

## CHILD-FRIENDLY SCHOOL MANAGEMENT AND BULLYING PREVENTION: A QUANTITATIVE CASE STUDY FROM AN INDONESIAN PUBLIC ELEMENTARY SCHOOL

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### ABSTRACT

Bullying in elementary schools remains a persistent problem that threatens students' emotional well-being, social relationships, and academic engagement. In response, many Indonesian schools have adopted the Child-Friendly School (CFS) program to create safe and inclusive learning environments. This study aims to examine how CFS management strategies are implemented to prevent bullying at SDN Pleburan 01 Semarang. A qualitative case study approach was employed, with data collected through in-depth interviews, observations, and document analysis involving the principal, teachers, students, and the CFS implementation team. Data were analyzed using a descriptive qualitative technique following the Miles, Huberman, and Saldaña model. The findings reveal that bullying prevention at SDN Pleburan 01 is carried out through systematic planning, collaborative implementation, and continuous evaluation. Key strategies include stakeholder involvement, character-building activities, teacher capacity development, and the use of the *Si Galing* application as an anonymous reporting and monitoring system. The implementation of these strategies contributed to a noticeable reduction in bullying incidents and improvements in students' sense of safety, confidence, and participation in school activities. This study highlights the importance of integrated school management and technology-supported monitoring in sustaining effective child-friendly school initiatives for bullying prevention.

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### INTRODUCTIONS

The concept of Child-Friendly Schools (CFS) has gained widespread recognition as a transformative model for creating safe and supportive educational environments. This approach is grounded in the belief that every child has the right to learn in an environment that supports their academic, social, and emotional development free from

violence, neglect, and discrimination. By integrating principles of inclusivity, respect, and safety, CFS programs aim not only to improve academic outcomes but also to foster children's holistic development. However, despite the increasing adoption of CFS initiatives in many regions, bullying remains a persistent challenge that undermines students' well-being and limits the effectiveness of these programs.

Child-Friendly Schools (CFS) prioritize the creation of safe, supportive, and healthy learning environments that promote optimal child development. Within this framework, schools are not merely spaces for academic instruction but also social institutions responsible for safeguarding children from violence and psychological harm. Bullying, as one of the most prevalent forms of school-based violence, poses a serious threat to children's emotional, psychological, and social well-being. Reports from the Indonesian Child Protection Commission (KPAI) and various non-governmental organizations indicate that bullying continues to be a growing concern in Indonesian schools, highlighting the gap between the ideal principles of CFS and their implementation in everyday school practices.

Bullying occurs across all levels of education and manifests in various forms, including physical, verbal, social, and cyberbullying. These behaviors have significant negative consequences for victims, such as anxiety, decreased self-esteem, and impaired social development (Fuaddilah et al., 2022; Johansson et al., 2022). Bullying is commonly defined as repeated aggressive behavior perpetrated by individuals or groups who hold greater power over their victims, either physically, socially, or psychologically. Sari (2020) emphasizes that power imbalances among students play a central role in bullying behavior, while emotional regulation difficulties and unresolved personal problems may further contribute to such actions.

Schools therefore play a critical role in preventing bullying by fostering a culture of respect, safety, and mutual understanding. Through effective policies, clear behavioral expectations, and consistent supervision, schools can reduce the likelihood of bullying incidents (Putra & Lestari, 2019). Nevertheless, the implementation of anti-bullying policies often encounters challenges. Haryadi (2018) notes that many prevention efforts are hindered by limited awareness among students and teachers regarding the long-term consequences of bullying, both for victims and perpetrators. As front-line educators, teachers are expected to detect early signs of bullying and intervene appropriately to maintain a positive learning environment.

One innovative approach to strengthening bullying prevention efforts is the integration of information and communication technology (ICT). Digital platforms can support early detection, reporting, and monitoring of bullying incidents, offering schools new tools to address this complex issue. Applications such as *Si Galing* (Bullying Prevention System) provide features including anonymous reporting, counseling services, and systematic case tracking, which enhance both the efficiency and confidentiality of the reporting process (Pratiwi, Fitriani, & Sugiyanto, 2021). Technology-based interventions also enable schools to respond more quickly to incidents and involve parents more effectively in the prevention process.

In addition, technology allows schools to deliver engaging anti-bullying education through digital learning materials, videos, and interactive applications that promote positive behavior and character development (Anggraeni, 2021). Confidential digital reporting systems are particularly important for students who may fear retaliation or feel uncomfortable reporting bullying face-to-face (Lein, Jitendra, & Harwel, 2022). International studies further support the effectiveness of teacher involvement and school-wide digital strategies in reducing bullying. For example, Cross et al. (2018) and Wachs et al. (2019) demonstrate that proactive teacher engagement, supported by structured school management and technology-based monitoring systems, significantly contributes to safer school climates and lower bullying prevalence.

SDN Pleburan 01 Semarang represents an example of a public elementary school that has integrated the *Si Galing* application into its child-friendly school management strategy. This web-based system is used to monitor, report, and manage bullying cases, ranging from minor incidents to more serious forms of violence. The school's commitment to maintaining a safe and supportive learning environment is also reflected in its academic and non-academic achievements, including first place in the FLS2N dance competition and second place in a subdistrict-level English competition in 2023.

Despite these initiatives, bullying remains an ongoing concern. Fuaddilah et al. (2022) highlight that bullying is often driven by peer dynamics and the pursuit of dominance or personal satisfaction, with long-term negative consequences for children's development. Firmansyah (2021) emphasizes the importance of teachers' active

involvement in bullying prevention through guidance, supervision, and character education. Similarly, Anggraeni (2021) finds that consistent teacher engagement can significantly reduce the frequency of bullying incidents and strengthen students' sense of safety at school.

Although numerous studies have examined bullying prevention and child-friendly school policies, empirical research exploring the integration of school management strategies and educational technology within the CFS framework at the elementary level remains limited, particularly in the Indonesian context. Most existing studies focus either on policy implementation or individual interventions without examining how school leadership, management systems, and digital tools interact to support bullying prevention. This study addresses this gap by providing a quantitative case analysis of bullying prevention practices at SDN Pleburan 01 Semarang, focusing on the integration of child-friendly school management and technology-based interventions to create a safe and supportive learning environment.

## METHOD

This study employed a qualitative descriptive case study design to examine the implementation of child-friendly school (CFS) management strategies in preventing bullying at SDN Pleburan 01 Semarang. The case study approach was selected to gain an in-depth understanding of bullying prevention practices within their real-life school context. The research was conducted between May and July 2025 at SDN Pleburan 01 Semarang, a public elementary school recognized for implementing the CFS program and utilizing the Si Galing application as part of its anti-bullying strategy.

Data were collected through in-depth interviews, non-participant observations, and document analysis. The participants involved in this study included the school principal, teachers, students, and members of the child-friendly school implementation team. Interviews focused on school policies, management strategies, and stakeholders' experiences in implementing bullying prevention within the CFS framework. Observations were conducted to examine student interactions, the application of child-friendly principles, and the use of technology-based bullying prevention tools in daily school activities. Document analysis included school regulations, bullying incident reports, program reports, and instructional materials related to bullying prevention.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2020), consisting of data reduction, data display, and conclusion drawing. Data credibility was ensured through source triangulation and technique triangulation by comparing information obtained from different participants and data collection methods. The researcher served as the primary research instrument, supported by interview and observation guidelines, as well as audio and visual recording tools, to ensure systematic and accurate data collection.

## RESULT AND DISCUSSION

### Result

SDN Pleburan 01 Semarang is a public elementary school located in the center of Semarang City and is widely recognized for its commitment to improving educational quality and fostering a safe learning environment. The school has implemented the Child-Friendly School (CFS) program as reflected in its well-maintained facilities, including clean classrooms, a functional library, and adequate sanitation. The adoption of the student-centered *Merdeka Curriculum* further supports inclusive learning practices that respect students' diversity and well-being.

Preliminary observations and interviews revealed the presence of several forms of bullying, including verbal bullying (mocking and name-calling), social exclusion, and mild physical aggression, particularly among upper-grade students. These incidents frequently occurred during unstructured times, such as recess, and in areas with limited supervision. Similar patterns have been reported in international studies, which indicate that bullying often emerges in less structured school settings where adult monitoring is minimal (Olweus, 2013; Cross et al., 2018). These findings encouraged the school to strengthen child-friendly policies and implement more structured bullying prevention strategies.

### Planning Stage of Child-Friendly School Management

The findings show that SDN Pleburan 01 conducted systematic planning in implementing CFS management with a strong emphasis on bullying prevention. Interviews with the principal and the supervisory team revealed that planning was based on a participatory needs analysis involving teachers, students, and parents. This process aimed to identify high-risk areas and students vulnerable to bullying. As stated by the principal, *"We conduct a needs analysis to identify areas that need special attention, such as classroom management and students' awareness of bullying"* (Principal Interview, September 1, 2025). This planning approach aligns with UNESCO (2019), which emphasizes that effective child-friendly school management requires inclusive planning and shared responsibility among stakeholders.

### Implementation of Bullying Prevention Strategies

During the implementation stage, CFS principles were integrated into both curricular and extracurricular activities. Teachers actively engaged students in discussions about respect, empathy, and the negative consequences of bullying. Teacher training programs were conducted to enhance educators' capacity to identify early signs of bullying and respond appropriately. As one teacher noted, *"We regularly involve students in discussions and group exercises to raise awareness of respecting differences and avoiding bullying"* (Teacher I Interview, August 25, 2025). This finding supports previous research suggesting that consistent teacher involvement and school-wide intervention significantly reduce bullying behaviors (Fuadilah et al., 2022; Wachs et al., 2019).

### Role of Educational Technology

Educational technology played a crucial role in supporting bullying prevention efforts at SDN Pleburan 01. The Si Galing application enabled students to report bullying incidents anonymously, increasing their willingness to seek help. As Teacher II explained, *"With this application, students can report their issues without fear or anxiety"* (Teacher II Interview, August 26, 2025). The system also allowed school management to monitor cases systematically and respond promptly. This finding is consistent with Pratiwi et al. (2021) and Lein et al. (2022), who argue that technology-based reporting systems enhance transparency, accessibility, and responsiveness in bullying prevention programs.

### Evaluation and Program Sustainability

Program evaluation was conducted regularly through monthly coordination meetings involving the principal, teachers, and parents. These meetings aimed to assess program effectiveness and identify areas requiring improvement. According to the principal, *"Every month, we hold an evaluation meeting to ensure that the bullying prevention strategy is working effectively"* (Principal Interview, September 1, 2025). The evaluation results indicated a decline in reported bullying cases, particularly verbal and social bullying, suggesting that continuous monitoring and stakeholder collaboration are essential for program sustainability.

### Impact on Students' Social and Emotional Development

The implementation of CFS management and bullying prevention strategies had a positive impact on students' social and emotional development. Students reported feeling safer, more confident, and more comfortable interacting with peers. As one student stated, *"Now I feel more comfortable at school, and there is no more fear when socializing with my friends"* (Student A Interview, August 28, 2025). These findings align with international research indicating that child-friendly school environments contribute to improved social skills, emotional well-being, and academic engagement (Johansson et al., 2022; UNESCO, 2019). Previously isolated students demonstrated increased participation in classroom and school activities, reflecting improvements in self-confidence and peer relationships.

### Research Findings

The following table summarizes the research findings related to the implementation of child-friendly school strategies and bullying prevention at SDN Pleburan 01 Semarang:

Table 2. Summary of Research Findings

Aspect	Findings
Planning of CFS Management	Participatory planning involving principals, teachers, students, and parents through needs analysis.
Implementation of Strategies	School-wide integration of CFS principles and anti-bullying education.
Role of Teachers	Active monitoring, guidance, and early identification of bullying behavior.

Use of Technology  
Evaluation and Sustainability  
Impact on Students

Si Galing application facilitated anonymous reporting and faster responses.  
Regular evaluation meetings led to continuous program improvement.  
Improved social interaction, emotional safety, self-confidence, and academic engagement.

Based on these findings, it can be concluded that the implementation of child-friendly school management strategies at SDN Pleburan 01 Semarang, supported by technology and well-defined policies, was successful in preventing and addressing bullying. Through careful planning, collaborative implementation, and continuous follow-up and evaluation, the school has created a safe environment conducive to student growth. These findings contribute to the broader understanding of how child-friendly school strategies can effectively reduce bullying in elementary schools.

## Discussion

### Planning Stage of CFS Management

The findings from this study indicate that SDN Pleburan 01 Semarang has made significant efforts in planning and implementing the Child-Friendly School (CFS) strategy to prevent bullying. Interviews with the principal revealed that the planning process involved active participation from key stakeholders, including the supervisory team, teachers, and students. This collaborative planning approach fostered shared responsibility in creating a safe and supportive school environment. Palmer and Whybrow (2018) emphasize that effective educational planning should be based on identifying individual needs and establishing clear, measurable objectives. The needs analysis conducted by the school leadership played a crucial role in identifying priority areas for bullying prevention, such as classroom management and students' social awareness.

The success of bullying prevention programs is highly dependent on the involvement of the entire school community. Research by Putra and Lestari (2019), Sari et al. (2020), and Haryadi (2018) demonstrates that stakeholder participation is essential for effective implementation. Anggraeni et al. (2021) further argue that collaborative policy development enhances sustainability, while Dewi et al. (2020) highlight that teacher involvement increases ownership and commitment. Firmansyah et al. (2021) also stress the importance of including students in planning processes, as they are directly affected by bullying prevention policies.

Haryadi (2018) emphasizes that policy success depends on how well plans are operationalized at the school level. At SDN Pleburan 01, collaborative planning helped identify teachers' professional development needs, which were addressed through targeted training. **This finding supports Godskesen and Kobayashi (2019), who argue that inclusive planning strengthens long-term program effectiveness by fostering collective responsibility among stakeholders.**

### Implementation of Bullying Prevention Strategies

The implementation stage at SDN Pleburan 01 focused on integrating CFS principles into daily school practices through teacher training, student awareness programs, and character education activities. Bullying prevention strategies addressed not only physical aggression but also emotional regulation and social awareness among students. Teacher training emphasized early identification of bullying behaviors and appropriate intervention strategies, creating a more inclusive and supportive learning environment. This approach aligns with Rigby's perspective that character education and social skills development are critical components of effective bullying prevention.

Teachers play a central role in creating a safe school climate. Studies by Sari et al. (2020), Dewi and Rahman (2020), and Putra et al. (2019) confirm that teacher engagement is essential for sustaining bullying-free environments. Haryadi et al. (2021) emphasize that consistent teacher involvement significantly enhances program effectiveness, while Firmansyah and Wulandari (2020) highlight the importance of collective awareness involving teachers, students, and parents.

International research further supports these findings. Espelage, Hong, and Hymel (2019) argue that whole-school approaches combining teacher training, student participation, and clear behavioral norms are among the most effective strategies for reducing bullying. Similarly, Bradshaw (2015) emphasizes that consistent implementation of school-wide prevention programs leads to measurable reductions in bullying behavior and improvements in school

climate. Lein et al. (2020) also advocate continuous teacher professional development to strengthen classroom management and prevent bullying.

#### Role of Educational Technology

A key contribution of this study is the identification of educational technology as a strategic tool for bullying prevention. The *Si Galing* application enabled anonymous reporting, increasing students' willingness to report bullying incidents without fear of retaliation. As Pratiwi et al. (2021) note, technology supports early detection and more effective monitoring of bullying cases. The application also includes counseling features that help victims and educate perpetrators.

Dewi (2020), Sari et al. (2020), and Firmansyah and Arifin (2020) demonstrate that technology accelerates response time and improves school accountability. Johansson (2022) highlights that technology-based systems create safer reporting environments, particularly for vulnerable students. Dewi and Nugroho (2020) further argue that digital platforms function not only as reporting tools but also as educational media that promote positive behavior change.

#### Evaluation and Program Sustainability

SDN Pleburan 01 implemented regular follow-up and evaluation mechanisms to ensure the sustainability of its bullying prevention program. Monthly evaluation meetings involving teachers, the principal, and parents were used to assess program effectiveness and identify areas for improvement. As stated by the principal, "*We always conduct regular evaluations to ensure that all strategies are working effectively*" (Principal Interview, September 1, 2025).

Lestari and Putra (2021), Sari and Rahman (2020), and Dewi (2020) emphasize that structured follow-up is essential for long-term program success. Anggraeni et al. (2021) argue that continuous evaluation enables schools to adapt policies to changing conditions, while Putra et al. (2019) highlight that evaluation helps identify both strengths and weaknesses in implementation.

International evidence supports this approach. Ttofi and Farrington (2011) found that bullying prevention programs with continuous monitoring and evaluation show significantly stronger long-term effects. Similarly, OECD (2019) emphasizes that sustainability of school-based interventions depends on systematic evaluation and stakeholder feedback. Haryadi (2018) adds that evaluation should assess both outcomes and implementation processes to inform ongoing improvement.

#### Impact on Students' Social and Emotional Development

The findings indicate that the implementation of child-friendly school management and bullying prevention strategies had a positive impact on students' social and emotional development. Students reported feeling safer, more confident, and more comfortable interacting with peers. As one student stated, "*Now I feel more comfortable and no longer afraid when playing with my friends*" (Student A Interview, August 28, 2025).

These results are consistent with Johansson et al. (2022), who suggest that safe school environments enhance students' self-confidence and participation. This study also found increased classroom engagement among students previously affected by bullying. Sari (2020) notes that improved social environments contribute to better peer interactions and learning outcomes, while Anggraeni et al. (2021) emphasize that bullying-free schools positively influence academic achievement and emotional well-being.

## CONCLUSION

This study demonstrates that the Child-Friendly School (CFS) program at SDN Pleburan 01 Semarang has been effectively implemented to prevent and address bullying through systematic planning, collaborative execution, technology-supported monitoring, and continuous evaluation. The integration of the *Si Galing* application strengthened reporting mechanisms and enhanced school responsiveness to bullying cases.

The findings indicate positive impacts on students' safety, confidence, social interaction, and academic engagement. However, this study is limited to a single case context. Future research is recommended to involve multiple schools and stakeholders to provide broader insights into the effectiveness of child-friendly school strategies in diverse educational settings.

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