



## Implementation of Child-friendly School Incentive Education in Preventing Bullying Behavior among Students

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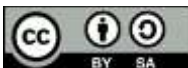
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### ABSTRACT

This study aims to explore the implementation of child-friendly schools as an effort to prevent bullying behavior at SD Darus Sholah Jember. A child-friendly school provides a safe and comfortable atmosphere for pupils. With safety, quiet, comfort, and health ensured at school, children can feel at ease and focus on their learning process especially in preventing Bullying. The research method used is qualitative with a phenomenological approach. Data collection was done through observation, interview, and documentation. The data analysis used in this research is interactive analysis, which includes data collection, data modeling, data condensation, and conclusion drawing or verification. Data validity testing was carried out through credibility testing using source triangulation and method triangulation. The results showed that the implementation of child-friendly schools at SD Darus Sholah Jember is manifested in various aspects, including the enforcement of discipline without violence, educational affirmation, the search for children who have not been reached by education, commitment to freedom from narcotics, psychotropic substances, and addictive substances, school security from disasters, guaranteeing the protection of students' rights to worship according to their respective religions, and implementing a child-friendly curriculum. The findings confirm the important role of schools as safe, inclusive and supportive environments for children's development. The implications of this study can be used as a basis for developing more effective educational policies and practices in preventing bullying behavior and creating a conducive learning environment for all students. Further research can be in-depth on the factors that influence the successful implementation of child-friendly schools and the evaluation of their impact on students' well-being.

**Keywords:** *Child-Friendly School, Preventing Bullying, Behavior Students*



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### INTRODUCTION

Basically, a Child Friendly School is a safe and comfortable environment for students. With safety, tranquility, comfort, and health guaranteed at school, students can feel at home and focus on their learning process. School, apart from home, is the safest place for children (Mandiudza, 2013). However, unfortunately, lately, there has been a lot of news circulating about people in schools who commit unacceptable acts such as abuse of power, verbal bullying, and even a tragic case where an elementary school student died because he was treated inhumanely while he was sick with bone cancer. This is a very worrying situation. All relevant parties need to unite and increase their attention so that schools can again become a safe place for students, just like in their own homes. Child Friendly Schools are the hope for all members of the school community (Rangkuti & Maksum, 2019).

Bullying behavior can be identified as aggressive actions carried out repeatedly by individuals or groups against someone, either physically or mentally. The impact of this bullying behavior can be in the form of sadness, depression, fear, trauma, and feelings of inferiority which can interfere with self-confidence and cause anxiety in the surrounding environment (Kuldass et al., 2023; Subiyantoro & Arief, 2024). Many students become victims of bullying because of the aggressive behavior of bullying people who use them as targets for jokes. To achieve good educational goals, such behavior must be corrected immediately.

Most research on the impact of bullying in schools has focused on the health consequences for children who are repeatedly bullied by their peers. The conceptualization and assessment of bullying, the types of health outcomes evaluated, and the research and data analysis methodologies utilized all have an impact on the conclusions of these studies. According to cross-sectional surveys, peer bullying is significantly associated with low levels of psychological well-being and social adjustment, as well as bad levels of psychological distress and physical health symptoms (Mcquillan & Mayo, 2024). Studies and retrospective research indicate that peer bullying may affect problems with future health and well-being. The idea that being the target of peer bullying contributes significantly to children's poorer health and well-being and that the effects can endure a lifetime is well supported by longitudinal research (Noboru et al., 2021). Additional evidence from longitudinal studies suggests that the propensity to bully at school may predict future antisocial and violent behavior (Gupta et al., 2017).

**Clinical Implications:** Participation in school bullying by a child, as a victim, a bully, or both, may increase the likelihood that they will experience psychological problems in the future. If the victim of bullying experiences severe, ongoing bullying and does not receive enough social assistance, then this risk increases. To lessen the chance of engaging in bullying behavior in the future, which could exacerbate the condition, a variety of tactics or interventions should be taken into consideration (Rana et al., 2018). These include working therapeutically with bullies to increase awareness of the implications of their actions and assisting victims of bullying in learning how to defend themselves.

The fight against bullying is largely based on the argument that repeated bullying can have a serious impact on the health and well-being of the victim. This claim dates back to the 19th century, when the debate emerged following the publication of Tom Brown's book "School Days" which highlighted the negative effects of bullying in public schools in England (Altomare et al., 2017). However, there was little systematic research to test these claims until Professor Dan Olweus began a series of studies in the 1970s on the nature and impact of bullying in Scandinavian schools (2). Since then, many studies have been conducted around the world to explore the short- and long-term consequences of bullying in schools. Although the main focus has been on the impact on victims of bullying, some studies have also paid attention to the social consequences for bullies and the possible consequences of being involved in bullying issues, either as a perpetrator or a victim (Ganotz et al., 2023).

A growing number of researchers suggest that bullying always involves an imbalance of power, where the victim is weaker than the aggressor (2-4). Bullying will not occur if there is a conflict between parties of equal or balanced power. This distinction is important because the effects of repeated attacks or threats by more powerful individuals or groups tend to be different from the effects of threats or attacks by individuals of equal power: in the first case, the victim tends to feel more helpless (Khoiri et al., 2023). However, not all studies on the effects of being subjected to aggressive behaviors distinguish clearly. Some studies consider bullying in general as any form of action that threatens or hurts a weaker individual. However, other studies distinguish between different types of bullying, such as physical, verbal, or indirect. Differences also occur in the purpose of the aggressive behavior, for example, to physically harm or damage the victim's relationships with others (Ningsih, 2023). In considering

peer bullying from the victim's perspective, we can also distinguish between being victimized by an individual or by a group. In addition, being victimized because one belongs to a group that is prejudiced against the bully or bullies can also be different.

According to (Wiertsema et al., 2023), behaviors involved in bullying are mostly verbal and rarely involve physical violence. Negative actions that often occur include physical harassment or threats of harassment such as ostracism, workplace humiliation, and exposure to taunts, insults, and mockery. These bullying behaviors often take the form of work-related bullying, which can include changing distressing activities such as social isolation, personal attacks, or threats to personal life with taunts, insults, comments, gossip, or others, as well as verbal threats such as criticism, shouting, or public humiliation(Permatasari et al., 2023).

According to (Suharsiwi et al., 2023), the behaviors involved in bullying may be common in everyday life, however, when they occur regularly, they can cause a great deal of harm and humiliation. Therefore, it is likely not the nature of the behavior itself that causes the victim's suffering. The frequency of the act, situational factors relating to power differentials or inevitable interactions, as well as the victim's attributions about the perpetrator's intentions can cause as much anxiety, misery, and suffering, as the behavior involved. According to (Cobanoglu & Sevim, 2019), victims will perceive aggressive or unwanted behavior as bullying if the behavior feels hostile, is self-directed, and occurs in an inevitable situation where the victim cannot defend themselves. Personal, social, even economic and physical factors of the victim may make the individual more or less able to cope and defend themselves(Subroto, 2021). Thus, aggressive behavior that constitutes bullying can be considered a form of hostility when the victim is unable to defend themselves, and factors such as economic, social, and even self-confidence conditions can make the victim an easy target for the perpetrator(Sa'diyah & Nurhayati, 2023).

It can be concluded that when children's health is related to bullying in schools, the results show a significant relationship between victimization and health status. Although the effects are not large, as shown by correlation coefficients or equivalent statistics, they are moderate in size at most. It is currently unclear whether some of the suggested effects, such as impaired psychological well-being, are a direct result of victimization or mediate through other areas of functioning, as seen with clinical depression or physical ill-health(Chatzitheochari et al., 2016).

When bullying reaches extreme levels of violence and harms others, as in the case of physical assault, we can expect legal consequences. A well-known Norwegian study found that children (sample size not reported) who were identified as bullies in grades 6 to 9 were four times more likely to be brought to court on delinquency charges (2). A UK study with a longer period also showed similar results and found that males who were identified as bullies at school were more likely to have children with aggressive behavior(Jelen et al., 2023).

The nature of bullying in the school environment, in more general terms, the concept of bullying can refer to a variety of behaviors(Ramli et al., 2023). The term can even be used informally to describe behaviors such as horseplay or to refer to aggressive behaviors that are well accepted or tolerated. However, in the context of the scientific studies outlined in this paper, the concept refers to a more specific phenomenon in which aggressive behaviors, both physical and non-physical, are systematically directed towards one or more individuals, leading to stigmatization and victimization of the victim(Handayani et al., 2023). Along with Hadjifotiou's definition, bullying is defined as a series of repeated and unwanted actions directed at one or more individuals, intentional or not, that are demeaning, violating, and oppressive, and can interfere with performance and/or create an unpleasant work environment(Ocupa-Cabrera et al., 2023). This definition emphasizes two key features of most

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definitions of workplace bullying: repeated and enduring aggressive behavior that is intended to harm or perceived to harm the victim.

Research on the implementation of child-friendly schools in preventing bullying behavior among students in elementary schools is urgent because bullying is a serious problem that can disrupt children's physical, psychological, and social development. Primary school is an important stage in children's development, where they begin to form more complex self-concepts and social interactions. By implementing a child-friendly school program, a safe, inclusive, and supportive learning environment can be created where students feel valued and protected. The program includes educational approaches that address children's emotional and social needs, training for teachers to detect and address bullying, and active participation from the entire school community. This research is important to evaluate the effectiveness of these strategies in reducing the incidence of bullying and creating a positive school climate so that they can be replicated and adopted by more schools to improve students' overall well-being.

This research has similarities with research conducted by (Fitriani et al., 2021) The study aimed to investigate the introduction of child-friendly schools (CFS) at a public elementary school. This study used a single case study technique, with the Public Elementary School of Ragunan 01 serving as the research unit. The school has been designated as a child-friendly school since 2015. However, the quantitative data provided was solely used to determine the percentage of the CFS model's properties. Thus, observation, questionnaires, and interviews were used to collect more extensive empirical data. To collect data on CFS implementation, a questionnaire was provided to all instructors as well as 15 class coordinators of kids' parents.

Interviews were held with various key multi-stakeholders. The results revealed that thirteen CFS features had been successfully implemented, with a percentage value greater than 95%. It implies that this school has been able to implement the CFS model following its principles. Furthermore, the school matched the requirements of CFS's six fundamental components, which were tailored to Indonesian educational situations. It implies that the implementation of CFS is following the UNICEF idea, albeit with certain deviations.

## **METHODS**

This research is a qualitative study that uses a phenomenological approach to holistically understand the phenomena experienced by the research subject. Qualitative research methods aim to understand behavior, perceptions, motivations, actions, and other phenomena using descriptions in the form of words and language (Sugiyono, 2013). The phenomenological approach, following Husserl's concept, focuses on the study of consciousness from the individual's principal perspective.

This research was conducted at SD Darus Sholah Jember for approximately one month, starting from March 3, 2024, to April 3, 2024. The location of this research is at SD Darus Sholah Jember. The research subjects included principals, teachers, students, education personnel, school committees, counseling guidance teachers, and school security officers. The research subjects were selected through the purposive sampling method, in which the samples were selected based on certain considerations, such as the subject's knowledge and experience of the phenomenon under study.

Data collection in this study was conducted through observation, interview, and documentation study methods. Observations were made to directly observe the situation and conditions that occur in the school environment. Interviews were used to gain a deeper understanding from the research subject's point of view. Documentation studies were

conducted to collect documented data related to the implementation of child-friendly school policies.

The data analysis method used is interactive analysis, which includes data collection, data modeling, data condensation, and conclusion drawing or verification. Data validity testing was conducted through credibility testing using source triangulation and method triangulation, thus ensuring the accuracy and reliability of data obtained from various sources and methods.

## **RESULTS AND DISCUSSION**

### **Results**

Schools are formal educational institutions that aim to organize an optimal and quality learning process to produce quality students (Lestari, 2023). Whether organized by the government or the private sector, schools aim to teach, manage, and educate students through guidance provided by educators (Fitriani et al., 2021). In the classification of educational institutions, there are formal, non-formal, and informal institutions, and schools are included in the formal education category which is the main focus of parents. To realize good education, it is necessary to apply strong discipline to all students to be able to carry out the educational process following educational goals (Nasution et al., 2023).

Students who experience bullying will have a bad experience at school, while those who do not experience it will remember school days as good memories. Therefore, teachers have the responsibility to build a child-friendly school situation where students can learn, play, and communicate well (Ahyani, 2023).

The process of interpreting the child-friendly school policy at SD Darus Sholah Jember involves all components of the school, from the principal, school committee, teachers, and students, to parents of students. The involvement of all parties in the implementation of this policy is reflected through signatures on the leaflet, showing a shared commitment to realizing a child-friendly school. The result of this interpretation process is reflected in two principal decrees that regulate the establishment of a child-friendly school team and a committee for overcoming violence in schools.

The child-friendly school preparation process includes socialization on children's rights and protection, commitment from school stakeholders, and identification of potentials, capacities, vulnerabilities, and threats in the education unit. Furthermore, the policy planning process involves the integration of pre-existing policies, programs, and activities in schools.

At the implementation stage of the child-friendly school policy, SD Darus Sholah Jember applies several criteria that are in line with the principles of the policy. These include enforcement of discipline without violence, educational affirmation, search for children who have not been reached by educational services, commitment to freedom from narcotics, psychotropic substances, and addictive substances (NAPZA), school safety from disasters, and guarantee and protection of learners' rights to worship following their respective religions.

The implementation of the child-friendly school policy requires continuous monitoring. There are two types of monitoring conducted at SD Darus Sholah Jember, namely internal monitoring and external monitoring. Internal monitoring is conducted by teachers in the learning process under the coordination of the principal, while external monitoring involves school supervisors and related agencies, such as the Education, Youth, and Sports Office and the Women's Empowerment and Child Protection Office. This aims to ensure that the child-friendly school policy is implemented and has a positive impact on students.

The evaluation of the child-friendly school (SRA) policy at SD Darus Sholah Jember was conducted internally by involving the school supervisor. The evaluation results show that the policy implementation was successful, as evidenced by the national-level child-friendly school title obtained by SD Darus Sholah Jember. Supporting factors that help the implementation of this policy are the availability of all resources in the school, ranging from human resources,



budget, equipment, and information, to natural resources. In addition, the commitment of the school principal, school committee, SRA implementation team coordinator, teachers, and all students is also an important factor in organizing an educational process that is safe, comfortable, and free from violence, as well as minimizing bullying in the school environment.

However, there are inhibiting factors in the implementation of the child-friendly school policy at SD Darus Sholah Jember, namely the lack of intensive communication or socialization of the child-friendly school policy. This shows that although the supporting factors are strong, less intensive communication can hinder the effectiveness of policy implementation.

From this conclusion, several things can be suggested. First, it is necessary to increase the intensity of communication or socialization of the child-friendly school policy to all school components and related communities. This can be done through various media, such as parent meetings, seminars, brochures, and social media. Secondly, it is necessary to maintain the commitment and availability of all existing resources to support the continuity of this policy implementation. Third, it is necessary to conduct periodic evaluations to ensure that the child-friendly school policy continues to run well and has a positive impact on all parties involved. Thus, despite having achieved the national level child-friendly school title, continuous efforts are needed to maintain and improve the quality of child-friendly school policy implementation at SD Darus Sholah Jember.

The implementation of the child-friendly school concept as an effort to prevent bullying cases at SD Darus Sholah Jember is a proactive step that leads to creating a safe, inclusive, and supportive learning environment for all students. The concept of child-friendly schools places the interests and welfare of children as the top priority, focusing on character development, emotional well-being, and protection of each individual in the school environment. In the context of SD Darus Sholah Jember, implementing this concept will involve various concrete steps.

First, an important initial step is to strengthen awareness and understanding of the importance of bullying prevention among all staff, students, and parents. This can be done through counseling, workshops, or seminars on the negative impact of bullying and prevention strategies. By increasing understanding of the issue, all parties will be more open to working together to implement effective solutions. Second, schools can develop a clear and firm anti-bullying policy, which includes a definition of bullying, reporting procedures, and sanctions for bullying perpetrators. This policy should be supported by all school staff and implemented consistently to ensure fairness and safety for all students.

Furthermore, SD Darus Sholah Jember can strengthen its character-building program that emphasizes values such as empathy, appreciation of differences, and mutual respect. By building an inclusive and welcoming school culture, students will feel more comfortable reporting cases of bullying and seek help when needed. In addition, implementing collaborative and proactive learning approaches can also help reduce the incidence of bullying. By encouraging cooperation and positive communication among students, schools create an atmosphere where bullying behavior becomes unacceptable and easier to identify.

Last but not least, the active involvement of parents in bullying prevention efforts should also be increased. SD Darus Sholah Jember can organize information and discussion sessions for parents on the signs of bullying, how to support their children and the role of parents in promoting a safe and inclusive school climate. By implementing these measures in a comprehensive and coordinated manner, SD Darus Sholah Jember can create a supportive learning environment where every student feels accepted, respected, and protected. This will not only help prevent cases of bullying but will also improve students' overall well-being and academic performance.

In implementing the concept of child-friendly schools to prevent bullying at Darus Sholah Jember Elementary School, the role of the principal, deputy head of curriculum, deputy

head of student affairs, and teachers have a very important and interrelated role. The principal is the main leader in ensuring the implementation of the child-friendly school concept becomes a reality. The principal is responsible for drafting clear school policies related to bullying prevention, setting expected standards of behavior, and ensuring that all staff and students understand the importance of creating a safe and inclusive learning environment.

The deputy head of curriculum has a role in integrating anti-bullying values into the school curriculum. They are responsible for ensuring that learning at SD Darus Sholah Jember does not only focus on academic aspects but also on developing students' character and social skills. The deputy head of curriculum can work with teachers to identify opportunities in the curriculum that can be used to teach empathy, conflict management, and respect for differences.

On the other hand, the deputy head of student affairs has a role in fostering and supporting student well-being outside the classroom. They can establish a counseling or guidance team ready to provide support to students experiencing bullying or other interpersonal conflicts. In addition, the deputy head of student affairs can also organize extracurricular activities that promote cooperation, friendship, and diversity.

Teachers at SD Darus Sholah Jember have a central role in implementing the child-friendly school concept in daily classroom activities. They are responsible for creating an inclusive and supportive classroom climate where every student feels accepted and valued. Teachers should also be equipped with the knowledge and skills to identify signs of bullying and intervene appropriately when necessary. In addition, teachers can also be role models in practicing positive behaviors and teaching students about empathy, respect, and responsibility.

Overall, a collaboration between the principal, deputy head of curriculum, deputy head of student affairs, and teachers is essential in implementing the concept of child-friendly schools to prevent bullying at SD Darus Sholah Jember. By ensuring that all parties are involved and committed to creating a safe, inclusive, and supportive learning environment, the school can become a positive place and help every student grow and develop optimally.

## **Discussion**

The implementation of a child-friendly school policy at SD Darus Sholah Jember involves all components of the school, from the principal, school committee, teachers, and students, to parents. The involvement of all parties in the implementation of this policy is reflected through the signatures on the leaflet, which shows a joint commitment to realizing a child-friendly school. The result of this interpretation process is reflected in two main decrees that regulate the establishment of a child-friendly school team and a committee to address violence in schools.

The child-friendly school preparation process includes socialization on children's rights and protection, commitment from school stakeholders, and identification of potentials, capacities, vulnerabilities, and threats in the education unit. Furthermore, the policy planning process involves the integration of pre-existing policies, programs, and activities in schools.

Law No. 20/2003 on the National Education System explains that national education aims to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life. The main objective is to develop the potential of students to become human beings who are faithful and devoted, noble, healthy, knowledgeable, capable, creative, democratic, and responsible citizens (Ramadhan & Usriyah, 2021). National education wants every student to have a good and civilized character so that their faith and knowledge are in harmony (Abdillah et al., 2020).

At the implementation stage of the child-friendly school policy, SD Darus Sholah Jember applies several criteria that are in line with the principles of the policy. These include

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the application of discipline without violence, educational affirmation, the search for children who have not been reached by educational services, commitment to freedom from narcotics, psychotropic substances, and addictive substances (NAPZA), school safety from disasters, and guarantee and protection of learners' rights to worship following their respective religions.

The implementation of the child-friendly school policy requires continuous monitoring. There are two types of monitoring carried out at SD Darus Sholah Jember, namely internal and external monitoring. Internal monitoring is conducted by teachers in the learning process under the coordination of the principal, while external monitoring involves school supervisors and related institutions, such as the Education, Youth, and Sports Office and the Women's Empowerment and Child Protection Office.

The evaluation of the child-friendly school policy was conducted internally by involving school supervisors. The evaluation results show that the policy implementation was successful, as evidenced by the national-level child-friendly school title obtained by SD Darus Sholah Jember. Supporting factors that help the implementation of this policy are the availability of all resources in the school, ranging from human resources, budget, equipment, and information, to natural resources. In addition, the commitment of the principal, school committee, SRA implementation team coordinator, teachers, and all students is also an important factor in organizing an educational process that is safe, comfortable, and free from violence, as well as minimizing bullying in the school environment.

However, there are inhibiting factors in the implementation of child-friendly school policies at SD Darus Sholah Jember, namely the lack of communication intensity or socialization of child-friendly school policies. This shows that although the supporting factors are strong, the lack of intensive communication can hinder the effectiveness of policy implementation.

Schools are expected to be a safe and comfortable environment for students, as expressed by (Soni & Lynch, 2022). However, bullying is a serious problem that occurs in many schools, both in Indonesia and in other countries. The presence of bullying in schools poses a threat to student safety and comfort. Therefore, schools need to be in an environment that avoids bullying following the vision of the Pancasila Student Profile Strengthening Project. The many cases of violence in schools show that the current school environment, which should be a safe and comfortable place for students (Aqielasyifa et al., 2023), has become a frightening environment for them to learn.

With the increase of violence in schools, it is a concern that schools have become a scary place for students. The decline in human morality to the lack of a humanist-religious morality foundation in the implementation of modern education (Kovač & Kostøl, 2020). This decline in morality is a serious concern for parents because morality should not be eroded by the times even though technology has developed rapidly.

Schools have the responsibility to create a friendly atmosphere for students so that they can undergo the learning process comfortably and calmly. (Altomare et al., 2017) suggests that to create learning that gives children freedom, a child-friendly school is needed. (Ramadhan et al., 2023) also emphasized that students' positive attitudes towards school are influenced by their experiences at school. Positive experiences, which avoid bullying, will create a positive attitude towards school, while negative experiences will have the opposite effect.

From this conclusion, several things can be suggested. First, it is necessary to increase the intensity of communication or socialization of child-friendly school policies to all school components and related communities. This can be done through various media, such as parent meetings, seminars, brochures, and social media. Secondly, it is necessary to maintain the commitment and availability of all existing resources to support the continuity of this policy implementation. Third, it is necessary to conduct periodic evaluations to ensure that the child-



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friendly school policy continues to run well and has a positive impact on all parties involved. Thus, despite having achieved the national level child-friendly school title, continuous efforts are needed to maintain and improve the quality of child-friendly school policy implementation at SD Darus Sholah Jember.

## **CONCLUSION**

From the data presented, it can be concluded that the implementation of a child-friendly school policy at SD Darus Sholah Jember involves all components of the school and related communities, such as the principal, school committee, teachers, students, and parents. The involvement of all these parties is reflected through signatures on the leaflet, showing a shared commitment to realizing a child-friendly school. The policy interpretation process resulted in two main decrees that regulate the establishment of a child-friendly school team and a committee to address violence in schools. The child-friendly school preparation process includes socialization on children's rights, commitment from school stakeholders, and identification of potentials, capacities, vulnerabilities, and threats in the education unit.

Furthermore, the policy planning process involves the integration of pre-existing policies, programs, and activities in the school. In the policy implementation stage, SD Darus Sholah Jember applies several criteria following the principles of the child-friendly school policy, such as the application of discipline without violence, the search for children who have not been reached by educational services, and the commitment to freedom from narcotics and other addictive substances. Internal and external monitoring is conducted to ensure the successful implementation of this policy. Policy evaluation was conducted internally with the involvement of school supervisors.

The evaluation results show the successful implementation of this policy, as evidenced by the national-level child-friendly school title. Supporting factors that help implement this policy include the availability of all resources in the school, as well as the commitment of all relevant parties. However, there are inhibiting factors in the implementation of the child-friendly school policy, namely the lack of communication intensity or socialization of the policy. From this conclusion, it is recommended to increase the intensity of communication of the child-friendly school policy, maintain the existing commitment and resources, and conduct periodic evaluations. Thus, continuous efforts are needed to maintain and improve the quality of child-friendly school policy implementation at SD Darus Sholah Jember.

The uniqueness of this study lies in the holistic approach taken in implementing a child-friendly school to prevent bullying behavior among elementary school students. While many previous studies have examined individual aspects of anti-bullying programs, this study integrates various key elements, including a curriculum that promotes the values of inclusiveness and empathy, comprehensive training for teachers and school staff to recognize and respond to bullying, and active involvement of parents and the school community in creating a supportive environment. In addition, this research also focuses on the use of educational technology and social media as tools to promote awareness and education about bullying, which is still rarely discussed in the context of elementary schools. As such, this study not only measures the direct impact of such programs on reducing the incidence of bullying but also evaluates changes in school climate and students' emotional well-being, providing valuable new insights for the development of more effective and sustainable education policies.

## **CONFLICT OF INTEREST**

No potential conflict of interest was reported by the authors.

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