TEACHER’S STRATEGY IN PREVENTING ACTS OF VIOLENCE THROUGH THE CHILD-FRIENDLY SCHOOL PROGRAM

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Abstract

Although regulations regarding child-friendly school policies have been made by the government since 2014. However, the reality is that we often find cases of violence against children in educational institutions covered by social media. Cases of violence that often occur in educational institutions include physical violence, sexual violence, and psychological violence. In this study, researchers were very interested and wanted to research teacher strategies for preventing acts of violence through child-friendly school programs. This aims to map teacher strategies from the results of research on child-friendly schools that have been conducted by several previous researchers. This study uses a qualitative approach with the method of a literature review or literature study. It is hoped that the results of this strategy mapping can be put to good use in the future by educational institutions in Indonesia to implement a child-friendly school program. The results of the study show that educational institutions that have implemented a child-friendly school program have tried to follow the rules by the six standard indicators set by the government. Teachers are required to carry out fun learning, invite students to actively participate, also provide more educational punishments if students make mistakes. Several educational institutions are also innovating by creating literacy activities, clean Fridays, strengthening character education, creating educational content for children through social media, and providing counseling services that students and parents can access.
INTRODUCTION

In recent years, we often see news in various media about cases of violence against children. The Ministry of Women's Empowerment and Child Protection (KPPPA) has informed that there are at least 11,952 cases of child violence that have been recorded by the Online Information System for the Protection of Women and Children (SIMFONI-PPA) throughout 2021. Meanwhile, the forms of violence that are most often experienced by children are 7,004 cases of sexual violence (Kompas.com, 2022). Based on data from KPPPA, in 2022, as many as 21,241 children in Indonesia will become victims of violence. According to (Kurniawan et al., 2020), many children have to bear the risk of negligence or the inability of their parents to protect their children. Children's rights are often neglected and not fulfilled properly, such as access to education, and protection against sexual violence and psychological violence.

Violence against children does not only occur in the domestic area but also occurs in the educational area. According to (Rangkuti & Maksum, 2019), the occurrence of violence in the school environment is generally carried out by educators and students. Even though the time children are in the school environment is quite a long time, which is approximately eight hours or a third of the day. The Child Protection Data Bank managed by the Indonesian Child Protection Commission (KPAI), has released data on child protection cases in Indonesia in the 2016-2020 period. Based on the data that has been released, there are 24,974 child protection cases in Indonesia, and of the many cases, there are 3,194 child protection cases in the education sector (Bankdata.kpai.go.id, 2021). Based on data from the Indonesian Education Monitoring Network (JPPI), the trend of cases of violence in schools that occurred throughout 2022 was 194 cases of violence, consisting of 105 cases of sexual violence, 65 cases of physical violence, and 24 cases of non-physical violence (Medcom.id, 2022). Therefore, we can see that cases of child abuse that occur in the education sector are very high. If this continues to happen, of course, it will hurt students and these educational institutions. Every effort is provided the needs of human life in this century are more knowledge based. Good in the field education, economics, industry, to development and empowerment public (Mutmainah et al., 2022).

During the commemoration of National Education Day (Hardiknas) in 2022, Minister of Education Nadiem Makarim in his speech also mentioned the three great sins in the world of education. The three sins include intolerance, bullying, and sexual violence. We know that bullying and sexual violence can hurt the victim, not only putting them under mental pressure but sometimes even ending in suicide. We also know that the progress or decline of a nation lies in the quality of its next generation, namely children. If children get quality education and are far from violence, of course, the children will grow up safely and become quality human beings too.

The protection of children is one of the government's important priorities, and the important role of the state is needed in realizing these children's rights as policymakers. Apart from the state, the role of the family and the school environment is also very important in supervising the development of children. This relates to educational affairs which will determine the future of the child so that it becomes an important point and a top priority that cannot be simply ignored. Therefore, one of the efforts or commitments from the government to fulfill these children's rights is by launching the Child-Friendly Schools (SRA) program in
2015, which has been implemented or declared by educational institutions in Indonesia. This is a follow-up to the Minister of Women's Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child-Friendly School Policies.

Child-friendly schools (SRA) not only treat children in a friendly manner but also provide what children need. A child-friendly school is a program that upholds children's rights while at school by providing comfort, security, and freedom of expression. Child-friendly schools also apply 3P, namely Provision, Protection, and Participation (Wahdah & Mujiwati, 2020). Therefore, SRA is a program that seeks to create an educational environment for humanism (humanizing humans), which is far from violence, comfortable, clean, healthy, and inclusive, so it is very good for supporting children's growth and development during the learning process at school. This is of course in line with the educational principle of Ki Hajar Dewantara which states that educating must be humanizing, namely educating is a process of humanizing humans. With a good education, it is hoped that the degree of human life can be even better than before. In addition, humans have spiritual power, namely creativity (cognitive), taste (affective), and intention (conative). So education should help students to become free and independent physically, mentally, and spiritually.

According to Ki Hajar Dewantara, education guides all the natural forces that exist in children, so that they as humans and members of society can achieve the highest safety and happiness. In addition, in the process of growth and development of a child, Ki Hajar views that there are three educational centers, namely education in the family environment, education in the college or school environment, and education in the community or youth environment which is then called the Three Education Centers. Meanwhile, according to Ki Hajar, the method that is appropriate to the education system is the among system, namely teaching and education methods based on compassion, sharpening, and fostering (Sukma et al., 2019).

While at school, the teacher is the central object who is considered to know more about the character of students, as well as being a source of role models. Teachers also have a dual role, namely as educators as well as surrogate parents while students study at school. Therefore, teachers are always required to have specific strategies that can be applied when teaching students to create a school atmosphere that is safe, comfortable, far from violence, and fun. The creation of a safe learning atmosphere is one of the goals of the child-friendly school program. The hope is that children can develop their potential better.

Although regulations regarding child-friendly school policies have been made by the government since 2014. However, in reality, we still often find various cases of violence against children in educational institutions which are covered by social media. Cases of violence that often occur in educational institutions include physical violence, sexual violence, and psychological violence. To complement the results of previous studies, it is important to research teacher strategies for preventing acts of violence through child-friendly school programs. This aims to map teachers' strategies for preventing acts of violence from the results of research on child-friendly schools that has been carried out by previous researchers. Therefore, this research uses a qualitative approach with a literature review or literature study method. It is hoped that the results of this strategy mapping can be put to good use in the future by educational institutions in Indonesia in their efforts to implement child-friendly school programs.

METHODS

Writing scientific articles uses a qualitative approach with a literature review or literature study method. Researchers collected and analyzed journal articles related to teacher strategies in preventing violence through child-friendly school programs. According to (Ulhaq & Rahmayanti, 2020), a literature review is a method used to provide assistance, evaluation, and synthesis of works of research results and thoughts that have been produced by previous researchers or practitioners. A literature review also aims to make an analysis and synthesis of existing knowledge related to the topic to be researched to find new information from the research to be carried out.

The primary data sources required in this scientific article were collected from relevant journal articles and discuss teacher strategies in preventing acts of violence through child-friendly school programs. The journal articles analyzed also come from national journals that have been published within the last five years. Secondary data sources come from news or other data sources that can be used to support this article. Data analysis was carried out using the following steps: First, the collected data will be classified based on the problem formulation in this article. Second, the data is studied and analyzed in depth. Third, researchers draw conclusions and suggestions based on the results of the data analysis carried out. All these steps need to be taken to simplify the process of data analysis and mapping of research results.

RESULTS AND DISCUSSION

The right to education is one of the human rights that must be fulfilled. Therefore, the government guarantees access to education rights are properly served, including taking appropriate actions and countermeasures to prevent and resolve problems in society. Child-friendly schools are a strong manifestation of fulfilling children's rights to education. For this reason, a special approach is chosen that is non-discriminatory, serves the best interests of children, maintains survival, respects every idea, and implements good governance to achieve the desired educational standards, with an additional focus on protecting their growth and development period (Nurhayati, 2020).

Children are the next generation of the nation and we must take good care of them. However, in reality, children are often the target of violence or the outlet for the problems experienced by parents at home, teachers, and friends at school. Sometimes these children
get violence that comes from the environment where they live. According to (Sukma et al., 2019), teachers often point to students who are considered naughty and make it a joke to give a deterrent effect to these students so they don't repeat their mistakes. However, the deterrent effect given by the teacher has a bad impact on the mentality of the students themselves, so students lose self-esteem in front of their friends.

In the past, the use of violence was often seen as a form of discipline, both within social institutions such as the family, education, or the military, (Francisca, S., Nurani, L. M., & Chappell, 2023). In the world of education, we often encounter unscrupulous teachers who tweak, slap, and even bully students so they want to be disciplined while studying. In addition, peers or school friends also participate in acts of violence. Be it physical, psychological, or sexual violence. The minister of education in his speech emphasized that there are three grave sins in the world of education in Indonesia that must be handled seriously and with full responsibility. The three sins include bullying, sexual violence, and intolerance. Therefore, these three problems must be resolved properly so that the education system in Indonesia can run smoothly.

Every child also has the right to survive, grow, and develop, and has the right to protection from violence and discrimination. The law on child protection also emphasizes the protection of children in the school environment from acts of violence perpetrated by teachers, school administrators, or their friends. Everyone is also prohibited from treating children by ignoring them in a discriminatory manner, including labeling them. The convention on children's rights also mandates participating countries that have ratified it to pay attention to the importance of education, discipline enforcement, capacity building, skills, learning, or other supporting capabilities for children so they can live in society.

1. Child-Friendly School Program

As a system, quality education must continuously assess and improve all dimensions of system quality, namely the quality of students, learning environment, content, processes, and results (Fauziati, 2018). Child-Friendly Schools (SRA) are the government's efforts through the Ministry of Education and Culture in collaboration with the Ministry of Women's Empowerment and Child Protection (KPPPPA), in realizing the fulfillment of rights and protection of children for eight hours when children study at school. Efforts that can be made are to make schools Clean, Safe, Friendly, Beautiful, Inclusive, Healthy, Beautiful, and Comfortable (BARIISAN) for children or students (KPPPA RI, 2015). The idea for SRA program also aims to prevent and protect children from various cases of violence in the school environment that often occur. Thus, education is not only centered on increasing children's knowledge, but also on the independent, personal, and character attitudes possessed by students (Andriyan & Trihantoyo, 2021).

The Ministry of Women's Empowerment and Child Protection as one of the Ministries that has a role in child protection has encouraged the central, provincial, and regional governments to create a school environment that is friendly, safe, comfortable, healthy, and enjoyable for children. This is an important point considering that children are in the school environment for eight hours a day or one-third of a child's time. Thus, looking after and protecting children during this time must be an important priority that is carried out jointly by all elements of education in schools, including principals, teachers,
and education staff. It needs good cooperation between parents, teachers, community organizations, the business world, and alumni to support it.

Child-friendly schools are an idea to build a new paradigm in educating and teaching students. The goal is to create a new generation that excels without violence, fosters adult concern, and fulfills and protects children's rights from unwanted things. According to (Sari et al., 2021), child-friendly schools can also be interpreted as schools that can explore children's potential, and provide facilities to develop their potential. The role of schools is also very important in carrying out appropriate efforts to prevent and deal with violence in students when experiencing violence in the school environment.

According to (Istiningsih et al., 2021), in the implementation of the Child-Friendly Schools (SRA) program, there are six components or indicators to measure SRA achievements, and every educational institution that implements the SRA program must pay attention to them. The six SRA components or indicators include:

a. Policies in Child-Friendly Schools (SRA),
b. Implementation of a child-friendly learning process related to the curriculum at SRA,
c. Educators and education staff who have been trained on child rights and SRA,
d. Child-friendly facilities and infrastructure,
e. Participation or participation of children, and
f. Participation of parents, community organizations, the business world, other stakeholders, and alumni.

The six SRA indicators must be implemented as a follow-up step to the Minister of Women's Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child-Friendly School Policies. According to (Dewi & Sholeh, 2021), these rules apply to formal, non-formal, and informal education that is safe, clean, healthy, caring, and environmentally cultured. Able to guarantee, fulfill, and respect children's rights, and protect children from violence, discrimination, and other mistreatment. Able to support children's participation, especially in program planning, policy implementation, learning processes, supervision, and complaint mechanisms related to fulfilling children's rights and protecting children in education units.

In line with the issuance of the child-friendly school program in 2015, the Ministry of Education and Culture also issued PERMENDIKBUD No. 82 of 2015 concerning the Prevention and Management of Acts of Violence in the Education Unit Environment. In PERMENDIKBUD No. 82 of 2015, Chapter 1 Article 1 Paragraph 1 explains that acts of violence are behaviors that are carried out physically, psychologically, sexually, in the network (online), or through textbooks that reflect aggressive actions and attacks that occur within the educational unit environment, which can result in fear, trauma, property damage, injury/injury, disability, and/or death. So, it can be concluded that all forms of violence that have been mentioned above, if they are carried out and occur in an educational environment, then the perpetrators can be subject to applicable legal sanctions.

In PERMENDIKBUD No. 82 of 2015 Chapter 3 Article 6 describes acts of violence in the educational unit environment, namely:
a. Harassment is an act of physical, psychological, or online violence.
b. Bullying is an act of disturbing, constantly harassing, or causing trouble.
c. Persecution, is an arbitrary act such as torture and oppression.
d. Fighting, is an action accompanied by fighting words or fighting power.
e. Hazing, is an act of recognizing and appreciating a new environmental situation by precipitating (eroding) the mindset that was previously owned.
f. Extortion, is an act, matter, method, or act of extortion.
g. Fornication is an act, a process, a method, a heinous and dirty act, indecent, violating decency and decency.
h. Rape, is an act, process, deed, or way of subduing by force, coercion by force, and/or rape.
i. Acts of violence based on discrimination against ethnicity, religion, race, and/or inter-group (SARA), are all forms of distinction, exclusion, restriction, or selection based on SARA, which results in the revocation or reduction of recognition, acquisition, or exercise of rights human rights, and basic freedoms inequality.
j. Other acts of violence as regulated in laws and regulations.

The purpose of preventing acts of violence in the educational unit environment has been contained in Chapter 2 Article 3, namely:
a. Creating conditions for a safe, comfortable, and enjoyable learning process.
b. Avoid all school members from elements or acts of violence.
c. Fostering a harmonious social life and togetherness among students, or between students and educators, educational staff, and parents, as well as the community both within one educational unit and between educational units. (PERMENDIKBUD No. 82 Tahun 2015 Tentang Pencegahan Dan Penanggulangan Tindak Kekerasan Di Lingkungan Satuan Pendidikan, 2015).

2. Teacher’s Strategy in Preventing Acts of Violence Through the Child-Friendly School Program

One form of effort or commitment made by the government to fulfill children's rights in Indonesia is by launching the Child-Friendly Schools (SRA) program in 2015. This SRA program has been implemented or declared by educational institutions in Indonesia. This is a form of follow-up to the Regulation of the Minister of Women's Empowerment and Child Protection (KPPPA) Number 8 of 2014 concerning Child-Friendly School Policies. Child-friendly schools also apply 3P (Provision, Protection, and Participation). Provisions prioritize the fulfillment of students' rights such as affection, protection is a form of protection from violence, and participation is the involvement of students while at school.

Child-friendly schools are a form of improvement in educational institutions that emphasize the mental and physical health of students by paying attention to access to education, equity, and the quality of education provided. Therefore, the teacher has full control in creating a good learning environment free from violence. According to (Wahyun, et al., 2023), the teacher is the central object that plays an important role in creating a child-friendly school because the teacher has direct contact with students. In addition, the teacher also knows more about the personality and conditions of students while at school.

Every educational institution that implements the Child-Friendly School (SRA) program must pay attention to the six achievement indicators of the SRA program. The six indicators are closely related to one another. However, this article focuses more on teacher strategies in preventing acts of violence through child-friendly school programs. Based on the results of the analysis conducted by researchers using the literature review...
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method, the teacher's strategy in preventing acts of violence through child-friendly school programs is as follows:

Table 1. Teacher Strategy Mapping Results

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<th>No.</th>
<th>Teacher Strategy</th>
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<tr>
<td>1.</td>
<td>The school implements the School Literacy Movement (GLS) program which is carried out through reading activities for 15 minutes. Literacy activities are implemented such as reading stories of Islamic figures, mentioning characters, and retelling stories individually or in groups. Literacy activities by reading for 15 minutes can develop students' character because they read different topics every day. The hope is that through these literacy activities, students can build knowledge and values based on the topics they read, and apply them in everyday life (Farikah, 2019).</td>
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<td>2.</td>
<td>The school has tried to provide services that consider the needs of children, safety, and comfort of children while at school. Schools also serve Children with Special Needs (ABK) well without differentiating them from students who are in normal condition. The teachers are also committed to implementing child-friendly school policies properly. This is demonstrated by improving the quality of teaching services by child-friendly school indicators, as well as establishing good communication with various related parties such as students and their parents (Rangkuti &amp; Maksum, 2019).</td>
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<td>3.</td>
<td>The school has cultivated or accustomed to 5S activities (smiles, greetings, greetings, politeness) every day. Organizing extra activities and practicing noble character in daily life. Do not impose corporal punishment on children, but memorize the Al-Qur'an according to their level of education. They are shaping the positive behavior of students by providing an exemplary good attitude. Give rewards for good behavior, and explain the consequences to children if their behavior is not good (Sukma et al., 2019).</td>
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<td>4.</td>
<td>The child-friendly learning model must be democratic. First, the teacher must be more familiar with the child’s character before deciding what steps should be taken for students in the learning process at school. Second, teachers and students must be able to establish healthy bonds in solving various problems. Third, the teacher must be prejudiced against students by taking a subtle approach. Fourth, teachers must realize the potential possessed by their students, provide motivation, and compassion, and avoid violent punishment (Yosada &amp; Kurniati, 2019).</td>
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<td>5.</td>
<td>Principals and teachers develop special programs. First, holding a clean Friday program that is mandatory for all students. Second, the habit of praying dhuha in the congregation every morning. Third, apply habituation (5S + Tomato), namely Smile, Greeting, Greet, Polite, Polite + Please, Sorry, Thank You. Fourth, in carrying out learning activities in class, teachers are expected to apply interesting learning methods, invite students to be active, and carry out comfortable learning (Wahdah &amp; Mujiwati, 2020).</td>
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<td>6.</td>
<td>The teacher understands that with a child-friendly school policy, students' rights are guaranteed. The school also no longer applies corporal punishment, but more educational punishments such as watering flowers or cleaning the classroom. The teacher also carries out a fun learning process and teaches students to respect</td>
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each other's opinions. Teachers and education staff have also attended training in child-friendly schools, so students who wish to consult do not have to see Counseling Guidance (BK) teachers, but can go through other teachers. Teachers are also always required to be good examples for students in terms of discipline (Kurniawan et al., 2020).

7. The form of activity carried out by the school is the IMTAQ activity. This activity involves students and teachers by presenting resource persons to provide motivation, awareness, and increasing understanding of community life from a religious, cultural, and social point of view. IMTAQ activities are also carried out alternately with clean Friday activities so students don't feel bored. The school also conducts raids in class every two or three months to ensure students don't bring prohibited items by school regulations. The school also makes a disciplinary contract with parents and students that must be signed. This is an effort to prevent actions that could harm students, parents, and schools in the future (Apriadi & Khadafie, 2020).

8. The form of implementing the child-friendly school program is by inviting students to carry out learning outside the classroom to produce more enjoyable learning. Teachers also carry out supervisory activities on school activities, such as learning activities, extracurriculars, spirituality, and other activities. These monitoring activities are carried out with coaching, appeals, reprimands, outreach, and educational punishments. The teacher also plays a role in making Learning Implementation Plans (RPP) that meet child-friendly school indicators. The teacher also guides students, provides learning support facilities, and oversees the learning process properly (Kurniyawan et al., 2020).

9. The implementation of learning must lead to the formation of character in children. Character building is carried out through the provision of religious education, fun learning activities, play activities, and other activities that pay more attention to increasing children's interest in learning (Nuraeni et al., 2019).

10. The innovation of the child-friendly school program refers to child-centered activity programs, taking into account the characteristics and needs of children. First, schools hold program innovations such as strengthening character education and manners. Second, it provides psychological service units and counseling guidance that students and their parents can access. Third, creating the Canting (Chat Learning for Everything) program, which is a talk show program about family education that is broadcast via the Instagram and YouTube applications. Fourth, create a Share Lova Children's Podcast program which is broadcast via the Instagram and YouTube applications (Pangestuweni et al., 2021).

11. Principals and teachers always provide good examples such as familiarizing 3S (Smile, Greet, Greeting) and instilling character in students. Principals and teachers also provide a space for participation for students to be able to express opinions, complaints, suggestions, and complaints so that students do not feel discriminated against (Dewi & Sholeh, 2021).

12. Fulfillment of rights and protection in early childhood is important because it is the key to the success of children's growth, development, and welfare. First, the teacher acts as a facilitator by designing and providing child-friendly learning
media, establishing active communication and interaction, and providing open spaces for children's learning and play. Second, the teacher acts as a guide by carrying out environmental care habits and local culture which aims to direct and guide children to care more about their own culture and the surrounding environment. Third, the teacher acts as a motivator by creating a fun and comfortable learning atmosphere for children. Teachers also motivate lazy children to learn by approaching children, giving praise, and giving prizes if the child follows the teacher's directions (Sari et al., 2021).

13. The pattern of the approach taken by teachers in carrying out sexual education is through songs that contain content on body parts that other people may and may not touch. Teachers also provide sexual education through counseling guidance services, provide directions on how to dress properly, the ethics of playing with the opposite sex, and introduce education about reproductive organs, and gender (Wahyuni et al., 2023).

Education is an effort that is carried out consciously and planned to create an effective and efficient learning atmosphere and learning process. Learners in this case children can actively develop their potential, which is later expected to manifest religious spiritual strength, intelligence, self-control, personality, noble character, and skills that are useful for themselves, and of course, all of this must have the support of all parties so that children can achieve the learning process. Therefore, the government is trying to be present as a provider of policies or regulations in terms of saving children’s rights through the child-friendly school program.

Educators and education staff in schools are expected to be able to create and carry out a good learning process that is adapted to the character of their students. Educators are also required to design school programs according to the stages of growth and development of their students. Being a facilitator who helps and accompanies students during the learning process is carried out, as well as providing good motivation so that students become enthusiastic about learning. In addition, in implementing child-friendly schools, teachers are required to continue learning and developing their knowledge and are required to attend training on child-friendly schools.

Based on the results of the mapping of teacher strategies in preventing acts of violence through the child-friendly school program, it can be seen that educational institutions that have implemented the program have tried to follow the rules by the six standard indicators set by the government. Teachers are required to carry out fun learning, invite students to actively participate, eliminate corporal punishment, and replace it with more educational punishment if students make mistakes. Several educational institutions are also innovating by creating literacy activities, clean Fridays, strengthening character education, creating educational content for children through social media, and providing counseling services that students and parents can access. Child-Friendly Schools (SRA) do not build new schools but make schools more enjoyable, guarantee freedom, and protect students. This is because the school is the second home for students after their own home.

As a form of protection of children’s rights in Indonesia, it is very important to organize a child-friendly school program to create a safe, comfortable teaching and
learning process and protect children from all forms of violence, both physical, verbal, and other forms of violence. According to (Erdianti & Al-Fatih, 2020), the child-friendly school program is also based on the principle of child protection which prioritizes fulfilling children's rights, so that it becomes a solution for the state in dealing with various forms of violence in schools. Therefore, it is appropriate for educational institutions to be able to implement these programs properly so that in the future a superior generation will be created that is healthier and far from violence.

CONCLUSION

Seeing that there are still many cases of child violence occurring in educational institutions, it is very important to implement child-friendly school programs well and evenly. Creating a safe learning atmosphere is one of the goals of the child-friendly school program. Child-friendly schools are a system that ensures children's safety, fulfills children's rights, keeps children away from discrimination, and places children as an important priority who must receive extra protection. While at school, the teacher is also the most central object who is considered to know more about the student's character, is a source of role models, and also plays a dual role as an educator and parent. Therefore, there are five strategies that teachers can implement to prevent acts of violence in schools. First, teachers can implement and strengthen character education activities such as carrying out literacy activities to foster students' interest in reading and carrying out Clean Friday activities to raise students' awareness of the cleanliness of the school environment. Second, teachers can use social media to create educational content for children about anti-violence education. Third, provide counseling services that students and their parents can access. Fourth, disseminate anti-violence education to students and their parents. Fifth, teachers must implement anti-violence education during the learning process. The hope is that if this strategy is implemented well, students can develop their potential even better to create a superior generation in the future.

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