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ANALYSIS OF THE IMPLEMENTATION OF CHILD-FRIENDLY PROGRAMS IN BUILDING AN ANTI-BULLYING CULTURE IN ELEMENTARY SCHOOLS: A CASE STUDY AT SDN 37 CAKRANEGARA

Abstract. This study aims to analyze the implementation of the Child-Friendly School Program (SRA) in building an anti-bullying culture at SDN 37 Cakranegara. Using a qualitative approach with an intrinsic case study design, data were collected through in-depth interviews, observations, and documentation, then analyzed using the Miles and Huberman Interactive Model. The results show that although the school has a structural commitment and has succeeded in reducing physical bullying, the implementation of SRA is still in the socialization stage and has not been fully integrated into the curriculum and school culture, where verbal and mild social bullying behaviors are still evident. In conclusion, systemic strengthening is needed, such as structured teacher training and the development of operational guidelines, so that SRA can transform students' understanding of anti-bullying in a profound and sustainable manner.
Keywords: Child-Friendly School (SRA), Bullying, Elementary School

Introduction

Primary school education plays an important role in shaping students' character and social skills, as well as being the initial stage of intensive social interaction. One social issue that is increasingly dominating global education is the phenomenon of bullying, which not only damages children's mental health but also hinders their academic and emotional development (Wahyu., 2025). According to data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia in 2022, around 30-40% of elementary school students in Indonesia have experienced or witnessed bullying, in various forms ranging from physical, verbal, to cyberbullying (Kemendikbudristek, 2023). This phenomenon is exacerbated by Indonesia's heterogeneous social context, where cultural norms such as age hierarchy and pressure to achieve can reinforce bullying behavior (Khoiriyah & Sofyan, 2025).

To address this challenge, the Indonesian government, through Kemendikbudristek, launched the Child-Friendly School Program (SRA) in 2016, which aims to create a safe, inclusive school environment that supports children's rights in accordance with the UN Convention on the Rights of the Child. This program emphasizes three main pillars: child participation, protection from violence, and child-friendly learning, with a focus on bullying prevention. The implementation of SRA includes teacher training, the development of an anti-bullying curriculum, and the involvement of parents and the community, which is expected to build a culture of tolerance and empathy in schools (Ministry of Education, Culture, Research, and Technology, 2020).

Although SRA has been adopted by thousands of schools in Indonesia, its effectiveness in promoting anti-bullying understanding among elementary school students is still limited. Anti-bullying understanding here includes not only cognitive knowledge about the definition and types of bullying, but also affective dimensions such as empathy for victims and the ability to identify preventive solutions. Previous qualitative studies, such as the research by Giferani et al. (2024) in several SRA schools in Central Java, show that students exposed to this program are better able to express their subjective experiences of bullying, but there is still room for improvement in the

application of anti-bullying values outside the school environment. On the other hand, quantitative research by Muslimin (2025) found a positive correlation between the implementation of SRA and a decrease in bullying incidents, but it did not explore how students deeply understand and internalize the concept.

The gap in this research lies in the dominance of quantitative approaches that measure the impact of SRA through large-scale surveys, while qualitative exploration of the life experiences of elementary school students as the main subjects is still minimal (Sabekti., 2024). Qualitative research is needed to understand subjective nuances, such as how the local cultural context influences students' interpretations of anti-bullying, or the psychological barriers children experience in adopting values programs. Using a phenomenological approach, this study aims to fill this gap, revealing the impact of SRA from the perspectives of students, teachers, and parents, thereby providing more holistic insights for educational policy.

In a global context, similar research conducted by Muslimin., (2025) shows that anti-bullying programs integrated with school culture can reduce incidents by up to 50%. Thus, this background emphasizes the urgency of qualitative exploration of the impact of SRA, as an important step to ensure that the program is not merely a policy formality, but truly transforms anti-bullying understanding among elementary school students.

METHOD

This study uses a qualitative approach with an intrinsic case study design to analyze and describe the implementation of the Child-Friendly Program (PRA) in an effort to build an anti-bullying culture at SDN 37 Cakranegara. The qualitative case study method was chosen because it allows researchers to describe the process, meaning, and context of PRA implementation in depth and holistically in one specific study unit. This approach aims to explore how PRA policies and activities in schools, such as the provision of child-friendly facilities and infrastructure, teacher training, and the integration of child protection values, contribute to the formation of an anti-bullying school culture and increase student understanding.

Research Subjects:

The subjects of this study were key informants who were directly involved in the implementation of the Child-Friendly Program and bullying prevention efforts at SDN 37 Cakranegara. The subjects were selected using purposive sampling, based on their involvement and understanding of the program. Key informants include: 1) The principal, as the policy maker and person in charge of the program. 2) The PRA coordinator/implementation team, as the technical implementers of the daily program. 3) Classroom teachers, as educators who interact directly with students and implement PRA values. 4) Students, who are considered to have in-depth understanding and experience related to the Child-Friendly Program and bullying issues.

Data Collection Techniques

Data collection was carried out using several techniques, namely in-depth interviews, observation, and documentation, to achieve triangulation of sources and methods:

  a. In-depth Interviews: Semi-structured interviews were conducted with all key informants (principals, PRA coordinators, teachers, and students) to explore their perceptions, experiences, and understanding of: the implementation process of the Child-Friendly Program in schools, strategies used to build an anti-bullying culture, and the role of PRA in preventing and handling bullying cases.

  b. Observation, conducted to directly observe the implementation of PRA components in the school environment, as well as social interactions between students and between students and teachers. The focus of observation includes: The availability and utilization of child-friendly facilities, The behavior of teachers and staff in responding to conflicts or bullying incidents, The active participation of students in activities that support a safe and anti-bullying environment.

  c. Documentation, Collection of supporting documents used as additional data to reinforce interview and observation findings. Documents include: Decree (SK) of the Child-

Friendly School Team, School rules and regulations related to the prevention of violence/bullying, Socialization materials, activity reports, and visual data (photos) of the implementation of the Child-Friendly Program.

Data Analysis Techniques

The qualitative data obtained was analyzed using qualitative descriptive analysis by adopting Miles and Huberman's Interactive Model, which consists of several stages, namely data reduction, data presentation, and conclusion drawing, which are carried out repeatedly and interactively.

- Data Reduction**,** Summarizing, selecting, and focusing on relevant data from interviews, observations, and documentation. Data is grouped and coded based on key themes (e.g., PRA Policy, Bullying Prevention Mechanisms, Student Perceptions) to facilitate in-depth analysis.

- Data Display**,** Organizing the reduced data in the form of descriptive narratives, matrices, or charts to systematically describe the implementation process of the Child-Friendly Program and its contribution to building an anti-bullying culture at SDN 37 Cakranegara.

- Drawing Conclusions (Conclusion Drawing/Verification)**,** Drawing interpretive conclusions from the data presented. These conclusions are supported by triangulation of sources and methods to ensure the validity (reliability) of the findings, which will ultimately answer how the implementation of the Child-Friendly Program contributes to building an anti-bullying culture at the case study location.

RESULTS AND DISCUSSION

The implementation of the Child-Friendly School (CFS) principle is of high urgency in the current era, in line with the increasing potential for children to experience various forms of violence and bullying if their social environment is not supportive. Schools, as the main space for children's growth and character formation, must be able to provide a sense of security, comfort, and protection from all forms of physical and psychological threats (Haniya, et al., 2024). Therefore, building an educational ecosystem that fosters mutual respect, empathy, and social responsibility is a fundamental aspect in efforts to create a healthy school culture that is free from bullying (Permatasari & Ar, 2023). Quoted from the Child-Friendly School Guidebook (Ministry of Women's Empowerment and Child Protection, 2015), this program aims to create a safe, healthy, and violence- and discrimination-free educational environment. Through this program, schools are expected to be able to protect children's rights while encouraging their participation in various learning activities and decision-making at school. At SDN 37 Cakranegara, the implementation of child-friendly principles has begun to be realized through the cultivation of positive behavior and supervision of student interactions, although its implementation still needs to be strengthened to be more focused and in line with the national guidelines for Child-Friendly Schools.

The results of data collection using a qualitative case study approach on the Analysis of the Implementation of the Child-Friendly School Program in Building Anti-Bullying Understanding at SDN 37 Cakranegara. This study focuses on four main aspects that form the basis of the program implementation analysis, namely (1) the implementation of the Child-Friendly School program at SDN 37 Cakranegara, (2) indicators of anti-bullying behavior evident in student social interactions, (3) students' understanding and response to the values contained in the CFS program, (4) the role of teachers and institutional support from the school in creating a safe and violence-free learning environment. Further explanations of each of the four aspects are presented as follows:

Implementation of the Child-Friendly School Program at SDN 37 Cakranegara

Based on interviews with the principal and teachers, the implementation of the Child-Friendly School Program (SRA) at SDN 37 Cakranegara has been pursued as part of creating a safe, comfortable, and violence-free learning environment. The principal explained that the entire school community is committed to creating an educational atmosphere that respects children's rights, rejects all forms of violence, and fosters mutual respect. Efforts made include instilling good

manners, two-way communication between teachers and students, implementing positive discipline, and encouraging students to maintain cleanliness and order in the school environment. Based on a review of documents, the school already has several supporting documents, such as a vision and mission that include child-friendly principles, non-violent rules, and activity reports that reflect character values. However, the implementation of this program is still in the socialization and familiarization stage. Observations show that the implementation of SRA has not been fully integrated into learning activities, but has only appeared in the form of general policies and incidental activities such as National Children's Day celebrations or character literacy activities.

Teachers understand the concept of SRA as an effort to create a safe and enjoyable school, but its implementation still focuses on disciplinary behavior without physical punishment, not yet reaching the development of media or learning strategies that instill anti-bullying values in a concrete manner. This is in line with the results of research by Herianto, et al., (2020), which shows that most elementary schools in Mataram still implement SRA administratively, not yet at the cultural level. Therefore, it can be concluded that SDN 37 Cakranegara already has a structural commitment to SRA, but does not yet have a systematic operational strategy to make child-friendly values part of the school culture. The following table shows the implementation of the SRA program:

Table 1. Implementation of the SRA program

Aspects of SRA program implementation	Description of Implementation Based on Findings	Level of Implementation
Structural Commitment & Policy	The school has established structural commitments and supporting documents (vision/mission, non-violent rules and regulations). The principal is committed to creating an educational environment that respects children's rights.	High (Level of Commitment)
Program Implementation/Integration	Still in the socialization and familiarization stage. Not yet fully integrated into learning activities, only appearing in general policies and incidental activities (e.g., National Children's Day celebrations).	Moderate (Socialization Level)
Prevention of Physical Violence	No physical violence (hitting, pushing) was observed. Teachers actively monitored and prevented such behavior.	Height (Effective)
Prevention of Verbal & Social Violence	There are still instances of mild teasing (calling people by their parents' names, laughing at their mistakes) that could potentially become verbal bullying. There is a tendency to choose playmates based on certain groups (an indication of social bullying).	Moderate (Needs Strengthening)
Teacher role and response	Teachers instill positive values through a gentle/persuasive approach and reject physical punishment. Teachers' responses to minor conflicts are reactive rather than preventive. Teachers have not received structured technical training related to SRA/bullying prevention	Moderate (intuition-based)
Students' understanding and internalization	Students understand the general definition of bullying (hitting, teasing). However, this understanding has not been fully internalized/implemented in their daily behavior, especially outside of class hours.	Moderate (general character)
Institutional/infrastructure	There are no operational guidelines (SOPs) or	Low(requires

support	special service units (counseling rooms) for handling behavioral problems. Collaboration with parents and the community is not yet intensive	systemic use)

Anti-Bullying Behavior Indicators Based on Field Observations

The results of observations conducted using observation instruments show that the behavior of students at SDN 37 Cakranegara generally reflects a safe learning environment, although mild forms of bullying behavior are still found. Based on physical behavior indicators, no acts of violence such as hitting, pushing, or damaging friends' belongings were found. Teachers actively monitor and prevent rough physical behavior. In terms of verbal behavior indicators, there were still instances of mild teasing, such as calling classmates by their parents' names or laughing at classmates who made mistakes. Although these interactions were meant as jokes, they have the potential to lead to verbal bullying if not controlled. Teachers usually reprimand students using a persuasive approach and encourage them to apologize, but there is no ongoing follow-up system in place.

Meanwhile, the social behavior indicator found that some students tend to choose playmates based on closeness or specific groups. Students with different interests or backgrounds are sometimes not included in group games. Although this does not indicate aggressive behavior, it shows a tendency toward social behavior that needs to be anticipated. These observations indicate that the school has succeeded in reducing physical bullying, but still faces challenges in building social awareness and empathy among students. Based on the interview results, some students believe that joking with harsh words does not constitute bullying, indicating that their understanding of verbal and social violence is still limited.

These findings indicate that a child-friendly culture at SDN 37 Cakranegara has begun to take shape, but has not yet touched on the aspect of value awareness. Strengthening is needed through reflective learning and direct practice so that students understand the emotional impact of each form of bullying behavior. This is in line with the opinion of Husna, et al., (2024), who stated that the instilling of social and moral values must be done through meaningful learning experiences, not just through prohibitions or advice. The following table shows the forms of bullying behavior carried out by students, namely:

Table 2. The forms of bullying behavior carried out by students

Student Initials	Physical Behavior (Average Score)	Verbal Behavior (Average Score)	Social Behavior (Average Score)	Total Bullying Score	Dominant Bullying Category
A01	1.4	1.8	1.6	4.8	Low
A02	3.2	2.6	2.8	8.6	Physical (Perpetrator)
A03	1.0	1.2	1.0	3.2	Very Low
A04	2.0	3.4	2.4	7.8	Verbal (Pelaku)
A05	1.6	1.8	1.4	4.8	Low
B06	1.2	1.0	1.0	3.2	Very Low
B07	2.8	2.6	3.0	8.4	Social (Perpetrator)
B08	1.4	2.0	1.8	5.2	Low
B09	1.0	1.4	1.2	3.6	Very Low
B10	3.0	2.8	2.6	8.4	Physical (Perpetrator)
C11	1.8	1.6	1.4	4.8	Low
C12	2.4	2.2	2.0	6.6	Moderate
C13	1.2	1.4	1.0	3.6	Very Low
C14	2.6	3.6	2.8	9.0	Verbal (Perpetrator)
C15	1.8	2.0	2.2	6.0	Moderate

Based on the bullying behavior table presented above, it can be seen that the forms of bullying committed by students who intervened in the data are as follows:

Table 3. The forms of bullying committed by students

Total Score Category (Scale 3-12)	Behavior Description	Number of Students (N=15)
3.0-4.0 (Very Low)	Bullying behavior is almost invisible.	4
4.1 - 6.0 (Low)	Bullying behavior is occasionally visible.	5
6.1 - 8.0 (Moderate)	Bullying behavior is quite visible and needs attention.	2
8.1 - 12.0 (High)	Bullying behavior occurs frequently or very frequently. Indicates the need for intervention.	4

Student Understanding and Response to the Child-Friendly School Program

Based on interviews with students, it was found that most students understand that bullying is an act that can hurt their friends and should not be done. They mentioned examples of actions such as hitting, teasing, and ostracizing friends. Students also explained that teachers often advise them to behave politely and respect one another. However, observations show that this understanding has not been fully internalized or implemented in their daily behavior. Some students still engage in mild teasing or discriminate against friends while playing, especially outside of class hours.

From the documentation results, it can be seen that the school has held habit-forming activities such as Smile, Greet, Say Hello, Be Polite, Be Well-mannered (5S), morning literacy, and moral messages at every ceremony. However, activities that explicitly focus on anti-bullying education have not been found. There are no modules or learning programs that specifically teach the values of anti-violence and social empathy. Students learn about good behavior and manners in general, but they are not yet guided to reflect on bullying behavior. This condition shows that the implementation of SRA in schools is more oriented towards general character building, and has not specifically fostered anti-bullying awareness among students.

Teachers play an active role in providing guidance when minor conflicts arise between students, but these actions are reactive rather than preventive. To strengthen the SRA program, schools need to design more participatory activities, such as group discussions, role-playing games, or educational digital media with anti-bullying themes so that students can understand and practice respectful behavior in real life.

The Role of Teachers and Institutional Support from Schools

All three research instruments show that teachers play a central role in creating a child-friendly learning environment. Based on the interview results, teachers explained that they try to instill positive values through a gentle and persuasive approach. Teachers also reject all forms of physical punishment and prefer methods such as reprimands, advice, and problem solving through discussion with students. Classroom observations show that teachers try to maintain a pleasant learning atmosphere and avoid psychological pressure on students. However, teachers admit that they have never received technical training related to bullying prevention strategies or the structured application of SRA principles. As a result, cases are handled based on intuition and personal experience, rather than standard guidelines.

Institutionally, the principal provides strong support for the implementation of SRA. The school has a motivational slogan, open learning areas, and a fairly comfortable environment. However, based on a review of documents, there are no operational guidelines, SOPs, or special service units such as a child counseling room that can be used to address student behavior problems. Collaboration with parents and the community is also not yet intensive. Therefore, although SDN 37 Cakranegara has shown progress in creating a safe school climate, institutional support and resources still need to be strengthened so that the implementation of SRA is not only symbolic but also functional.

General Analysis of Research Results

Based on the results of research conducted at SDN 37 Cakranegara, it can be concluded that the implementation of the Child-Friendly School Program (SRA) has been running well at the policy level and in terms of basic behavioral habits, but has not yet fully reached the stage of internalization of values among the entire school community. The school has demonstrated its commitment to creating a safe and violence-free learning environment through a disciplinary policy that does not involve physical punishment, the application of values of politeness, and communicative interactions between teachers and students. Physical bullying is rarely found, but verbal and social behaviors such as mild teasing and clique formation still exist, indicating the need to strengthen the understanding of the values of empathy and mutual respect. Teachers have played an active role as mentors and disciplinarians, but they still need technical training on SRA-based bullying prevention and management so that the strategies used are more systematic and focused.

In addition, observations and documentation show that the implementation of SRA at SDN 37 Cakranegara is still administrative and ceremonial in nature, not yet fully integrated into the learning process and school culture. Activities related to character building and anti-bullying values are still limited to certain moments, such as ceremonies or National Children's Day celebrations, and have not become part of a continuous learning program. The support of the principal and a comfortable physical environment have been positive assets for the development of a child-friendly school culture, but increased collaboration with parents and the surrounding community is needed to strengthen anti-bullying values outside the classroom. Thus, SDN 37 Cakranegara has the potential to become a child-friendly model school if systemic strengthening is carried out through teacher training, the development of operational guidelines, and the integration of child-friendly values into teaching and learning activities and everyday school life.

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БАСТАУЫШ МЕКТЕПТЕРДЕ БУЛЛИНГКЕ ҚАРСЫ МӘДЕНИЕТТІ ҚАЛЫПТАСТЫРУДА БАЛАЛАРҒА БАҒЫТТАЛҒАН БАҒДАРЛАМАЛАРДЫ ІСКЕ АСЫРУДЫ ТАЛДАУ: SDN 37 CAKRANEGARA МЫСАЛЫНДАҒЫ ЗЕРТТЕУ

Аңдатпа. Осы зерттеудің мақсаты – SDN 37 Cakranegara мектебінде буллингке қарсы мәдениетті қалыптастырудағы «Балаларға мейірімді мектеп» (SRA) бағдарламасының іске асырылуын талдау. Сапалық тәсіл және ішкі зерттеу дизайны қолданылып, деректер тереңдетілген сұхбаттар, бақылау және құжаттарды талдау арқылы жиналды, ал талдау Майлз бен Хуберманның интерактивті моделі негізінде жүргізілді. Нәтижелер мектептің құрылымдық міндеттемелері бар екенін және физикалық буллингті азайтуда белгілі бір жетістіктерге қол жеткізгенін көрсетеді. Алайда SRA бағдарламасын іске асыру әлі де әлеуметтендіру кезеңінде қалып отыр және оқу бағдарламасына әрі мектеп мәдениетіне толық кіріктірілмеген; соның салдарынан вербалды және әлеуметтік буллингтің жеңіл түрлері әлі де кездеседі. Қорытындылай келе, SRA бағдарламасының оқушылардың буллингке қарсы түсінігін терең әрі тұрақты түрде өзгертуі үшін мұғалімдерді құрылымдалған оқытуды күшейту және жедел нұсқаулықтарды әзірлеу сияқты жүйелі нығайту шаралары қажет.

Түйін сөздер: балаларға бағытталған мектеп (SRA), буллинг, бастауыш мектеп

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АНАЛИЗ РЕАЛИЗАЦИИ ПРОГРАММ, ОРИЕНТИРОВАННЫХ НА ДЕТЕЙ, В СОЗДАНИИ КУЛЬТУРЫ БОРЬБЫ С БУЛЛИНГОМ В НАЧАЛЬНЫХ ШКОЛАХ: ИССЛЕДОВАНИЕ НА ПРИМЕРЕ SDN 37 CAKRANEGARA

Аннотация. Цель данного исследования – проанализировать реализацию программы «Школа, дружественная к детям» (SRA) в создании культуры противодействия буллингу в школе SDN 37 Cakranegara. Используя качественный подход с внутренним дизайном

исследования, данные были собраны посредством углубленных интервью, наблюдений и документирования, а затем проанализированы с помощью интерактивной модели Майлза и Хубермана. Результаты показывают, что, хотя школа имеет структурные обязательства и добилась успехов в сокращении физического буллинга, реализация SRA все еще находится на стадии социализации и не была полностью интегрирована в учебную программу и школьную культуру, где по-прежнему наблюдаются вербальные и легкие формы социального буллинга. В заключение, необходимо системное укрепление, такое как структурированное обучение учителей и разработка оперативных руководящих принципов, чтобы SRA могла глубоко и устойчиво изменить понимание учащимися проблемы борьбы с буллингом.

Ключевые слова: школа ориентированная на детей (SRA), буллинг, начальная школа