

The Effectiveness of The Implementation of Child-Friendly Schools in Preventing Bullying Behavior at SDN Salammulya Purwakarta

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ABSTRACT

Bullying behavior in the elementary school environment is a serious problem that has an impact on the psychological and social development of students. Child-Friendly Schools are here as a strategic approach to create a safe, inclusive, and violence-free educational environment. This study aims to analyze the effectiveness of the implementation of child-friendly schools in preventing bullying behavior. The research uses a qualitative approach with a case study method. Data were collected through observations, in-depth interviews, and documentation studies. Determination of responders using purposive sampling technique. The principal respondents were chosen because they were managers, teachers were selected based on class rank, and students were selected based on the position of class leader in the upper class. The results of the study show that the organization of the program is carried out systematically and participatory, involving the principal, teachers, students, and parents. Structured program coordination with the appointment of coordinators and monthly regular meetings. Implementation has been proven to be effective in preventing bullying through character building, positive habituation, and gradual case handling that integrates anti-bullying education and intensive communication with parents is . Key supporting factors include the principal's policies, a clear coordination structure, and planned case management. However, the main obstacle is the limitation of child-friendly facilities and infrastructure, which schools overcome through adaptive strategies. Conclusion: The implementation of Child-Friendly Schools at Salammulya State Elementary School is quite effective in preventing bullying behavior, although it is still constrained by limited facilities and infrastructure

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1. INTRODUCTION

Children are the next generation of the nation who have the right to grow and develop optimally, both physically, psychologically, socially, and morally. The fulfillment of children's rights is a shared responsibility between families, communities, and the state. In the context of education, the state is obliged to organize an education system that is not only oriented towards academic achievement, but also guarantees the protection of children from all forms of violence and discrimination, as mandated in Law Number 20 of 2003 concerning the National Education System and Law Number 4 of 1979 concerning Child Welfare.

However, the reality on the ground shows that the school environment is still vulnerable to bullying behavior, especially at the elementary school level. Bullying behavior has a serious impact on students' mental health, confidence, and social development, and can create an uncondusive school climate. Data from the Indonesian Child Protection Commission shows that cases of violence against children in the educational environment are still relatively high (Jamaluddin et al., 2024), so systematic and sustainable prevention efforts are needed (KPAI, 2023). Previous research has also confirmed that elementary school-age children are the most vulnerable group to bullying with a risk of long-term emotional disturbances (Inniyah & Mulawarman, 2021; Fitriya et al., 2021).

As a strategic effort to protect children in the educational environment, the government developed a Child-Friendly School (SRA) policy. Child-Friendly Schools aim to create safe, clean, healthy, inclusive educational units, and ensure the fulfillment and protection of children's rights from violence and discrimination. In addition, SRA encourages children's participation in the planning, implementation, and supervision of school policies (Ministry of PPPA, 2015). The implementation of SRA is also an important part of the Child-Friendly Regency/City (KLA) policy.

In Purwakarta Regency, the commitment to the fulfillment of children's rights is realized through Regional Regulation Number 2 of 2021 concerning Child-Friendly Regencies. The policy is implemented in the education sector by integrating Child-Friendly Schools into character education programs based on local wisdom. However, the existence of regulations does not fully guarantee the effectiveness of bullying prevention in schools. The main challenge often lies in the aspect of policy implementation at the level of education units.

To understand the effectiveness of SRA implementation, organizational management approaches become relevant. Henry Fayol explained that management consists of five main functions, namely planning, organizing, commanding, coordinating, and control. In the context of the implementation of education policies, the direction and coordination functions are at the core of the implementation of management, because they are directly related to the mobilization of human resources and the alignment of organizational activities so that goals can be achieved effectively (Yusuf et al., 2023).

The briefing function emphasizes the leadership role of principals and teachers in providing instruction, examples, and motivation to all school residents to consistently implement the principles of Child-Friendly Schools. Meanwhile, the coordination function plays a role in uniting various parties involved, such as teachers, students, parents, and school committees, so that bullying prevention efforts run in harmony and continuously. Research shows that bullying prevention will be more effective if it is done through collaboration and active involvement of the entire school ecosystem (Mirwanfikri & Khaerany, 2023).

Several studies have also revealed that the implementation of Child-Friendly Schools can reduce the potential for violence in schools if supported by the active role of teachers, character-based learning, and good communication between schools and parents (Ariyanta et al., 2024). However, other research found that there are obstacles in the implementation of SRA, such as limited stakeholder understanding and weak coordination between parties, which have the potential to reduce the effectiveness of the program (Rahmawati & Supriyoko, 2022). This shows that there is a gap between SRA policies normatively and the practice of implementing them in schools.

Based on this background, this study aims to analyze the effectiveness of the implementation of Child-Friendly Schools in preventing bullying behavior at SDN Salammulya, Purwakarta Regency.

This research specifically examines how the direction and coordination function in the perspective of Henry Fayol's management theory is applied in the implementation of SRA, as well as its contribution to creating a safe and bullying-free school environment.

2. METHODS

In this study, a qualitative approach with a case study design was used. According to Yin (2018), case studies are the right method to answer questions related to the "how" and "why" of complex and contextual phenomena (Yunianto et al., 2021). The subjects of the study include the principal, teachers, and students at SDN Salammulya. The determination of the respondent sample was carried out through a purposive sampling technique which aims to select relevant respondents for this study (Puspita et al., 2021).

Data collection techniques were carried out through several methods, including in-depth interviews, non-participatory observations, and documentation studies related to Child-Friendly School (SRA) policies and programs. This data collection is in line with qualitative research practices that emphasize the importance of obtaining information from a variety of sources to build a thorough understanding of the problem being researched (Sholikhah et al., 2023).

Data analysis was carried out using the Miles and Huberman model which consisted of three stages, namely: (1) data reduction through coding and categorization, (2) presentation of data in the form of matrix and thematic narrative, and (3) drawing conclusions and verifying data. The validity of the data is maintained through triangulation of sources and methods to ensure that the results of the research are trustworthy (Dewi & Hidayah, 2022).

3. FINDINGS AND DISCUSSION

In the implementation of Child-Friendly Schools at the organizing stage, the results of the interview with the Principal said *"In organizing the SRA policy, we did not move suddenly. We plan at the beginning of the school year, from the formation of the SRA implementation team to the division of teacher duties. All of our work structures are adjusted to the specific needs of students at this school so that they are right on target."* (KS)

Then the results of the interview with the teacher said , *"We as teachers are instructed to become technical implementers in the field. So, the briefing from our Principal translates into positive classroom rules and non-discriminatory teaching methods. We are involved from the idea development stage to know exactly what to evaluate later"*. (G1)

Based on the documentation study, documents were found that support the organization of child-friendly schools, namely, the Decree of the POKJA for Child-Friendly Schools, the Child-Friendly School Program, the Class Rules Document, and the integrated lesson plan for child-friendly schools.

These results show that the organization of Child-Friendly School policies in schools is carried out through a systematic planning process. The principal and the teacher design the SRA program by arranging tasks and work structures based on the functions and needs of the school.

In addition, SRA planning also involves the participation of students and parents by accommodating their ideas and input in program development. Teachers understand their role as technical implementers in the classroom and in the school environment, while students and parents contribute in providing ideas related to child-friendly activities.

The implementation of organizing Child-Friendly Schools in the school is in accordance with the management function as stated by Henry Fayol, namely organizing (*organizing*) (Yusuf et al., 2023). The organization of child-friendly school programs is carried out through the determination of goals, strategies, and clear division of tasks. This is in line with Fayol's organizing function which emphasizes the importance of determining programs and forming work teams.

Then these findings show that the SRA policy is not just top-down, but prioritizes participatory principles as mandated in the guide. Child-Friendly School by the Ministry of Women's Empowerment and Child Protection (Kemen PPPA).

In the implementation of child-friendly schools at the coordination stage, the principal said "... So, so that all programs run in the same direction, we routinely hold monthly meetings with the Teacher Council. For the division of tasks, we have formed an organizational structure according to their respective functions. In particular, I appoint Mrs. Resna as the SRA coordinator who serves as a bridge or liaison between all parties involved.... We design programs by listening to ideas and input directly from students and parents. So, the program that was born is indeed based on their needs.... We monitored through the monthly meeting. The indicators of success are clear: the number of bullying cases is decreasing and our interventions have proven to be effective in having a positive impact on students. (KS)

This is strengthened by the results of an interview with the Master who said "... I am in charge of overseeing the technical implementation. But of course this is a teamwork. Mr. Asep as the principal plays a big role as the main facilitator, starting from the policy of making decrees to the provision of program budgets. The teachers are also very supportive and active in the field... For parents, we also establish intense communication through WhatsApp groups. There we share reports of children's activities at school and provide ideas for positive activities that parents can implement at home to maintain a child-friendly character when they return home... (G1)

Based on a documentation study that supports the coordination of child-friendly schools, documents were found, namely the Decree of the POKJA on child-friendly schools, minutes of monthly meetings, and activity reports via WhatsApp.

The findings show that the coordination of child-friendly school programs is carried out through a mechanism of regular meetings held every month. The school appointed a special coordinator for Child-Friendly Schools, namely Mrs. Resna, who was in charge of coordinating the implementation of the program and being a liaison between the parties involved.

The principal plays the role of the main facilitator by ensuring policy support and a conducive school climate, while teachers are sportsmanlike and active in carrying out the program that has been designed. The school committee and parents also play a role by providing support in the form of contributing ideas and strengthening child-friendly character in the home environment.

Monitoring and evaluation of child-friendly school programs is carried out through monthly meetings involving principals and teachers' councils. The success indicators used are the reduction in the number of bullying cases and the effectiveness of interventions carried out by schools against emerging cases.

Coordination between parties is realized through monthly regular meetings, in line with the coordinating function and the principle of *unity of direction*, where all SRA activities are directed to the same goal, which is to create a safe and child-friendly school environment. Control is carried out through periodic monitoring and evaluation with indicators of reducing bullying cases, which is in accordance with the *controlling function* in Fayol's theory.

In the context of bullying prevention, the Principal said "... focus on various programs that are oriented towards character development and habituation of positive behavior for children. We want these child-friendly values not to be just a theory, but to become a daily habit.... We have a clear procedure. The handling of bullying cases is carried out gradually, not directly to the leadership level if it can still be resolved below. Everything starts from handling at the grade level first..... Through the WhatsApp group, we share information on children's development, school activities, and ideas for positive activities that parents can apply at home. So, the communication is two-way and continuous." (KS)

This was reinforced by the results of the interview with the teacher who said "That's right, sir. Here, the role of teachers is crucial. Teachers play an important role ranging from preventive measures, managing the situation when the case occurs, to post-case assistance to ensure that the mental condition of children is maintained Parents are involved in instilling positive habits at home so that what is taught at school is in sync with what is taught at home. In addition, we are also actively involved in resolving certain cases that require special attention Anti-bullying education to our students is carried out through direct habituation in the Child-Friendly School (SRA) program. As for parents, the approach is more towards intensive communication using WhatsApp groups". (G2)

Based on the documentation study, documents were found that supported the prevention of bullying in the child-friendly school, namely, the child-friendly school program, the bullying counseling journal, and the data on bullying cases.

The findings of the study show that schools have run various programs that are oriented towards character development and habituation of positive behavior. The handling of bullying cases is carried out in stages, starting from handling at the classroom level before involving other parties if necessary.

Teachers play an important role in preventive actions, case management when bullying occurs, and post-case assistance. Parents are involved in instilling positive habits at home as well as in resolving certain cases.

Anti-bullying education to students is carried out through habituation in the SRA program, while to parents is carried out through intensive communication using WhatsApp groups containing information on children's development, school activities, and ideas for activities that can be applied at home.

The results of the study show that the implementation of SRA in schools is in line with the concept and principles of Child-Friendly Schools as formulated by the Ministry of PPPA (2015). The principles of non-discrimination, the best interests of the child, respect for the child's views, and good management are reflected in the involvement of students and parents in the planning and implementation of the program.

The implementation of the SRA has also included several key components, including anti-violence policies, educators who play an active role in child protection, child participation, and the participation of parents and school committees. However, the SRA facilities and infrastructure components have not been fully fulfilled due to budget limitations, as acknowledged by the school.

This condition strengthens the view that SRA is not the construction of a new school, but the process of conditioning the school environment to be safer and more comfortable for children, in accordance with the characteristics and capabilities of the school.

The implementation of SRA has been proven to contribute to the prevention of bullying behavior in schools. Preventive approaches through character habituation, involvement of teachers and parents, and intensive communication are in line with the policy of Prevention and Handling of Violence in Education Units as stipulated in Permendikbudristek Number 46 of 2023.

In the context of supporting and inhibiting factors as well as solutions in the implementation of child-friendly schools, the principal said, *"Actually, there are many internal factors that we have prepared. First, in terms of regulations, I as the principal poured this policy into the official Decree (SK) so that the foundation is strong. In addition, we also establish a clear coordination structure and planned case management so that every problem has a flow to handle. We also ensure that there is training for teachers regarding a child-friendly approach and a special budget allocation to support this program.... We do adaptive or adaptive strategies. So, even though the facilities are not perfect, we designed the existing classrooms to be comfortable and child-friendly. We also engage students' creativity by inviting them to create their own anti-bullying posters."* (KS).

This was further strengthened by an interview with a teacher who said *"....for external factors, we are greatly helped by the coaching from the police who provide direct education about bullying behavior to school residents.... The biggest challenge is indeed in facilities and infrastructure. To build the ideal facility requires a very large cost. For example, we want to have a special counseling room, a children's play room, to a building design that is completely safe and free from sharp corners that are dangerous for students.... We have increased the installation of warning signs in various corners of schools, such as smoking bans and bullying bans, so that the atmosphere is maintained even though the physical facilities are still in process."* (G3).

Based on a documentation study that supports the coordination of child-friendly schools, documents were found, namely the POKJA Decree of child-friendly schools, data on bullying cases, school activity and financial plan documents (RKAS), counseling journals and coaching visit data.

The findings show that internal supporting factors for the implementation of SRA include the principal's policies outlined in the decree (SK), a clear coordination structure, planned case management, teacher training related to child-friendly approaches, and budget allocation for the SRA

program. External supporting factors come from the coaching of the police regarding bullying behavior.

Meanwhile, the main obstacle faced by schools is the limitation of child-friendly facilities and infrastructure that require large costs, such as counseling rooms, children's play rooms, and building designs that are safe and free of dangerous angles.

As a solution, schools carry out adaptive strategies by designing classrooms to be more comfortable and child-friendly, inviting students to make anti-bullying posters, and installing warning signs such as smoking bans and bullying in the school environment.

Internal case handling at the grade level shows that there is a mechanism to strengthen school governance in preventing the escalation of bullying cases. Education to students and parents strengthens community-based prevention efforts, as recommended in UNICEF's Roots Program Guide (2017), which emphasizes the importance of the involvement of all school residents.

Although schools have not formally implemented the Roots Program, practices such as student involvement in anti-bullying poster creation and positive values campaigns indicate the existence of an embryonic student-based bullying prevention that can be further developed.

4. CONCLUSION

The implementation of Child-Friendly Schools at SDN Salammulya is quite effective in preventing bullying behavior. This effectiveness is shown through the organization of tasks through systematic program planning and the formation of a work team through the POKJA Decree. Coordination is carried out through monthly routine coordination involving the active participation of teachers, parents, and students. Bullying prevention strategies are carried out comprehensively through positive character habituation, intensive communication via digital media, and multi-level case handling that has proven effective in reducing bullying rates. Despite facing obstacles to budget constraints for physical facilities and infrastructure, schools demonstrate adaptive attitudes by creating a safe and comfortable environment through student creativity and strengthening of internal regulations. Overall, this practice has been aligned with the principles of non-discrimination and the best interests of children according to the guidelines of the Ministry of PPPA and Permendikbudristek Number 46 of 2023, which affirm that the success of SRA relies more on conditioning the school environment and culture than just the construction of physical facilities. The implementation of SRA contributes to the creation of a safer and more child-friendly school environment and reduces the potential for bullying. However, the strengthening of child-friendly facilities and infrastructure still needs to be improved so that the implementation of SRA can run more optimally.

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