

Implementation of an Anti-Bullying Program in a Child-Friendly Elementary School: A Case Study at SD Negeri 2 Dempel

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ABSTRACT

Bullying in schools remains a serious problem that can negatively affect students' psychological well-being, learning motivation, and social development. Therefore, effective school management is required to implement preventive programs that create a safe and supportive learning environment. This study aims to analyze the management of the anti-bullying program within the Child-Friendly School program at SD Negeri 2 Dempel, Karangrayung, Grobogan, focusing on four management functions: planning, organizing, actuating, and controlling. This research employs a qualitative, descriptive approach. The research subjects include the principal, teachers, the school committee, and the Child-Friendly School team. Data were collected through observation, interviews, and documentation. The data analysis process involved data reduction, data display, and conclusion drawing to obtain a comprehensive understanding of the program implementation. The results show that the anti-bullying program management at SD Negeri 2 Dempel has been implemented effectively. In the planning stage, the school conducts needs identification through observation, questionnaires, interviews, and analysis of student discipline data. The organizing stage involves establishing a clear organizational structure, allocating school resources, and assigning tasks based on staff competencies. In the actuating stage, the principal provides guidance and motivation to ensure program implementation through activities such as integrating anti-bullying values into learning, developing child-friendly habits, supervising vulnerable areas, providing counseling services, collaborating with parents, and conducting anti-bullying campaigns. In the controlling stage, supervision is carried out through routine evaluations, principal monitoring, and follow-up improvements. Overall, the program contributes to creating a safe, inclusive, and child-friendly school environment.

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1. INTRODUCTION

School is one of the formal educational institutions that play a strategic role in supporting children's development, alongside the family and the surrounding community. These three environments complement one another in shaping children's intellectual, emotional, social, and moral development. Therefore, schools are not only places for transferring knowledge but also environments for instilling character values and forming positive behavior. At the elementary level, this role becomes increasingly important because children are in a critical developmental stage and spend considerable time in school each week, making the school environment highly influential in meeting their physical, psychological, and social needs [1].

A school can be considered a "second home" when it provides a safe, comfortable, and supportive environment for students during the learning process. However, bullying remains one of the most significant challenges in educational institutions [2]. Bullying refers to aggressive behavior, either physical or verbal, carried out intentionally and repeatedly by individuals or groups against others who are perceived as weaker [3]. Research indicates that bullying in schools can negatively affect students' mental health, academic performance, and social relationships [4]. Reports from child protection institutions also show that bullying cases still occur frequently in elementary schools, including physical violence, verbal harassment, and social exclusion.

Table 1. Education Report Card Results of SD Negeri 2 Dempel

No	Indicator	Score 2024	Score 2025	Note
1	Psychological well-being of students	55.12	74.14	Increase 19.02
2	Experience of physical punishment	80.05	92.31	Increase 12.26
3	Experience of sexual violence	58.52	61.54	Increase 3.02
4	Experience related to cigarettes, alcohol, and drugs	64.38	100	Increase 35.62
5	Understanding and attitudes toward gender equality	49.94	54	Increase 4.06
6	Student tolerance and equality	55.01	59.89	Increase 4.88
7	Inclusivity climate	51.37	57	Increase 5.63
8	Services for gifted students	55.75	56	Increase 0.25
9	Attitudes toward disability	50.25	56.90	Increase 6.65
10	Programs/policies on sexual violence	70.96	72.89	Increase 1.93
11	Programs/policies on intolerance	65.27	79.02	Increase 13.75

Overall, the data in the table indicate that SD Negeri 2 Dempel has experienced notable improvements across several indicators that support the realization of a Child-Friendly School. These improvements are reflected in increased student psychological well-being, a greater sense of safety from physical punishment and sexual violence, and the creation of a school environment free from cigarettes, alcohol, and drugs. In addition, there has been progress in students' understanding of gender equality, as well as improvements in tolerance, inclusivity, and attitudes toward people with disabilities. The strengthening of school programs and policies related to the prevention of sexual violence and intolerance also demonstrates the school's growing commitment to child protection. Although the improvement in services for gifted students is relatively small, the overall results show positive progress and a strong commitment by the school to creating a safe, inclusive, and supportive learning environment in line with the principles of a Child-Friendly School.

To address this issue, the Indonesian government introduced the Child-Friendly School (Sekolah Ramah Anak) policy through the Regulation of the Minister of Women's Empowerment and Child Protection No. 8 of 2014. This policy aims to create schools that are safe, inclusive, and supportive of children's rights by promoting non-violent educational practices and fostering positive relationships among members of the school community [3]. The Child-Friendly School concept emphasizes collaboration between school management, teachers, students, parents, and the community to ensure that children can learn in a safe and respectful environment.

Several previous studies have examined the implementation of child-friendly schools and anti-bullying programs. Research by Rahmawati et al. found that implementing the Child-Friendly School program significantly improved students' sense of safety and comfort in the school environment [5]. Similarly, Putri and Suryadi reported that structured anti-bullying programs can reduce cases of peer violence and increase students' awareness of respectful behavior [6]. However, many of these studies mainly focus on program outcomes rather than exploring the management process behind the implementation of anti-bullying programs in schools. This gap highlights the importance of examining how management functions, such as planning, organizing, actuating, and controlling, are applied in implementing anti-bullying initiatives within the Child-Friendly School framework.

SD Negeri 2 Dempel, Karangrayung, Grobogan, has been committed to implementing the Child-Friendly School program since 2023. Based on the Education Report Card data, the school has shown improvements in several indicators related to student well-being, safety, and inclusivity. For example, the psychological well-being score increased from 55.12 in 2024 to 74.14 in 2025, while the percentage of students feeling safe from physical punishment increased from 80.05% to 92.31%. These improvements indicate progress in creating a supportive and protective learning environment. The school has implemented various strategies, including integrating anti-bullying values into classroom learning, establishing supervision systems in vulnerable areas, conducting counseling services, collaborating with parents, and organizing anti-bullying campaigns.

Despite these improvements, bullying risks still exist in several areas of elementary school environments, such as school corridors, playgrounds, restrooms, and routes to and from school [7]. Therefore, effective management is required to ensure that anti-bullying programs are implemented systematically and sustainably. School management plays a crucial role in coordinating human resources, organizing program activities, and conducting continuous supervision to ensure that the program achieves its objectives [8].

Based on this background, this study aims to analyze the management of the anti-bullying program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan, focusing on four main management functions: planning, organizing, actuating, and controlling. By examining these aspects, the study seeks to provide a deeper understanding of how anti-bullying programs are managed in elementary schools. The results of this study are expected to provide both theoretical and practical contributions. Theoretically, the study can enrich the literature on educational management and child protection in schools, particularly in the implementation of anti-bullying programs within the Child-Friendly School framework. In practice, the findings can serve as a reference for

school leaders, teachers, and policymakers in developing effective strategies to prevent bullying and create safer, more inclusive school environments.

2. METHOD

This study employs a descriptive qualitative approach because it aims to understand and describe in depth the phenomena that occur in natural settings. The data collected are in the form of words, narratives, and observations rather than numerical data. In this approach, the researcher acts as the key instrument in collecting and interpreting data in order to obtain a comprehensive understanding of the phenomenon being studied. Furthermore, the research employs a case study design, which focuses on an in-depth exploration of a particular program, process, or activity within a specific context and time period. In this study, the case study was conducted at SD Negeri 2 Dempel to examine in detail the implementation of the program or phenomenon occurring within the school. The case study approach is considered appropriate because it is well-suited to addressing research questions about “how” and “why” certain phenomena occur in real-life contexts.

This research was conducted at SD Negeri 2 Dempel from May to September 2025 because the school demonstrates a strong commitment to implementing the Child-Friendly School program. The research subjects included various stakeholders involved in implementing the anti-bullying program, including the principal, teachers, students, parents or guardians, the school committee, and other related parties such as school supervisors and community leaders. The involvement of these diverse participants enabled the researcher to obtain comprehensive information regarding the implementation, supervision, and support systems of the anti-bullying program within the school environment.

Data collection in this study was conducted using three complementary techniques: observation, interviews, and documentation to obtain comprehensive and in-depth information about the implementation of the anti-bullying program at SD Negeri 2 Dempel. The researcher served as the primary instrument and selected informants through purposive sampling, including individuals with direct knowledge and involvement in the program, such as the principal, teachers, the school committee, the Child-Friendly School team, and students. Observation was used to examine real conditions and activities within the school environment; interviews were conducted to gather detailed information from stakeholders; and documentation was used to support and verify the data obtained. By combining these techniques, the study gathered accurate, detailed, and complementary data to explain the implementation of the anti-bullying program within the Child-Friendly School framework.

The data analysis in this study applied the qualitative interactive model of Miles and Huberman, which was conducted continuously throughout the research process. The analysis consisted of three main stages: data reduction, data display, and conclusion drawing and verification. Data obtained from observations, interviews, and documentation were systematically organized and interpreted to identify patterns and meanings related to the research focus. To ensure the validity and credibility of the findings, the study also applied source and technique triangulation by comparing information from different informants and data collection methods. Through this systematic, interactive process, the analysis produced credible, scientifically accountable research findings.

3. RESULTS AND DISCUSSION

3.1 Result

Planning of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The results of the study indicate that the planning of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan has been implemented systematically and effectively. The planning process includes several main components: identifying program needs, determining stages of activity planning, making decisions in developing the work program, and conducting socialization of the anti-bullying program.

The findings show that the planning process begins by identifying the school's needs through observations, student surveys, teacher reports, analysis of discipline records, and discussions with the school committee and the Child-Friendly School team. This process ensures that the anti-bullying program is designed based on the school's actual conditions and problems. The stages of planning include forming a program team, determining program objectives and success indicators, selecting prevention and intervention activities, determining schedules and resource allocation, and preparing monitoring and evaluation mechanisms. These steps help ensure the program is implemented in a structured, organized manner.

The decision-making process for the program is conducted through deliberation involving the principal, teachers, homeroom teachers, the school committee, and student representatives. Through this participatory approach, various program alternatives are discussed and selected based on their relevance to school needs, available resources, and their potential impact on students. In addition, the socialization of the anti-bullying program is carried out in a structured and continuous manner. The process begins with internal socialization for teachers and school staff, followed by socialization for students and parents through counseling activities, meetings, and educational campaigns. This socialization process aims to build awareness and shared commitment among all members of the school community. Overall, the planning of the anti-bullying program at SD Negeri 2 Dempel reflects a participatory, data-based, and systematic approach involving various school stakeholders. This comprehensive planning supports the effective implementation of the program and contributes to creating a safe, inclusive, and child-friendly school environment.

Organizing the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The results of the study show that the Anti-Bullying Program has been organized effectively and systematically in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan. The program's organization includes determining school resources, developing the principal's organizational structure, assigning duties to teachers and staff, and delegating authority to ensure the program's smooth implementation.

The findings indicate that the principal allocates school resources through a planned, needs-based process. This includes identifying human resources such as teachers, homeroom teachers, and counseling teachers, as well as utilizing available facilities and infrastructure such as counseling rooms, campaign media, and school information systems. Financial

resources are also allocated to support training activities, character-building programs, and the development of anti-bullying campaigns.

The principal also develops the organizational structure by forming an anti-bullying program team and by strengthening teachers' and staff's competence through training and coordination meetings. Effective communication among team members helps ensure that all parties have the same understanding and commitment in implementing the program. Task assignments to teachers and school staff are carried out clearly and proportionately to their roles and responsibilities. Homeroom teachers play a key role in monitoring student behavior, providing character education, and responding to student reports. Counseling teachers are responsible for providing counseling services and handling bullying cases, while duty teachers and school staff supervise areas vulnerable to bullying incidents. In addition, the principal's delegation of authority is conducted in a structured manner to improve coordination and responsiveness in handling bullying cases. The program coordinator manages program implementation and coordination, while the Child-Friendly School team handles documentation, reporting, and program evaluation.

Overall, the organization of the anti-bullying program at SD Negeri 2 Dempel demonstrates collaborative management involving the principal, teachers, school staff, parents, and the school committee. This systematic organization supports the effective implementation of the program and contributes to creating a safe, inclusive, and child-friendly school environment.

Implementation of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The results of the study show that the implementation of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan has been carried out effectively through several structured stages. The implementation process involves the principal's guidance, teacher motivation, the execution of anti-bullying program activities, and the application of child-friendly learning practices in the classroom.

The findings indicate that the principal plays an important role in guiding teachers and school staff to ensure that they share the same understanding and commitment in implementing the anti-bullying program. The guidance is conducted systematically and continuously through explanations of program objectives, child protection principles, and teachers' responsibilities in preventing and addressing bullying in the school environment. In addition, the principal provides motivation to teachers by fostering a positive work environment, recognizing teachers' contributions, facilitating training and mentoring, and demonstrating exemplary leadership. This motivational approach increases teachers' enthusiasm, confidence, and commitment to implementing the anti-bullying program effectively.

The implementation of the anti-bullying program is integrated into school activities through the incorporation of anti-bullying values in classroom learning, the development of child-friendly habits, supervision of vulnerable areas, counseling services for students, collaboration with parents, anti-bullying campaigns, and routine program evaluations. These activities aim to create a safe, supportive, and comfortable school environment for all

students. Furthermore, the implementation of Child-Friendly School learning emphasizes inclusive, interactive learning processes that prioritize student participation and safety. Teachers use teaching approaches that are enjoyable, respectful, and responsive to students' individual needs, while strengthening character education and anti-bullying values. Overall, the results indicate that the implementation of the Anti-Bullying Program at SD Negeri 2 Dempel has been carried out in a planned, structured, and collaborative manner involving the principal, teachers, students, parents, and the school committee. This implementation contributes to creating a positive school climate and supports the creation of a safe, child-friendly learning environment.

Supervision of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The results of the study indicate that the supervision of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan has been implemented effectively and systematically. Supervision is conducted continuously through direct monitoring by the principal, routine evaluations with teachers, and the collection of reports from various sources within the school environment.

The program's evaluation mechanism includes data from teacher reports, homeroom teachers, duty teachers, student complaint boxes, counseling records, school environment observations, and input from parents and the school committee. The evaluation results are discussed in routine monthly meetings and formal evaluations conducted at the end of each semester. In addition, rapid reflections are carried out whenever bullying cases occur to ensure prompt and appropriate responses.

The findings also show that the supervision process focuses not only on the technical implementation of the anti-bullying program but also on the learning atmosphere, student interactions, and the consistency of teachers in applying non-violent and child-friendly approaches. The principal plays an active role in ensuring the program is implemented in accordance with the standards of a Child-Friendly School. Based on the evaluation results, several follow-up actions were implemented, including improving bullying prevention strategies, strengthening teachers' competence in handling bullying cases, revising case-handling procedures, increasing supervision in vulnerable areas, strengthening collaboration with parents, and providing support to students who require support.

Overall, the supervision of the Anti-Bullying Program at SD Negeri 2 Dempel contributes to creating a safer, more comfortable, and more conducive school environment for students. Consistent evaluation and follow-up actions help ensure the program runs effectively and supports the realization of Child-Friendly School principles.

3.2 Discussion

Planning of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The planning function in management is one of the four main management functions, in addition to organizing, directing, and controlling. The planning function plays an important role in providing direction, coordination, and control of organizational activities

through previously prepared plans [9]. However, in management practice, plans are not rigid or absolute, as they may be adjusted to evolving conditions and circumstances. Nevertheless, planning remains a very important element in the management process. The planning stage of the Anti-Bullying Program at SD Negeri 2 Dempel has been implemented in a systematic, participatory, and data-based manner. The planning process begins with comprehensive needs identification through observations, questionnaires, interviews, analysis of student discipline data, and discussions with teachers and the school committee to ensure the program aligns with the school's real conditions and needs. The planning stage also includes the formation of a program team, the determination of objectives and success indicators, the selection of prevention and response activities, the allocation of schedules and resources, and the preparation of monitoring and evaluation mechanisms. Decision-making is carried out through deliberation among various school stakeholders, including the principal, teachers, the school committee, and student representatives, so that the resulting program reflects collective agreement and prioritizes students' best interests. In addition, the program is supported by structured and continuous socialization through teacher training, student counseling, parent meetings, and visual or digital campaigns. Overall, these planning processes demonstrate that the anti-bullying program at SD Negeri 2 Dempel is well-defined, involves strong stakeholder involvement, and has a solid foundation to support the creation of a safe, inclusive, and child-friendly school environment.

Planning is an effort to prepare various actions that will be carried out in the future to achieve certain objectives by utilizing facilities and resources optimally [10]. Research findings by Mandarina et al. [11] on the implementation of anti-bullying programs among students indicate that effective planning involves needs identification, resource organization, school leadership, and continuous supervision. The emphasis on student participation and a multimodal approach (physical, verbal, relational, and cyber) is crucial for the success of anti-bullying programs. Similarly, Maslahah et al. [12] implemented a socialization program for Child-Friendly Schools focusing on anti-bullying in elementary schools. The program increased awareness of bullying, encouraged students to develop mutual care and cooperation, reduced bullying incidents, and helped create a safe, comfortable school environment. Research by Abdullah and Ilham [13] examined factors causing bullying behavior and the role of parents in preventing and addressing it. Community service activities were planned through socialization programs for parents, aiming to involve them actively in preventing bullying in schools.

The steps implemented by SD Negeri 2 Dempel, Karangrayung, Grobogan are consistent with the theoretical concept of planning. Planning is a systematic process of preparing activities to achieve specific goals. Planning is also understood as the effort to formulate the best steps to achieve objectives by effectively and efficiently utilizing available resources [14]. Furthermore, Listyangsih [15] states that planning is a continuous process consisting of two main aspects: plan formulation and implementation. In this context, planning functions not only as the initial stage but also as a tool for controlling and evaluating the implementation of activities.

Theoretically, the planning stages implemented by SD Negeri 2 Dempel align with the planning concept proposed by George R. Terry [16], who describes planning as the process

of selecting and linking facts while formulating and utilizing assumptions about future conditions to design activities necessary to achieve desired outcomes. Planning can also be understood as the ability to determine what will be implemented by considering limitations of time, cost, and available resources in order to achieve the desired results. Through planning, organizations set goals, determine the best methods to achieve them, and formulate rules and guidelines to support the achievement of organizational targets [17].

The planning function can be interpreted as systematic preparation for various activities required to achieve predetermined goals. It includes formulating objectives, procedures, methods, schedules, and predictions of future conditions and their potential impacts. Planning is a decision-making process in the present regarding actions to be implemented in the future [18]. In the context of Child-Friendly Schools, the anti-bullying program aims to develop the most appropriate strategies to achieve the established objectives comprehensively. Therefore, any adjustments or changes required to achieve these goals effectively and efficiently must first be planned carefully [19].

The presence of planning within the anti-bullying program ensures that all activities are prepared in a structured, systematic manner to achieve the intended objectives. Planning is a directed thinking process focused on desired outcomes, including determining activities, implementation stages, methods, and responsible parties [20]. Planning also functions as a problem-solving process in implementing activities while remaining oriented toward achieving specific objectives. It must include decision-making elements, clear goals and targets, strategies or actions, responsible parties, and necessary resources [21]. In addition, planning involves determining objectives, policies, procedures, budgets, and programs to be implemented within an organization [22].

The planning of anti-bullying programs in Child-Friendly Schools must be adaptive and responsive to the dynamics of contemporary social and technological developments. Program planning should not only address conventional forms of bullying but also anticipate the emergence of cyberbullying that occurs through social media and digital platforms. Therefore, effective planning needs to be based on accurate data and real school needs, including education report results, case documentation, and feedback from students, teachers, and parents. In addition, anti-bullying program planning should be flexible and dynamic, allowing it to adapt to changes in student characteristics and the school environment. The integration of information technology, such as digital campaigns, online reporting systems, and interactive educational media, can strengthen prevention efforts and increase student engagement. Planning should also incorporate the development of 21st-century character values, including empathy, communication skills, collaboration, and digital literacy.

Furthermore, strengthening teacher competence through training and professional development is essential to ensure that bullying cases are handled in a humane, inclusive, and non-violent manner. Collaboration with parents, communities, and related institutions also plays an important role in supporting program sustainability. Overall, visionary, contextual, and adaptive planning can strengthen the implementation of anti-bullying programs and contribute to the creation of a safe, inclusive, and sustainable learning environment in Child-Friendly Schools.

Organizing the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

The organizing function of the anti-bullying program at SD Negeri 2 Dempel has been implemented in a structured, collaborative, and systematic manner in accordance with the principles of a Child-Friendly School. The organizing process includes determining school resources, developing an organizational structure, assigning clear roles and responsibilities to teachers and staff, and appropriately delegating authority. Through participatory leadership, the principal ensures that available human resources, facilities, and financial support are mapped and utilized effectively to support program implementation. The organizational structure allows each school member, including program coordinators, homeroom teachers, counseling teachers, duty teachers, and administrative staff, to perform specific roles in preventing and addressing bullying. In addition, collaboration with parents, the school committee, and external institutions strengthens the program's sustainability and expands support for child protection efforts. Clear task assignments, supported by formal documentation and coordination mechanisms, ensure that each stakeholder understands their responsibilities and contributes actively to maintaining a safe and inclusive school environment.

Furthermore, proportional delegation of authority enables faster responses to potential bullying cases and improves coordination in both prevention and intervention activities. With a well-organized structure, the anti-bullying program can operate more effectively, consistently, and sustainably. Overall, the organizing function at SD Negeri 2 Dempel demonstrates that strong leadership, clear task distribution, and collaborative teamwork are essential elements in supporting the successful implementation of anti-bullying initiatives and in creating a safe, comfortable, and child-friendly learning environment.

The organization of the anti-bullying program at SD Negeri 2 Dempel is implemented through the establishment of a clear team structure, the allocation of resources based on needs, and the proportional delegation of duties and authority to teachers and staff. The principal develops the organization through training, effective communication, and collaboration with parents and external institutions. With proper organization, all school members can work harmoniously to create a safe, child-friendly learning environment. Research by Adiyono et al. [23] shows that in organizing anti-bullying programs, teachers play an important role as mentors, providing guidance, advice, and character development to help minimize bullying cases. Teachers help shape students' personalities, build positive relationships with them, and must remain vigilant regarding potential acts of violence among students. Research by Damawangsa and Muhimmah [24] also indicates that systematic and holistic organization of anti-bullying programs can create a safe school environment. Collaboration among stakeholders and the cultivation of strong positive values support the successful implementation of the program.

This is consistent with Hasibuan's [25] view that organizing is the process of determining, grouping, and arranging the activities needed to achieve organizational goals, including assigning individuals to tasks, providing supporting facilities, and delegating authority to responsible personnel. Similarly, Edison [26] explains that organizing involves mobilizing human resources and placing them according to their abilities and expertise to

carry out planned work. Organizing is essentially the process of forming a systematic framework in which each component is interconnected and influences one another. It involves structuring tasks and distributing responsibilities clearly, as well as allocating work, authority, and resources to organizational members so they can perform optimally in achieving shared goals. The main purpose of organizing is to facilitate task implementation and supervision within work units, ensuring effective coordination and communication within management [27]. According to Fayol [9], organizing involves managing and utilizing available resources optimally and arranging them in such a way that planned activities can be implemented as expected. The organizing function includes several key aspects, such as division of work, unity of direction, organizational hierarchy, and the degree of centralization. Proper organizing allows tasks to be performed more effectively and efficiently. Terry [16] also emphasizes that organizing is closely related to the human element. Therefore, the process of recruiting, placing, and assigning human resources within educational organizational units becomes an important part of organizing. Through organizing, formal work roles are established to enable individuals to collaborate effectively in achieving common goals. According to Griffin [28], organizing is the process of determining the most appropriate way to group organizational activities and resources. Just as building blocks can be arranged in different patterns, educational organizations can be structured in various ways depending on their needs. Understanding the characteristics of each organizational component and configuring them appropriately significantly influences organizational performance and competitiveness.

The organizing activities implemented at SD Negeri 2 Dempel align with the concept of organizing according to Terry's management theory [16]. Organizing involves determining, grouping, and arranging various activities necessary to achieve organizational goals. This process also includes assigning personnel to tasks, providing supporting facilities, and establishing relationships of authority, as delegated to individuals responsible for carrying out planned activities. Through organizing, individuals are grouped to collaborate on tasks. The main goal is to facilitate effective cooperation among members within an organization [29]. In the context of the anti-bullying program within a Child-Friendly School, organizing requires a clear distribution of tasks, authority, and responsibilities according to each stakeholder's field and scope of authority.

Organizing can also be understood as the effort to create an integrated structure in which each part is interconnected and mutually influential. Organizing an anti-bullying program involves breaking work into specific tasks, assigning them to competent individuals, allocating necessary resources, and coordinating all elements to ensure the effective achievement of organizational goals [30]. The organization of anti-bullying programs in Child-Friendly Schools has distinctive characteristics compared to general school program management. This organization emphasizes an inclusive and collaborative approach that involves not only teachers but also school staff, students, parents, the school committee, and the Child-Friendly School team. Such collaboration ensures that bullying prevention and response efforts become a shared responsibility across the entire school community. In addition, the division of roles is not based solely on formal positions but is oriented toward child protection functions, ensuring that each member contributes to their

capacity in safeguarding students' well-being according to their capacity. The organizational system also prioritizes sustainability by integrating continuous prevention and case-handling mechanisms, including daily supervision, tiered reporting systems, psychosocial support, and regular program evaluations.

Furthermore, the anti-bullying program organization adopts a humanistic and restorative approach, focusing not only on enforcing rules but also on fostering empathy, rebuilding relationships, and supporting the emotional recovery of students involved in bullying incidents. This approach reflects the broader goal of cultivating a positive and respectful school culture. Overall, the organization of anti-bullying programs in Child-Friendly Schools places the protection and best interests of children at the center of its structure. By actively involving all members of the school community and implementing sustainable organizational mechanisms, the program helps build a safe, inclusive, and supportive learning environment for all students.

Implementation of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

Implementation is also called actuation. Actuating is one of the management functions aimed at realizing the results of planning and organizing that have previously been prepared. Actuating involves various efforts to direct, guide, and motivate personnel, as well as to utilize available facilities and infrastructure to carry out tasks collaboratively and in a coordinated manner. In an organizational context, actuating is also understood as the overall process of encouraging and fostering subordinates' work spirit, enabling them to work optimally to achieve organizational goals [31]. The organization of anti-bullying programs in Child-Friendly Schools has distinctive characteristics compared to general school program management. It emphasizes an inclusive and collaborative approach by involving not only teachers but also school staff, students, parents, the school committee, and the Child-Friendly School team. This collaborative involvement ensures that bullying prevention and response become a collective responsibility of the entire school community. In addition, the division of roles within the program is oriented toward child protection functions rather than merely to formal positions, enabling each school member to contribute to safeguarding students in accordance with their responsibilities. The organizational structure also prioritizes sustainability by focusing on continuous prevention and handling efforts rather than incidental or short-term activities. As a result, mechanisms such as daily supervision, tiered reporting systems, psychosocial support, and periodic evaluations are integrated into the program structure. Furthermore, the anti-bullying program adopts a humanistic, restorative approach that emphasizes not only rule enforcement but also nurturing, protecting, and rebuilding relationships among students. Overall, the organization of the anti-bullying program in Child-Friendly Schools places the protection and best interests of children at the center of its structure while actively involving all members of the school community in building a safe, inclusive, and sustainable school culture.

The anti-bullying program in Child-Friendly Schools within modern educational institutions refers to processes or activities aimed at determining and achieving educational goals by applying the POAC management principles: planning, organizing, actuating, and

controlling. Actuating involves leadership efforts to provide direction, guidance, and coordination to individuals within a group responsible for implementing activities. Leaders assist members in completing tasks by creating appropriate working conditions. Leadership activities are highly specific because they relate directly to individuals, unlike planning and organizing, which are more abstract. The purpose of actuating is to ensure that management processes are implemented effectively and efficiently in accordance with previously established plans [17].

Actuating is a process that aims to encourage cooperation and motivate group members to work earnestly and enthusiastically in achieving goals aligned with planning and organizing. The implementation of the actuating function is based on several important principles: treating employees with care, encouraging individual growth and development, fostering motivation for achievement, recognizing outstanding accomplishments, maintaining fairness without bias, providing opportunities and appropriate support, and encouraging individuals to reach their maximum potential [32].

Research by Pribadi, Putri, Dewi, and Hakim [33] on the implementation of anti-bullying educational strategies using the Golden Circle Method in elementary schools shows that this method helps students understand the emotional impacts of bullying and develop empathy. The findings indicate that deeper emotional understanding of bullying behavior increases students' awareness of its prevention. Research by Subagiharti, Rahmayanti, Astuti, et al. [34] on the implementation of anti-bullying counseling programs as a preventive effort in elementary schools found that anti-bullying counseling is an effective preventive strategy. It increases awareness among students, teachers, and parents regarding bullying prevention through intensive educational activities. Similarly, Fadil [35] reported that implementing anti-bullying programs in schools involves providing advice and guidance to students both individually and collectively, building awareness and understanding about bullying and its impacts, collaborating with parents, engaging students in positive activities, and implementing character-building programs such as religious and moral development activities while coordinating supervision with subject teachers.

Implementation is one of the main functions in management. According to Terry, management functions consist of planning, organizing, directing, and controlling [16]. Among these functions, actuating plays a crucial role because, without it, planning and organizing cannot be realized in practice. Actuating involves guiding, directing, and mobilizing individuals so that group members are willing and enthusiastic to work [36]. Actuating is the process of encouraging individuals to work effectively and efficiently to achieve predetermined goals. According to Syamsi [37], actuating is the main activity in management that aims to encourage all subordinates to actively participate in achieving organizational objectives while fostering a sense of ownership and alignment with the organization's plans.

Supervision of the Anti-Bullying Program in the Child-Friendly School at SD Negeri 2 Dempel, Karangrayung, Grobogan

Supervision is the process of monitoring and assessing the implementation of activities and the results achieved by comparing them with the standards established in the planning

stage. The purpose of supervision is to ensure that all activities are carried out in accordance with policies, strategies, decisions, plans, and work programs that have been previously analyzed and determined. Effective supervision includes several steps: (1) establishing standards for objectives and expected work quality, which may include physical standards, costs, models, income, programs, or intangible aspects with realistic targets; (2) measuring and assessing activities based on these standards and objectives; and (3) making decisions and taking corrective actions or evaluations when necessary. Thus, supervision serves as a means of measuring and correcting organizational activities to ensure that goals and plans are properly implemented [31]. The supervisory function of the anti-bullying program at SD Negeri 2 Dempel has been implemented systematically and continuously, ensuring that the program operates in accordance with the principles of a Child-Friendly School. Supervision is carried out through structured evaluation mechanisms and follow-up actions based on evaluation results. The evaluation process involves collecting data from various sources, including teacher reports, counseling records, student feedback, observations of the school environment, and input from parents and the school committee. These data are discussed through routine meetings and periodic evaluations, allowing the school to assess the effectiveness of prevention strategies, case-handling procedures, and the overall learning environment.

Furthermore, the results of the evaluation serve as the basis for continuous improvement, such as strengthening prevention strategies, enhancing teacher competence, revising case-handling procedures, and increasing collaboration with parents. Supervision also includes monitoring student interactions, classroom climate, and teachers' consistency in applying non-violent and child-friendly approaches. This comprehensive supervision ensures that potential bullying incidents can be identified early and addressed effectively. Overall, the supervision system serves as an important quality-control mechanism that supports the sustainability and effectiveness of the anti-bullying program. Through consistent monitoring, evaluation, and improvement, the program helps maintain a safe, supportive, and inclusive learning environment while reinforcing the school's commitment to protecting students and promoting positive character development.

As one of the management functions, supervision is the final stage carried out by managers within an organization. According to Siagian [18], controlling is the process of monitoring and observing organizational activities to ensure that all work is carried out in accordance with previously established plans. The supervision includes activities such as monitoring, examining, comparing, and controlling all activities so that they align with planned objectives and expected results. Therefore, control is intended not only to detect and correct mistakes but also to prevent deviations that could occur [38]. According to Fayol [9], controlling is an essential management function that ensures organizational activities run effectively and in accordance with established standards. Supervision encourages organizational development because proper monitoring helps minimize risks and losses. Each task is closely monitored to ensure compliance with standards while also serving as a basis for future evaluation and improvement.

Supervision plays a crucial role in management by ensuring that all work is carried out in an orderly, directed manner. Even if planning, organizing, and implementation are well

executed, organizational goals cannot be achieved without proper control. Therefore, supervision functions to monitor all activities so that agreed objectives can be achieved effectively [27]. Research by Puspitarini, Wuryandini, and Rasiman [39] on the implementation of anti-bullying programs in Child-Friendly Schools shows that these programs are integrated into learning activities and into the internalization of character education. The evaluation results indicate effective planning, implementation, and structured supervision. Similarly, Rivad, Muchtar, Fatmariza, and Dewi [40] found that anti-bullying programs involving prevention and violence-handling teams strengthen efforts to prevent various forms of bullying, including cyberbullying, through comprehensive approaches, as demonstrated by evaluation and follow-up stages. Research by Ariyanta, Soegeng, and Maryanto [41] on the implementation of anti-bullying programs to realize Child-Friendly Schools shows that systematic management approaches, including planning, organizing, implementation, and supervision, significantly improve the effectiveness of these programs. Program supervision also identifies areas requiring improvement and follow-up actions.

Supervision aims to prevent deviations so that organizational goals can be achieved. According to Sunarto [42], controlling functions are used to monitor organizational progress in achieving its objectives. During the process of moving toward goals, managers must continuously monitor performance to ensure targets are achieved on time. Halim et al. [43] also state that management control includes planning and controlling activities within organizations to ensure effective use of resources. Management control or supervision is a process that ensures all resources are used effectively and efficiently to achieve organizational goals. In other words, it ensures that human, physical, and technological resources are allocated optimally to achieve organizational objectives. In the context of the anti-bullying program in Child-Friendly Schools, supervision is aimed at ensuring comprehensive implementation to improve the quality of learning in schools. As an educational manager, the principal is responsible for conducting planned and continuous evaluations to obtain data regarding obstacles faced by the school in achieving its institutional goals.

4. CONCLUSION

This study highlights that the success of anti-bullying initiatives in elementary schools is closely related to effective educational management practices. The findings indicate that the implementation of the Anti-Bullying Program within the Child-Friendly School framework at SD Negeri 2 Dempel demonstrates a well-structured management process supported by collaborative participation among school stakeholders. The integration of systematic planning, clear organizational roles, active leadership in program implementation, and continuous supervision has strengthened the school's ability to create a learning environment that prioritizes safety, inclusivity, and respect for children's rights.

The implications of this research emphasize the importance of school leadership and participatory management in preventing bullying in educational settings. Schools that implement structured management functions and involve teachers, students, parents, and the wider community are more likely to sustain effective anti-bullying programs. This study also

suggests that anti-bullying initiatives should not only rely on policies or campaigns but must be embedded in daily school practices, learning activities, and institutional culture.

However, this study has several limitations. The research focuses on a single elementary school and uses a qualitative descriptive approach, which may limit the generalization of the findings to other educational contexts. Additionally, the study primarily examines management processes from the perspective of school stakeholders, without quantitatively measuring the program's long-term impact on student behavior and school climate.

Future research is recommended to examine anti-bullying program management in a broader range of schools and regions, as well as to combine qualitative and quantitative approaches to evaluate program effectiveness more comprehensively. Comparative studies between schools that implement and those that do not implement child-friendly school programs may also provide deeper insights. This research contributes to the broader community by offering a practical model for anti-bullying program management that can guide schools, policymakers, and educators in developing safer, more inclusive learning environments for children.

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