

Analysis of Child-Friendly School Strategies to Prevent Bullying at Elementary Schools

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ABSTRACT

Bullying is aggressive behavior that affects children's social development. The number of bullying cases in Indonesia shows that schools as educational institutions have not been able to provide optimal protection for students. A child-friendly school model is expected to reduce bullying at schools in Indonesia. This research aimed to analyze child-friendly school strategies to reduce bullying at elementary schools. It used a qualitative approach with descriptive analysis whose instrument adopted a child-friendly school model developed by UNICEF. The data were collected through interviews, observation, and documentation. There are 73 participants in this research, including the headmaster, teachers, students and parents chosen by random sampling technique. The technique for data analysis included data condensation, data display, and drawing conclusions. The results showed that child-friendly school efforts to reduce bullying included several aspects that adapted to the model developed by UNICEF. The strategies applied to reduce bullying were through life skills-based learning activities (public speaking and gardening) and character-based learning activities (reciting the Qur'an and praying in congregation). In conclusion, the strategies of a child-friendly school in anticipating bullying in elementary school can be done by developing life skill education and various character based learning activities.

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1. INTRODUCTION

Bullying attitude often occurs at schools, not only has an impact on students' achievement, but also contributes to psychosocial problems (Alikasifoglu et al., 2007), even alcohol and drug use (Bender & Lösel, 2011). The results of several studies also indicate that students who have experienced bullying feel unsafe at school (Glew et al., 2005; Wang, 2013). Bullying has negative impacts not only on the victim but also on those who witness the bullying incident (Taylor, 2017); Werth et al., 2015); (Salmivalli, 2010); (Padgett & Notar, 2013). It seems that bullying does not only affect the victim only, but also to the environment where it happens. This phenomenon is the reason for the importance of taking preventive measures against bullying

Research conducted by Plan International and the International Center for Research on Woman (ICRW) in 2015 showed that 84% of children in Indonesia had experienced violence at schools. Moreover,

the child protection commission (KPAI) mentioned that there were 26 thousand cases of bullying reported to child protection commission (KPAI) during 2011-2017. In 2018, the data from the Programme for International Students Assessment (PISA) showed that there were 41.1% of students in Indonesia who admitted being an object of bullying. This number was far above the average of OECD (Organization for Economic Co-operation and Development) countries which was only 22.7%. In addition, Indonesia is in the fifth highest position out of 78 countries as the country with the most students being bullied (OECD 2019). Even in 2022, KPAI posted data about 226 physical and psychological harassment cases, including bullying which is increasingly increasing nowadays (BBC News Indonesia, 22/07/2022). This is proven that in Indonesia, the case of bullying is still considered high; thus, it needs a strategy to anticipate it.

The school itself serves as a prominent social setting for youngsters in the elementary school-age range. During this developmental stage, children begin to establish social networks known as peer groups. Individuals often exhibit a preference for forming friendships with others who have similar habits and activities. The educational institution holds significant importance for children as it constitutes a substantial portion of their time, typically amounting to at least one-third of their overall schedule (Ournal et al., 2017). The absence of a safe and conducive climate in schools hinders the growth and perpetuation of bullying among pupils. The child-friendly school is an educational framework that has been developed within a democratic setting, with a focus on upholding the rights of children. This model ensures that all pupils, irrespective of their religious, ethnic, racial, or gender diversity, are welcomed and embraced. Moreover, the learning process of this particular system is tailored to accommodate the individual interests of youngsters (Webber & Ovedovitz, 2018). Therefore, it can be inferred that the rights of children will be upheld, allowing them to prioritise the pursuit of their educational objectives (Clair et al., 2012a). The framework for child-friendly schools is a promising approach to education reform that is centred on the principles of children's rights. It serves as a solid foundation for the implementation of practises that prioritise the well-being and development of children within educational settings. The primary focus lies in the development of school standards that are conducive to the well-being and educational needs of children. This endeavour would drive policymakers to clearly articulate and integrate these standards into government acts or policies at the central or regional level.

Some research on bullying and child-friendly schools was reviewed before the researcher discussed more on the phenomenon of bullying in schools and ideal child-friendly school programs. The researcher found a few studies elaborating on child-friendly school strategies in terms of bullying prevention efforts, especially in the context of elementary schools in Indonesia. In relation to that, the researchers were interested in elaborating on some child-friendly elementary school strategies for anticipating bullying. The problems are formulated as follows: (1) what are the implementation of child-friendly elementary schools to prevent bullying? and (2) what are the strategies of child-friendly schools for anticipating bullying?

2. METHODS

This research collected data from three schools participating in a qualitative multiple-case study of the implementation of child-friendly schools in Indonesia. Thirteen elementary school teachers have participated as respondents in this study. The respondents consist of school principals and class teachers who teach in the elementary schools in east Java, consisting of Lamongan, Tuban and Pamekasan. Most respondents were women between the ages of 25-40 who graduated with a degree in primary education, Islamic education, or science education. Besides, there are also 30 students and 30 parents as the source of information and all the samples were taken through random sampling technique. This research was done in 2020 with a structured interview as the data collection method.

This research used a qualitative approach with descriptive analysis (Denzin & Lincoln, 2011), and was aimed at examining child-friendly school strategies as an effort to prevent bullying behaviour. The data were collected from observations and interviews with the teachers, the parents, the students of the child-friendly schools, and literature reviews as well. Such data were presented in the form of words (mainly participants' words) or images, not numbers (Fraenkel & Norman, n.d., 2005). Objectivity and

validity are two important aspects of research tradition. Unlike quantitative research that uses validity and reliability test, qualitative research looks for believability based on coherence, usefulness of instrument and knowledge, and trustworthiness (Creswell, 2014). Qualitative research is also more concerned with processes rather than results or products, using inductive analysis (Lune & Berg, 2016).

The interview guide was developed from some indicators related to child-friendly school regulations in Indonesia, and it was stated in the guidance book for performing a child-friendly school. The researchers included some strategies done by the school in order to minimize bullying as stated in the second problem of this research. The researchers used Indonesian language in conducting interview to ease the communication (Rosdiana & Kheryadi, 2022). Non-participant observation was done in order to look for information about the child-friendly school implementation and its strategies for anticipating bullying.

The data collection and analysis were conducted since March to June 2020 simultaneously. They included respondent classification (headmaster, teachers, parents, and students), event and document verification in relation to child-friendly school programs. The next step was to identify and describe the pattern of child-friendly school programs in the three participating schools and the themes gathered from the respondents' point of view. After that, those patterns and themes were examined and understood in order to get a detailed description of the child-friendly programs implemented in the elementary schools, and the strategies used to prevent bullying.

Data was collected through interviews about data on the implementation of a child-friendly school program and its strategies in anticipating bullying done in Lamongan, Tuban and Pamekasan Madura. The observation was done to collect data about some child-friendly school programs and its strategies in anticipating bullying. Documentation dealt with the school's commitment to performing child-friendly school and activities that were documented as strategies in anticipating bullying in elementary school.

Data condensation referred to the process of selecting, focusing, simplifying, abstracting, and transforming data. It could be in the form of written field notes, interview transcripts, and documents, and then was followed by writing a summary of the results of the interview, coding, developing themes, generating categories of child-friendly school programs, and writing notes of analysis about CFS program and bullying prevention strategies. This process of data transformation continued after the research completion, even the writing of the research report. In the step of data display, pictures and charts were used to make readers easier to understand the information presented. The next step was drawing a conclusion which was also verified as the result of the analysis. These three steps of data analysis formed an iterative cycle.

The instrument for implementation of child-friendly school at the elementary school level adopted a child-friendly school model developed by UNICEF, as presented in Table 1.

Table 1. Research Instrument for Child-Friendly School in Indonesia

No	Indicator	Statement
1	Child-friendly school policy	The school draws up rules on non-violence education, respects children's rights, diversity, and gender equality; and involves all stakeholders in developing school policies.
2	Child-friendly learning activities	Learning systems in the school are inclusive and non-discriminatory, have extracurricular activities that support the development of talents and interests, and provide leisure time with peers, such as out-bound, swimming, horse-riding, and archery.
3	Child-rights-trained teacher and administrative personnel	Teachers are intensively trained in developing social skills and fun active learning, using varied and constructivistic learning methods, such as problem-based learning (PBL) and role playing, to improve behavioral change.

4	Child-friendly facility and infrastructure	There is a playground for students, an attractive and impressive class, a comfortable and enjoyable parenting moment, a clean school environment, access to healthy drinking water, free of germ nests, adequate nutrition, separate toilets between men and women.
5	Child participation	Children are involved in developing school policies and regulations. Students are brave and can make complaints.
6	Parents and community participation	Parents and community representatives actively participate in coordination meetings with the school, and communicate intensely on social media about health and child development at school.

The researchers' flowchart for qualitative data analysis, based from Miles and Haberman's work. The data for this study was gathered through three methods: interviews with key informants, on-the-ground observations, and thorough documentation via video, audio recordings, and still photographs (Moleong, 2014: 15). After these three steps have been completed, the researchers filter the data, meaning they remove or distort any irrelevant information in advance of a broader study. The data collected were relevant to the study's objectives and will be described in a form that allows the researcher to easily understand the data once it is complete.

3. FINDINGS AND DISCUSSION

3.1 *Bullying in Indonesia*

The school climate certainly also provides a major contribution to bullying. Research on school climate and intimidation typically focuses on perceptions of safety, social relations between teachers and students, or between students and school environment (Gage et al., 2014). These all should be conceptualized and be part of the child-friendly school environment (Bandyopadhyay et al., 2009). Several countries have tested and found some significant factors concerning to bullying behaviour that affect psychological and physical development (Roland, 2000). In elementary school age, children should obtain a conducive environment for optimizing their growth and development as well as their character. This is because the relationship of bullying behavior and morality of children has already existed in elementary school-age children and has potential implications for anti-bullying intervention programs (Pozzoli et al., 2012). Therefore, at this children's age, educators should try to provide students with the understanding, exemplary, and habituation of moral involvement and responsibility (Caravita & Gini, 2010). Children's peer groups and communities at school, besides their own individuals, also seem to need attention because they have potential implications for anti-bullying programs (Espelage & Swearer, 2004). At the age of elementary school, we know that the students are in the phase of building their character. It is the right time to introduce the concept of bullying and its impact by giving them understanding, good exemplary and habituation in order to support the students' moral involvement and to promote the importance of having responsibility.

The results of the articles review about bullying show that bullying is affected by both internal and external environment. One major external environment is the school itself (Kim et al., 2011), especially when implementing full-day school where children interact more with their teachers and friends at school, rather than their families at home. In this situation, schools are expected to be a second home that ensures a sense of security, comfort, and conduciveness in learning. Another research finds that bullies often form a group to intimidate their friends outside the group (Roland, 2000). So, conditioning students' social environment should be a part of preventive actions that will be applied. One of the dominant social environments of children at elementary school age is the school itself. At this age children started to form groups called peer groups. They tend to look for friends who have similarities in habits and hobbies. School is one of the most important environments for children since, in general, they spend at least one-third of their time at school (Ournal et al. 2017). When schools can provide a

safe and comfortable environment for their students, bullying will have no place to live. A child-friendly school is a school program created in a democratic environment based on children’s rights, in which all students are well received regardless of differences in religion, ethnicity, race and gender. Besides, the learning process is adjusted to the interests of children (Webber & Ovedovitz, 2018). Through the child-friendly school, it is expected that the students can learn well and feel comfortable at school without any worry and afraid of being disturbed by anyone. A conducive school environment will make the students feel at home and get the best academic achievement.

3.2. The Strategies of Child-friendly Schools for Anticipating Bullying

Based on the interview, the researchers collected some information about the implementation of child-friendly school activities done by the teachers in elementary school to prevent bullying. The result of the closed interviews with the principals and class teachers is presented in Figure 1.

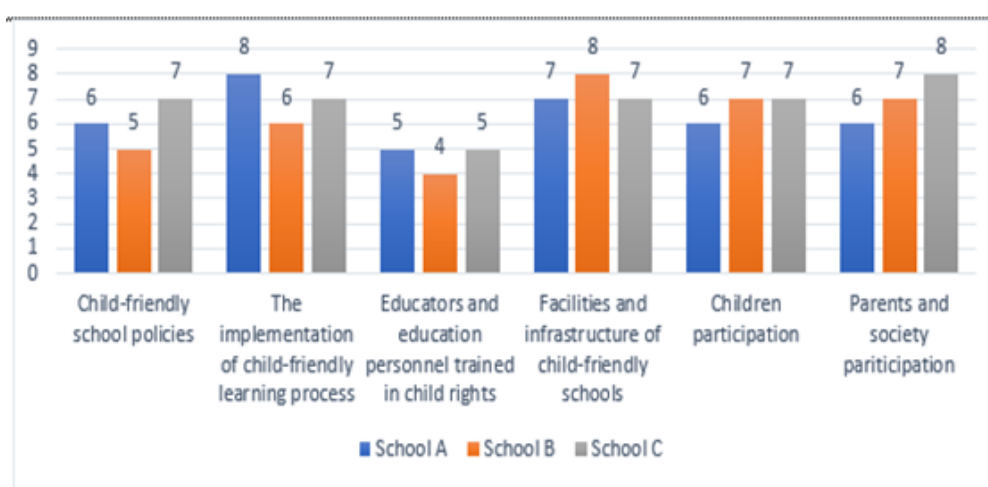


Figure 2. The Closed-Interview Diagram

The result showed that school A had strength in implementing child-friendly teaching and learning. It was indicated by some occasions, such as the teacher-student collaboration to make a theatrical performance about a child who got bullied at school, inclusive curriculum formulation that could be seen from the number of subjects integrated with child rights and protection, learning material arrangements considering the child’s age and abilities, and Islamic education-integrated subjects. School B, different with school A, had strength in the field of facilities and infrastructure. It could be seen from several excellent programs such as public speaking and gardening. On the other hand, as stated by the principal of SAE, school C had good points in creating a child-friendly school environment where there was a special place for children to play with traditional toys, a wide school ground making children free and safe to play, an attractive school design making children felt like at home, wanted to stay long in school, had a good impression of it.

The picture of a safe and comfortable school environment is presented below. Learning activities were not only done inside the classroom but also outside. At the school, there was a gazebo made as a place for discussion and recitation. Various natural learning activities were also held every Friday. Sometimes certain activities were set to improve children creativity and entrepreneurship such as School Mart. Those activities were done in the purpose to develop the students’ life skills. At the end of each year, there were spectacular activities aimed at training students’ self-potential such as School Fair (it was the event of showing the students’ skills and interests in front of the public) and outing to certain places which were adjusted to the theme being studied. Students were taken to the zoo or to the garden around the school, for example, when they learnt about the theme “Caring for Animals and Plants”. Mrs Annie as Directur SAE school said, “Those programs were organized in order that the students

got meaningful and impressive learning activities" (Annie, interview, 2002). Such activities were called life skill education (see Figure 2 for gardening activities at school).



Figure 3. Comfortable School Environments

The effect of the gardening program was proven to improve students' life skills as the results of Carolyn's study that assessed the development of life skills of elementary school students taking part in a one-year school garden program in Texas. The program has offered students opportunities to improve their teamwork, self-understanding, leadership, communication, volunteerism, and decision making (Robinson & Zajicek, 2005). This programme has instilled a sense of independence and motivation, as well as fostering feelings of respect and belonging among youngsters, through the ability to engage in garden management. Based on the findings of these studies, it is evident that engaging in gardening activities can be a highly effective means of cultivating and enhancing many life skills.

From the description above, each school had different strategies to prevent bullying. However, generally there was a campaign to stop bullying by sticking banners or distributing stickers and posters at every school, as shown below. This was all done so students could see and understand that bullying is bad behavior. It seemed that before, many students still did not realize that mocking is part of bullying and could cause the victims to be depressed and ostracized by their friends. In response to that, the schools also promoted anti-bullying behavior through posters, stickers and pamphlets (see Figure 3 for anti-bullying poster).



Figure 4. Posters about Anti-Bullying Schools

Extracurricular activities supported the achievement of educational goals were also carried out in the schools. School C, for example, at the end of each year, organized the SAE Fair as the top event for students' creations at school. In this program, the students presented several performances, such as speech and theatre which were about anti-bullying messages at school. Similar with school C, school B arranged for its students to have public speaking skills through alternating presentation activities in

one group. In this activity, the teacher used the project-based learning method, challenging students to become peer mentor by giving presentations in a small group. This training was carried out for four days in the first semester of fifth grade. This presentation training started with collecting data, creating material designs, consulted with the supervisor. On the last day of training, students were asked to present their material one by one in front of their peers. Not only that, students were also required to create visually attractive material designs with pictures and concept maps in accordance with the themes discussed.

In addition, school B used a national curriculum enriched with an international curriculum that applies a joyful atmosphere in the learning activities. The students did not only learn in the classroom, but also explored nature. All subject matters were integrated with everyday life cases according to the child's level of thinking. For example, when the students learned about growth, they would be invited to directly watch and observe the plant growth in a garden, fish in a pond, newly-hatched chicks, and even sow seeds in the school garden. In this context, the students learnt life skills holistically, not partially as in conventional schools (Fitri, 2008).

School A has some unique programs that make it distinct from the two other schools. Besides general learning activities, school A has arranged some routine religious programs that students have to carry out every day such as reciting the Qur'an and praying zuhur congregationally in the mosque. These activities are aimed at training and familiarize the students to be consistent in worship. It was confirmed in the interview with the headmaster that there is a daily activity of reciting Qur'an. Reciting the Qur'an was done with the tadarus system for 15 minutes before the lesson started, while praying in congregation was performed every zuhur time in the mosque. According to Mrs. Novi "tadarus is done to make the students get used to recite Al-Qur'an so that it can form a good character. Istiqomah in reciting Qur'an every day is the reflection of spiritual quotient of the students that will be manifested in their daily attitude as there reflection of emotional quotient. (Novi, interview, 2020). This is also described in a research that The activity of reciting the Qur'an seemed to be very effective in increasing student's emotional quotient, as the research by Syahbudin (2019) concluded that there was a significant relationship between student participation in reciting the Qur'an activity with his/her emotional quotient (Syahbudin et al., 2019). Congregation prayer can make the horizontal (social) relationship with others well-established, in addition to the vertical relationship with God. The values of praying in congregation, such as equality, freedom, togetherness, and brotherhood, have encouraged students to be more aware of rights equality. This is in line with the result of research by Kusdiyati et al. (2012) that by praying in congregation, students have improved in respect for differences and others' shortcomings. Hence, this character can prevent them from bullying others.

Those religious activities are integral to the students' learning process. The school has implemented the K13 curriculum through an integrative thematic approach that teachers have to integrate similar basic competencies into one theme, in addition to the integration of scientific disciplines. In this manner, the students are expected to be more focused in accordance with the theme given. Integrative thematic learning tends to facilitate student learning more easily because it develops children's thinking and social competence. Through integrative learning, teachers can also connect one subject with others, including with religious education.

Reciting the Qur'an is an activity that can increase spiritual and emotional quotient. By reciting the Qur'an the heart will feel calm and peaceful, not only for those who read it, but also for those who listen to it. Every morning before the lesson begin, the students recite the Qur'an for 15 minutes, along with the teacher. According to the principal of school A this activity is carried out to train students' spiritual and emotional quotient in order that they can control themselves not to conduct bad behavior, including bullying (Eka, 2020). Furthermore, teachers are also required to integrate religious values into their respective subject when explained to the students. For example, when teaching grade 4 on the theme "the beauty of diversity in my country", one of the teachers at school quoted verses of the Qur'an, namely al-Hujurat: 13, and wrote it on the board, and then asked the students to read the verse together. That is rarely done in other schools. It becomes the main attraction of the development of educational

institutions, especially primary education. The primary education age is a golden age that the character of children has to be developed in such a way that is not easily influenced by unfavorable foreign cultures.

The phenomenon of bullying may occur since childhood or elementary school age, even though it seems to be more clearly seen after adolescence or during high school. A person can be the one who bully but is bullied in other situations, depending on the strength displayed (Jan & Husain, 2015). Bullying is likely to be a very risky problem for child's anti-social development. In this context, schools have to play their role well in implementing an integrated bullying prevention strategy with parents (Bender & Lösel, 2011), because not only the family but also the school environment would affect children social development. In other words, schools have ethical and legal responsibilities in creating a safe, comfortable and healthy environment for children. Concerning that, a child-friendly school becomes the chosen program to anticipate bullying behavior, especially at elementary school age.

Based on research conducted in Australia, elementary school children experience bullying more frequently than higher-level school ones. Another study also revealed that a higher bullying rate was found in younger students and it decreased in adolescence (Finkelhor et al., 2009). Elementary school students are a clear target for prevention-based intervention that parents and teachers can take part in it. At elementary school age, children can accept the intervention of behavioral change because, compared to teenagers, they are more easily directed and influenced by adults. In line with the behavioural attitude, the result of previous research also showed that interventions to reduce bullying at schools were successful implemented in elementary school age groups (Rigby & Slee, 2008;)(Rigby, Smith, and Pepler 2004).

This result indicates how significant and effective the school intervention is in preventing bullying. Knowing that bullying is a systemic problem, it does not make sense if the program towards it only consists of a single aspect. According to Smith et al. (2003), school interventions in various aspects such as school policy, class climate, peer support, school courts, and better-quality playgrounds, has proven to be effective in suppressing bullying. In line with Smith et al. Whitted and Dupper (2005) stated that the bullying prevention strategy should target a number of aspects, such as individual, classroom, school surroundings, and relevant alternatives of preventive programs being discussed.

Consistent with the aforementioned findings of two prior studies, the present study revealed that the schools' approach to mitigating bullying encompassed various dimensions, including the formulation of school policies, cultivation of a positive classroom climate, and enhancement of playground environments. However, the study conducted by Smith and Whitted failed to address two more factors, namely methodologies and curriculum. In Indonesia, teachers have developed tactics for anti-bullying teaching that prioritise the school curriculum. These strategies are carefully tailored to align with the unique needs and capabilities of each educational institution. One illustrative instance is the presence of an integrative religion-based curriculum at school A, which has been in effect since 2013. According to Aziz (2018), the development of an integrated curriculum based on religion entails the incorporation of religious values as the central tenets of the curriculum, establishing connections between these values and all subjects taught within the educational institution.

The religious values internalized into the school curriculum are iman (faith), taqwa (piety), and istiqomah (consistency). Some religious programs are also developed by curriculum at the pesantren such as reciting the Qur'an and praying in congregation at the school. The activity of reciting the Qur'an seemed to be very effective in increasing student's emotional quotient, as the research by Syahbudin et al. (2019) concluded that there was a significant relationship between student participation in reciting the Qur'an activity with his/her emotional quotient (Syahbudin et al., 2019). Furthermore, religious practices are more likely to succeed in suppressing bullying behavior, as the results of research by Hafiz et al. (2014) have successfully explored the causes of bullying and the religious-based learning application to prevent it (Hafiz et al., 2014).

There were actually six components of child-friendly schools developed in Indonesia (Child, 2015). In addition to the curriculum, other components were also needed to help creating an

atmosphere be conducive to bullying prevention programs. One of them was the implementation of child-friendly learning activities. In order to execute effective and pleasurable learning and to fulfil children's rights, instructors in this circumstance required to be both competent and trained in child rights. It was found that none of the three East Java schools had the resources to provide teachers who were well-versed in children's rights education. To address this issue, more in-depth training or seminars on protecting and promoting children's rights in educational settings were required. According to School A's principal, just six of the school's twelve instructors have received training on a national level in creating child-friendly environments. Similarly, just four educators at School C regularly attended child-friendly school training, while only three educators at School B did so. Yet, in fact, teacher's competence was needed in the learning process involving children's heterogeneous abilities. If teachers mastered the theory of child-friendly school and understood well about children's rights, the students would feel comfortable and happy to learn at school. Although there was only a limited number of resources that understand children's rights and child-friendly schools, the teachers still continue to strive to always improve the learning system in the school. It seemed that the children had received the same treatment (no discrimination at the school), and felt comfortable in their school environment, especially because the teachers had used a variety of learning strategies.

The written commitment of the principal as well as teachers is a serious form of effort to implement child-friendly school programs. In addition, the participation of students and parents is also needed in order to develop child-friendly school programs. The students have been involved in the policy formulation in the context of learning in the classroom, for example, in determining sanctions for those who are late for a class, or do not do the work given by the teacher. Although parents are less involved in child-friendly school policies especially in the preparation of school work plans and budget, their support for child-friendly school programs is huge. As seen from the response to the questionnaire, 80% of the parents claim to support child-friendly school programs actively and to be often involved in their children's activities at home.

In addition to character-building strategies through religious activities, a life skills-based education strategy was also developed in the child-friendly schools observed. It can be seen, for example, from data exposure on the learning implementation that has not only run inside the classroom, but also outside by exploring the nature. Learning activities carried out in nature would be more meaningful and memorable than those in the classroom, such as gardening which can be integrated into certain themes. When discussing the theme of future goals, students are invited to do work responsibly. According to one of the teachers in fourth grade, gardening is one example that is often done by utilizing the garden area at the school. Students are usually put in groups and given the task of planting their chosen plants; they are responsible for taking care and looking after the plants until harvest time. Such exercises will make student's skills in working together and communication well-developed.

Extracurricular activities such as those at school C, such as archery, swimming, horse riding, flying fox, and cooking, are required to facilitate these rights. In addition, schools also need to provide guidance and counseling service that supports the practices of justice, non-discrimination, and participation. In child-friendly schools, psychologists are also provided for students and parents who need special services. At the elementary school age, children experience extraordinary stages of development because it is the peak of children's time learning to develop their personality. Stages of child development will be finished after the age of 12. Above the age, personality can still change but difficult (Hurlock, 2001).

Guidance and counseling services are very helpful for children to understand their talents and interests because every child certainly has them. In child-friendly schools, each student receives guidance and counseling service once a week, accompanied by a guidance and counseling teacher, and even by a psychologist for those who has special needs. In addition, there are some optional extracurricular programs that the children can join according to their talents and interests such as outbound, flying fox, archery, swimming, and horse riding. These activities are conducted every Friday

before Jum'at prayer time. Some other activities are organized every month to train children's entrepreneurship and creativity such as SAE Mart and SAE Show, usually as a peak event of certain themes. All these activities certainly have their respective goals. Children's time at school is full of activities, supposing that the more training is done, the more talent will be shaped. There will be no opportunity for children to play around while learning; all are given responsibility. The activities are carried out based on previous agreements, and the rules of the game are made by the teachers and students together. Therefore, if someone breaks the rules, he/she will take the consequences. In this case, a child-friendly school is positioned as a life skills education model (Osher et al., 2009) that integrates the values of inclusive, democratic, and character education.

At the schools being observed, the learning activities were more flexible than those at other general schools. The children learnt happily and felt comfortable to stay longer at the school. The learning methods used are integrated, joyful, and cooperative learning. A school should be a laboratory of life that provides real learning experiences and invites students to feel what they are going through and to discuss future challenges. In addition, in the context of developing information processing and communication skills, the students were familiarized with presentations and speaking in front of their friends. In this way, the students received public speaking training indirectly.

Another child-friendly school observed by the researchers prioritizes the values of independence, social and natural sciences in children's learning activities. As in school B, natural environment become a source of students' learning and is used as a mean of knowing more about themselves and their Creator, so that the children are to have noble character with critical awareness. In general, child-friendly school activities provide opportunities for children to develop their potential, and offer supportive environmental facilities to practice their creativity.

The implementation of child-friendly school programs requires support from all stakeholders. Students, parents, and community representatives should be involved in all stages of child-friendly school program, starting from the planning formulation, management, implementation, to evaluation. From the description above, we have seen a number of child-friendly school strategies developed in Indonesia in order to prevent bullying: first, by giving the students life skills-based learning activities to develop students' potential; and, second, by giving character education-based learning activities which integrate religious values with natural sciences.

4. CONCLUSION

The implementation of a child-friendly school in elementary schools was developed by applying child-friendly school programs covering six components, i.e. child-friendly policies, child-friendly learning activities, child rights-trained educators, child-friendly facilities and infrastructure, children participation, and community participation. The strategies used included life skills-based learning activities by developing students' potential, such as public speaking and gardening, and character education-based learning activities that integrated religious values with natural science. Both of these strategies could be run to anticipate bullying in elementary schools. In addition, collaboration with parents and the community is certainly needed to control student's activities at home. Such as a conducive school environment has made students feel comfortable and study calmly at school. In this case, we need further research on the parents' involvement in building the students' character at home. Thus, the school program on anti-bullying can be integrated into the education of the family.

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