Environment. Furthermore, schools can implement programs based on CFS dimensions to prevent bullying.

8. Limitations and Suggestions for Future Research

This study is subject to several limitations. First, our research sample focuses on junior high schools in Semarang. Second, this focuses on CFS's supporting dimensions. Suggestions for further research are to look for a CFS model that includes school programs that can prevent bullying.

9. Ethics Statement

Satya Wacana Christian University has reviewed this study involving school principals, teachers/ education staff, children, parents, school administrators, education office officials, and CFS facilitators, for which all information providers have provided written consent.

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