(Re)Construction of Child-Friendly Schools to Prevent Bullying

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Abstract: This study aims to analyze how the construction and reconstruction of the implementation of Child-Friendy School (CFS) policies in bullying prevention are unique in each school by using the theoretical approach of behaviorism and social constructivism. This study uses a case study method with a qualitative approach involving three senior high schools located in Surakarta, Indonesia. The informants were teachers, principals, and students in child-friendly schools. The research instrument used unstructured interviews and school observations as well as focus group discussions with policymakers related to child-friendly schools. Data analysis techniques in this study were carried out interactively through the stages of data reduction, data presentation, and drawing conclusions. The results show that the implementation of CFS with a behavioristic pattern needs to be strengthened with a pattern of social constructivism because it is not significant enough to institutionalize CFS in schools, especially in efforts to prevent bullying. The recommendations submitted are conducting a needs analysis according to the conditions of each school by stakeholders, building student character through the student literacy humanity movement, and rootdays activities so that students have experience, thought construction and tolerance attitudes towards diversity. The above makes child-friendly schools can be a strategy to prevent bullying.

Introduction

School is where children spend most of their time developing, growing and achieving well-being (Powell et al., 2018). Child-friendly schools emerged as a way to develop student welfare in schools (Mangestuti et al., 2022). Child-Friendly School (CFS) seeks to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner with teachers as important parties (Djoehaeni et al., 2020). Its main principles are respecting language, culture, religion, and individual or non-discriminatory perspectives, child-centred pedagogies, appreciating children, engaging children in accordance with human dignity and dignity, protecting children from violence, supporting cognitive and affective development (Çobanoğlu et al., 2018). Several studies in various countries show that CFS has actually been widely implemented but CFS is still not in accordance with the main principles, such as what happened in South Africa which illustrates that CFS has not been supported by school facilities (Makwarela et al., 2017) and the context of child-friendly psychosocial-based curriculum reform has not been able to optimize CFS (Themane & Osher, 2014), in India it shows that students are more comfortable with friends than teachers. They need to wait for a break to go to the toilet of their respective homes (Rivera Hernández, 2019) and the existence of CFS makes teachers often absent from class because there is a misunderstanding related to child-centred pedagogies (Barrett & Barrett, 2007; Johnson et al., 2000; Sriprakash, 2010; Vavrus, 2009), in Myanmar CFS destroys local traditional structures (Lall, 2014), CFS in Estonia is still confused in terms of implementation in terms of school management (Leino,

2011) and finally in Indonesia CFS is still only limited to technical implementation such as learning (Erdianti & Al-Fatih, 2020), infrastructure facilities (Julian et al., 2020), mentoring (Rangkuti et al., 2019) and school management (Subur et al., 2019).

The study of child-friendly schools in Indonesia is urgent and crucial because of the increasing rate of violence against children (Fitriah, 2022). Especially in the case of bullying, Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing bullying. The results of the 2018 Program for International Student Assessment (PISA) survey stated that 41% of students in Indonesia admitted to having been bullied, at least several times a month. The Indonesian Child Protection Commission (KPAI) noted that as many as 107 children became victims of bullying at school in 2018. Survey data in 2019 from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia stated that as many as 46% of students saw violence committed between students, 53% of students answered that they did not see violence committed between students and 1% answered that they did not know. The Indonesian Child Protection Commission (KPAI) recorded that in a span of 5 years (2016 to 2020) the number of children victims of violence at school was 122, 129, 107, 46 and 76 children. Meanwhile, the children who were victims of bullying on social media for 5 consecutive years from 2016 to 2020 were 34, 55, 109, 117, and 46 students. This number fluctuates greatly every year and shows the vulnerability of children to bullying behavior at school. In the context of the city of Surakarta, the phenomenon of bullying behavior was also recorded through a short survey in July 2022 by taking a sample of 333 students from 3 high schools to map bullying behavior. In general, bullying behavior in schools is identified as indirect verbal bullying, mediated by social media, occurs a lot among female students as perpetrators and victims and is caused by seniority factors in student social relations at school. This fact shows that bullying does occur among students at school.

Child-Friendly Schools in the world come from the concept of Education for All. Buchert explained that the origins of the concept of Education For All are closely related to the World Conference in Jomtien, Thailand in 1990 which resulted in the Declaration on Education For All and the Framework for Action to Meet the Needs of Basic Learning (Buchert, 1995). As a follow-up, in 1999 Unicef developed CFS as a form of policy available in schools to complement and support the creation of caring and child-friendly schools (UNICEF, 2005). In Indonesia, the Child-Friendly Schools policy aims to fulfill, guarantee and protect children's rights, as well as ensure that educational units are able to develop children's interests, talents and abilities and prepare children to be responsible for a life of tolerance, mutual respect, and cooperation for progress and the spirit of peace (Deputy for Child Growth and Development, 2015). School-based bullying prevention programs very often succeed in reducing and preventing bullying can be strongly associated with improved student well-being not only in adolescence but also in adulthood (Currie et al., 2012).

There are several perspectives in educational theory that can be used to understand bullying behavior and its prevention. The behaviorist perspective initiated by Gagne and Berliner states that education is a process of changing individual behavior as a result of experience (Anwar, 2017). Based on the view of behaviorism, all objects in school are a form of habituation (stimulus) that is carried out continuously to change student behavior (Gredler, 1986). Meanwhile, from the perspective of constructivism, education is a transfer of knowledge and experiences, so that the source of learning is not only from the teacher but also from friends and people around him (Maliki, 2010). Piaget's view of education is more focused on the adaptation of the mind to reality, just as in biological sciences that organisms adapt to their environment. Some conceptual standard terms that play an important role in the

process of constructing human knowledge according to Piaget, namely (1) schematics, (2) asmiliation, (3) accommodation, (4) equilibration and (5) intellectual adaptation theory (Suparno, 1997). More clearly depicted in Figure 1.
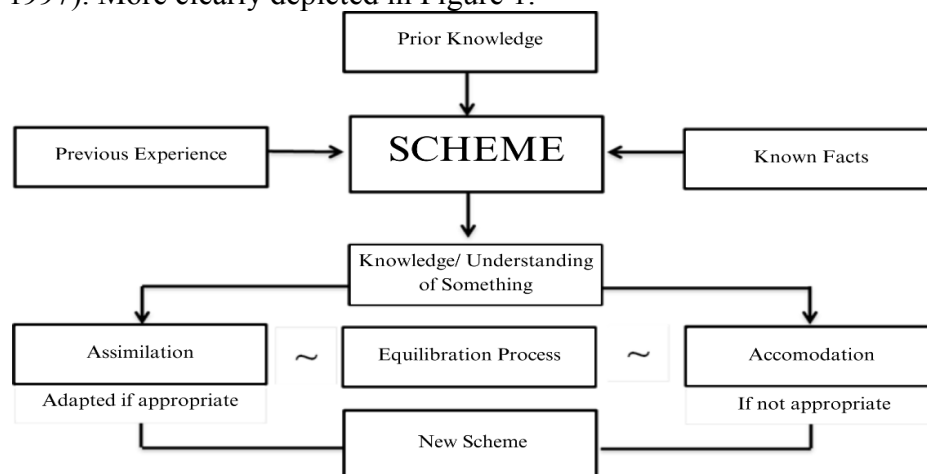

Figure 1. Construction and Reconstruction

The above scheme explains that the individual's thought process goes through the construction of knowledge proposed by Piaget. Constructions built in individual cognition tend to make it give a certain response to something. The knowledge they have will also contribute to the construction and reconstruction processes they do.

The predicate of Surakarta as a Child-Friendly City is determined by one of the indicators based on the number of schools covered as child-friendly schools. This policy has an impact on the determination of all schools as child-friendly schools. This is a problem considering that there are still educational practices in Surakarta City that do not fully meet the principles and indicators of child-friendly schools. The policies initiated by the government still encounter various obstacles and challenges in implementation, for example, teachers' incomplete understanding of children's rights, suboptimal student involvement in decision-making, and limited infrastructure that supports children's comfort and safety at school. Meanwhile, research on child-friendly schools has so far been dominated by studies on implementation, challenges and obstacles. Therefore, it is necessary to reconstruct the concept and practice of child-friendly schools so that they are more contextual, applicable, and able to answer students' needs holistically. This research is expected to provide a real contribution to the development of a school model that supports children's rights and needs as a whole.

Research Method

The research uses a case study method, one of the qualitative research approaches that aims to understand how a case is comprehensively and in-depth. According to Yin, the pattern of case studies focuses on cases that we are aware of but we do not have a deep and detailed understanding. Explanatory statements of how and why are used to explore t-shirt study strategies, historical and explanatory (Yin, 2013). The research involved three schools with their respective specialties, namely SMA N 3 Surakarta which is a pilot school for the CFS project and Driving School, SMA N 6 Surakarta which is an Adiwiyata (green school), and SMA N 8 Surakarta which is an inclusion school. The number of participants involved was 381 informants consisting of 333 informants who were survey respondents, 46 students who were FGD participants and 12 teachers who were interviewed in-depth to answer how to implement CFS in schools in preventing bullying. Data collection is carried out in three ways.

The first was through a survey involving 333 students from three schools. The survey with Google Forms consisted of 30 questions in the form of short answers to map bullying and CFS implementation. The second is through FGD in each school with 12 students and 2 teachers each. Third, through interviews involving 6 students and 4 teachers involved in the FGD. These three forms of data collection are complemented by observations to help corroborate verbal data. The researcher created interview guidelines based on the initial code from the first stage of data. The purpose of the interview is to get more meaningful data. Interviews were conducted directly for 1 – 1.5 hours per respondent at school from December 2021 to May 2022.

The data analysis technique uses an interactive analysis model from Miles, Huberman, and Saldana (2014) which includes three main components, namely: data condensation, data presentation, and drawing and verifying conclusions. The analysis process is carried out repeatedly and is interrelated between components, so that researchers continuously filter, organize, and interpret data from the beginning of collection to the final stage of the study. The data presented is in the form of verbal data from interviews and also visual data from observations. All of this data is triangulated based on sources and techniques to ensure the validity of the research data.

Results and Discussion

Child-Friendly School in Indonesia has been socialized since 2014 through various activities involving teachers, students and various other components of the school with the aim of familiarizing them with the terms child-friendly, child rights and child protection. The goal is for schools to be able to apply the principles of child protection, one of which is efforts to prevent bullying. The development of CFS in Indonesia has the concept of T3MU MESRA namely "TIGA MU" (WILLING, CAPABLE, and ADVANCED) towards a Child-Friendly Education Unit. The abbreviation T3MU MESRA is a concept in the implementation of CFS in Indonesia which categorizes schools into three levels of readiness, namely (1) having the desire to implement, (2) being able to implement, and (3) having implemented. However, the results of the interview showed that there was a bullying prevention strategy through CFS which was shown with practical implementation and did not refer to the six indicators related to CFS and the T3MU MESRA strategy. The details will be described below:

Prevention of Bullying through the Implementation of CFS Policy

Prevention of bullying through the implementation of CFS is carried out through regulations or policies to prevent bullying as a habit of behavior, implementation in the classroom during learning in the form of advice from teachers as part of student character formation. The school motto *Adi Pangestuti* which contains *hasta laku* to shape the character of students, especially in the Java, Indonesia region, is also applied to shape the character of students. The results of the survey involving 333 students showed that there was a similarity of actions from the three schools in efforts to handle bullying, namely through rules and sanctions. The following are the results of the survey:
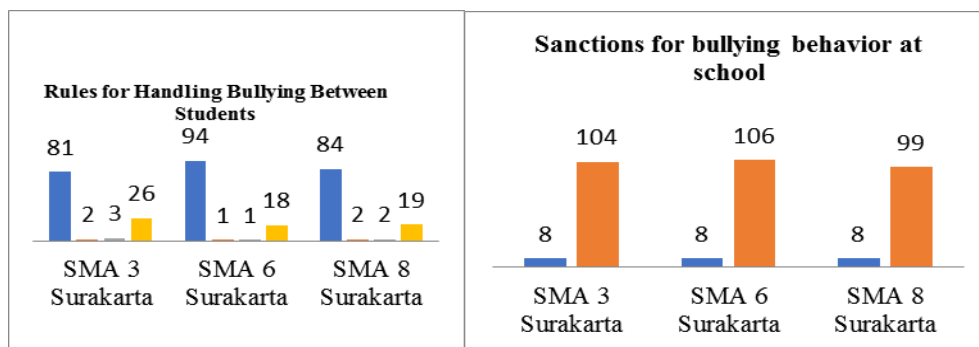
Figure 2. Survey of bullying response efforts

Based on the results of the survey above, the three schools have regulations and policies. However, on the other hand, there are special characteristics that show that schools with each other implement CFS policies with the T3MU MESRA strategy. SMAN 3 Surakarta not only has a mechanism for preventing and handling bullying through school sanctions and rules, but also has Roots Day and Jendela Kita activities as well as the formation of Agents of Change, all of which involve students in their implementation. Posters and articles on Stop Bullying are widely presented in various corners of the school and are easily visible to students visually. Roots Day was carried out through the screening of bullying-themed films, student brainstorming by writing criticism of experiences against bullying, image exhibitions, theatrical actions and anti-bullying campaigns.

Agent of Change was created as part of student participation in an effort to create a child-friendly school through bullying prevention activities. The group consisting of 30 students in grades X and XI voluntarily participated to become peer tutors for their friends to spread the spirit of stop bullying. Meanwhile, Jendela Kita is a reflection and "being someone else" activity after a Counseling Guidance learning session that puts students in the position of others. The portrait of the implementation of our window is aimed at cultivating sympathy between students and describing the experience to students if they become victims of bullying.

> *"We make a habit of stopping bullying through BK Jendela Kita material. Students become aware of how to position themselves if others are like that. What does it feel like if our position is that of students who are bullied, degraded, belittled, used as a subject of ridicule?"*

Therefore, the handling of bullying at SMAN 3 Surakarta is also more complex compared to the results of FGD with other high schools. The other two high schools do not have specific programs for bullying prevention and handling. The handling mechanism is only carried out incidentally when a case occurs and socialization for prevention is carried out through teacher advice to students during learning hours. In addition, both schools still rely on regulations and sanctions to control students' actions. There is no prevention mechanism involving student participation or other forms of activities that are emphasized to stop bullying activities. These two schools also lack artefacts that explain the Stop Bullying movement, such as posters, banners, and anti-bullying corners.

(Re)Construction by the School and Students

Students and schools have different thoughts on bullying prevention through CFS. The construction of CFS built by schools and students is a thought that refers to the habituation of anti-bullying behavior both visually and verbally, as described in the following interview excerpt:

> *"There are 5S s, smiles, greetings, politeness, please help, when children are monitoring activities so that there is no bullying and seniority, we have been doing it for a long time, and the type of punishment to students is not like other schools not in the form of points, or*

punishment for cleaning toilets, here we provide punishment educationally." (Mrs. L-Interview SMAN 3 Surakarta)
"There is no bullying for students, there are probably just joking about calling them by name, as prevention teachers we do it by giving advice not to think too much about what others say so that we can move forward, children who are too" (Mrs. C-Interview SMAN 6 Surakarta)
"Yes, it is clear that it follows if the infrastructure is clearly followed. Like yesterday there was about bullying, the types of bullying we conveyed, KIE, and information as well but we also did socialization about bullying because, on the other hand, the children also don't know that there is no negotiation, it turns out to be negotiations, such small things we will socialize in the future." (Mr. S-Interview SMAN 8 Surakarta).

There are differences of opinion between schools and students, child-friendly schools according to the school are concepts that apply a culture of smiles, greetings, greetings, politeness, and manners and still question safe behavior at school. Meanwhile, according to students, child-friendly schools are associated with a comfortable concept both in the real world and safe outside of school to cyberspace. Safe in the real world like a smoke-free school, no discrimination, no violence, few assignments, complete facilities and infrastructure. Meanwhile, it is safe outside of school to cyberspace, such as safe social media and anti-bullying protection even at home. Anti-bullying protection at home is the focus of children because in Indonesia, there is a culture of "tightness" and "bullying on the street" that threatens the safety of students traveling both to and from school. The transformation of bullying from direct bullying to cybermedia bullying makes it more difficult for students to be controlled to live in a friendly environment.

Possible Reconstruction of CFS Policy Implementation

The CFS reconstruction carried out by schools on the implementation of CFS can be done in various ways, namely first, reconstructing the thinking of all parties so that it is in line with the interpretation of CFS, second, involving students' voices to interpret child-friendly schools and giving them the right to vote to create child-friendly schools, third, involving the role of parents to help habituate behavior and construct students' thinking that bullying is not commendable so it does not need to be done as well as involving parents to control children safely to go home until children are safe on social media and finally combining the six indicators of CFS implementation with the concept of Adipangestu schools that have been implemented previously. The existence of this acculturation will make the process of knowledge construction easier. Based on the opinion of the informant, it is known that actually some of the values contained in the CFS are already contained in the Adipangestuti school formula which contains Hastalaku which guides students in school life. As for the results of observations, it was found that several corners of the school have been found to install attributes to realize child-friendly schools. The following are the results of the observations:

Figure 3. Form of realization of child-friendly school

The three pictures above are the form of schools realizing CFS, but still at the level of behavior habituation. Unfortunately, there is no real evidence related to construction for CFS.

The existence of distance learning has hampered CFS socialization through activities that are usually held by intra-school student organizations and habituation through ceremonies. Teachers are familiar with the term child-friendly school but significantly do not have a comprehensive understanding of how to implement the fulfillment of children's rights, especially in the academic culture of the school. Furthermore, the context of understanding child-friendly schools is more measured in terms of visible things such as facilities and infrastructure. Whereas building a child-friendly school to stop bullying requires things related to behavior, habits and thinking patterns.

Discussion

Handling Bullying through CFS Policy Implementation

The results of the research conducted involving 381 informants explained that there is still no real evidence related to the construction of bullying for CFS. Various data presented in the previous section found various understandings related to bullying, both from teachers (schools) and students. However, in the data found, the habituation of behavior is an indication that educational behaviorism is still applied without strengthening the construction of thinking. In relation to behaviorism, which is a concept that relates all objects in school, is a form of habituation (stimulus) that is carried out continuously to change student behavior (Gredler, 1986), the installation of attributes, rules and planning for the procurement of ceremonies is a form of behaviorism. Meanwhile, from the perspective of constructivism, education is a transfer of knowledge and experiences, so that learning resources are not only sourced from teachers but also from friends and people around them (Maliki, 2010) is a form of activities that have been carried out at SMAN 3 Surakarta through Roots day and Jendela.

CFS Construction Built by Schools and Students

The results of CFS construction by students and teachers found that there were differences related to CFS. These differences from a constructivist perspective, Berger & Luckman can represent the concept of objectivity. On the concept of objectivity, Berger & Luckman argue that knowledge is the product of human interaction with the world (Berger & Luckmann, 1990). In the context of this research, individual interactions are related to children's values, local culture, and various other things that have implications for knowledge about how to treat children. Individuals carry out social construction of a reality about children. This construction is carried out continuously and manifests in the form of behavior, attitudes and also knowledge that become established in society. The result is a variety of behaviors that are not in favor of the child because the child is considered an object or belongs to an adult so that they have no right to themselves. The result of this construction is the emergence of a disregard for children's rights and protection.

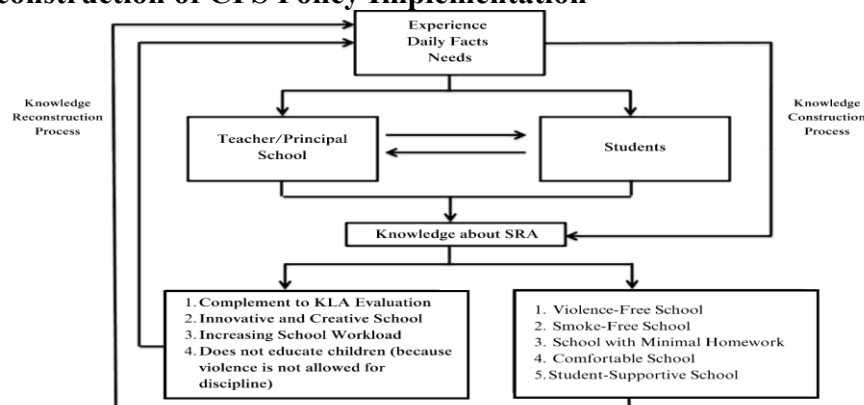### Possible Reconstruction of CFS Policy Implementation

Figure 4. Reconstruction of CFS Policy Implementation

The context of CFS implementation from the results of the study shows that the experience of the school (Teachers and Principals) and students about CFS provides provisions for them to compile a construct about CFS itself. Social life in schools forms knowledge for students and teachers/schools about CFS so that if in the end their construction of CFS is far different, it is due to differences in experiences, needs and facts that they encounter in daily life. The process of construction-reconstruction occurs continuously like a cycle because knowledge is considered more as a process of formation (construction) that is continuous, continues to develop and change (Suparno, 1997).

Therefore, unfair treatment for children, to borrow the term Derrida, a child-friendly school is actually a deconstruction of the construction about children that has been developed and embraced by the mindset of society. Behaviors, attitudes and policies that have been developing as a result of the construction of society about children turn out to be detrimental to children so they need to be deconstructed. Child-friendly schools as an affirmative movement to realize child protection are a form of deconstruction. However, the presence of child-friendly schools as a deconstruction of social constructions about children is still not optimal because of policy pressures that make the implementation of CFS still meet political needs, more looking at physical things as indicators of success, including in the context of learning. Carrying out construction thus requires a deconstruction process in it.

Suparno (1997) formulated various opinions and thoughts of constructivists by drawing the conclusion that knowledge is the result of human construction carried out (continuously) through their interaction with their objects, phenomena, experiences, and environment. Knowledge is not something that can be simply transferred from one person to another but must go through an interpretation process carried out by each individual. Thus, knowledge is not something that has been completed but a process that develops continuously.

The chart above illustrates how the process of constructing knowledge about child-friendly schools carried out by the school (teachers and principals) and students is always repeated along with the development of knowledge that goes hand in hand with the process. That is, the experiences experienced by students or teachers, the daily life they encounter, and the needs faced at school play a very important role in building their knowledge about child-friendly schools. For example, students' experiences when they become victims or see bullying behavior in junior high school, facing friends in their high school who also like to bully, seeing how the attitude of teachers at their school in responding to bullying, listening to their friends' stories about what happens if they report bullying behavior and so on contribute when they construct knowledge about child-friendly schools. Likewise with teachers and schools. The experience of one of the teachers at the research site who rejected the CFS program was based on his own experience to discipline students in another way considering that the way positive punishment did not deter students. The teacher also has the need to continue to build a parent-child relationship with his students so that the argument of scolding/punishing students to form better behavior is the teacher's task. The CFS program is considered to change the process of disciplining students because there should be absolutely no punishment for children who are considered not to be learning children.

Reconstructing CFS to prevent bullying requires an optimal role from teachers and school residents to create a culture that provides fulfillment of basic rights to quality education and educational experiences (Jesuiya, 2022). CFS reconstruction is needed as an effort to develop a comprehensive CFS policy. Xiao et al.'s study (2023), shows that child-friendly school environment is a multi-dimensional construct encompassing Environment

Friendly, Teaching Friendly, Peer Friendly, and Children Participation, with good reliability and validity.

Conceptually, the research results contribute to policy development. This means that child-friendly school policies need to be designed holistically, participatory, and contextually in order to be able to answer real challenges in the school environment, especially those related to bullying prevention. Through the conceptual reconstruction of child-friendly schools, this study expands the theoretical discourse on the importance of child rights-based policies in creating a safe, inclusive school climate that supports the psychosocial well-being of students. Practically, the results of this study can be a reference for policymakers at the school and local government levels to re-formulate CFS policies that are more effective in preventing bullying. Policy reconstruction includes strengthening internal school regulations, integrating character education and anti-bullying literacy into the curriculum, increasing the capacity of teachers and education personnel to handle social conflicts, and providing counseling services that are responsive to adolescent problems. With the implementation of targeted policies, the school environment is expected to be safer, more supportive, and able to form a culture of mutual respect among students.

Conclusion

The application of CFS at the high school level so far shows a behavioristic pattern, therefore the application needs to be strengthened with a pattern of constructivism because it is not significant enough to institutionalize CFS in schools. The existence of the concept of constructivism will make CFS not only limited to policies that must be internalized forcefully, but will make all parties, namely teachers, parents and students, need and feel the need for the CFS concept to create an environment for children to develop, grow and achieve well-being.

Recommendation

Recommendations and follow-up actions that can be taken by schools and policymakers from the results of this research are: (1) increasing the capacity of teachers and education personnel to detect, prevent and handle bullying, (2) strengthening the role of students in preventing bullying, (3) carrying out regular monitoring and evaluation that is not only administrative in nature, and (4) developing CFS policy guidelines that are appropriate to students' needs.

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