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Psychological interventions to create child-friendly school in senior high schools levels in Indonesia

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ABSTRACT

School violence, including bullying, is one of the severe problems faced by educational institutions in Indonesia. Bullied students are more likely to suffer anxiety, unhappiness, and uncomfortable feelings. As a result, they are unable to perform well in their school activities which affect their learning outcome. This study aims to find suitable types and models of psychological intervention to solve the school violence problem. Specifically, this psychological intervention is expected to help create a child-friendly school in Indonesia at the senior high school level. This study applies the Systematic Literature Review (SLR) method by operating the academic search engine, namely "Google Scholar" and "Research Gate." The result shows there are 22 articles on psychological intervention. Regarding types, two types of psychological intervention can be applied to creating a child-friendly school at the senior high school level in Indonesia: social intervention and group counseling intervention using the Tazkitatun-nafsi self-management technique. Besides there are four models of intervention approaches, namely psychoeducational model intervention; b) intervention with a behavioral model; c) intervention with a neuropsychological model; and d) intervention with the cognitive model.



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Introduction

One of the severe education problems in Indonesia is school violence. Violence in school occurs both physically and psychologically. The violence in school should be ended because children are the nation's future generation who continue to build a better country for Indonesia (Aini, 2016). Teachers and students should be involved in the academic and intellectual process. Still, they should act in accordance with the rules applied in the school, as regulated in the national law (Magfirah & Rachmawati, 2017)(Law of the Republic of Indonesia Number 20 of 2003 Concerning the National Education System., n.d.).

International Survey conducted by Sampson on 120,000 students from 28 educational institutions shows that 20 students under 15 years old reported experiencing bullying. The bullying case even occurred in developed countries like Australia, the United States, etc. (Hertinjung, 2011). Bullying is intentional aggressive behavior done by a group of people or someone repeatedly (Geldard, 2012). The bullying action included beatings, murders, robberies, gun attacks, and rape (Widyastuti, 2003). Indonesia experiences a similar bullying problem, as reported by Kompas (2011). Various news reports and social media warn that violent behavior is a phenomenon among children, including students (Aini, 2016).

The Indonesian National Commission for Child Protection (KPAI) has found more than 253 cases of bullying between 2011 and 2016 (Nuridha, 2017). Meanwhile, in 2018 KPAI found that 84 percent of students in Indonesia had experienced acts of violence in their schools (Marlangan & S, 2020). The effects of bullying are manifested in several forms. However, in some cases, bullying did not affect the victims (Webber & Ovedovitz, 2018). The Center for Research and Development of Social Welfare Services (BP3AP2KB) Sleman noted that 179 cases of bullying occurred in Sleman, Yogyakarta in 2018. Arie Rukmanta, the UNICEF representative in Java, said that 20% of children and adolescents in Yogyakarta who had experienced bullying at school tended to choose not to go to school. The school environment is a second place for children to develop their capacities, find friends and play. Therefore, parents in any way look for schools that have good quality for the comfort of their children. But in reality the school which is considered the safest place for children after the family is the opposite, namely the occurrence of acts of violence against children committed by the school.

Based on the above problems, child-friendly schools (SRA) are needed to overcome violence in schools. As the goal of the Child-Friendly School policy, what is expected together is the implementation of aspects that are able to respect, guarantee and fulfill children's rights in schools such as facilities and infrastructure that support the growth and development of children's character in schools, trained and competent 4 students in conveying and providing child-friendly learning, as well as ensuring the protection of children from verbal and non-verbal violence in schools. So that with the Child Friendly School policy, school units are able to minimize and even eliminate cases that intersect with children's rights, both inside and outside the world of education. One solution that can be offered is psychological intervention to deal with violence in schools, especially in high school. To date, no research has been conducted to formulate and develop psychological interventions.

Method

This research applies the systematic literature review (SLR) method. Specifically, this research presents the classification and evaluation of previous and current research findings and what is the gap in the study obtained from articles, books, and documents (Creswell, 2005). In this research, an electronic search engine, namely "Google Scholar" and "Research Gate," are used to search journal articles. This systematic literature review process follows the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) guidelines, which started by determining the research theme, searching for articles, extracting, and analyzing articles (Novianti et al., 2021). The procedure in this study begins with collecting data obtained from several online places to search for a journal that is collected, then analyzed to create a process flow commonly known as a flowchart to make it easier to intervene psychologically to create a child-friendly school.

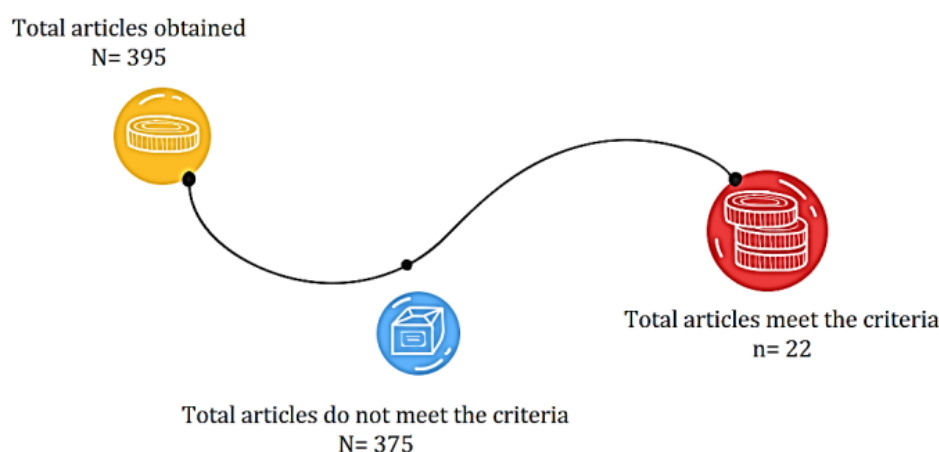


Figure 1. Flowchart of an article obtained on electronic search engines.

Results and Discussions

The table of articles above shows that many types of psychological interventions can be conducted to create child-friendly school in senior high schools in Indonesia. Intervention is derived from the word *intervene*, which means to *intervene*. The psychological intervention is aimed to understand psychological problems to

find the best solution (Anwar, 2017). Psychological intervention is preventive action designed by the school—as the policy maker—in collaboration with a psychologist to set the norms and values in school. In this study, the purpose of psychological intervention is to create Child-Friendly School (F, 2013). Psychologists and educational experts have offered various ways to solve student learning problems (Agustin, 2018). Activity-based intervention is beneficial for students who are initially unaware of their learning needs because they do not know what the purpose of studying is (Darmayanti, 2008). One needs to analyze the background to create child-friendly school to formulate the proper intervention. One form of intervention to prevent bullying or violence in school is social intervention (Yusuf et al., 2012). However, when the bullying already occurs in the school, recovery intervention, known as CRP (Citizen Responsibility Program), in addition to the social intervention, is urgently needed to recover the bullying victim. There are five principles in the social intervention program with this CRP model those are 1) Having reasonable expectations for others, 2) showing responsibility, 3) accepting and acknowledging feelings and various forms of violence that have been done, 4) fixing the violence or damage that have been done; and 5) having a sense of caring for others (Yusuf et al., 2012).

Besides the social and recovery intervention discussed above, spirituality and religious-based intervention can be an option for the religious-based school in dealing with school bullying. One spiritual-religious-based intervention is tazkiyatun-nafs self-management technique (Agustin, 2018). According to Cormier & Nurius in Agustin (2018), the self-management technique in this intervention consists of 4 strategies, including 1) self-monitoring; 2) stimulus control, that is, strategy or designing programs to increase or decrease behavior; 3) self-reward that is a strategy to regulating behavior by rewarding yourself after achieving something targeted; 4) self as a model, which is a strategy that makes students become models for themselves. The four strategies mentioned above are to increase self-awareness in creating child-friendly school. Notwithstanding, for children with learning disorders caused by bullying victims, psychological-based learning models can be recommended as a treatment. The psychological-based learning models include psychoeducational, behavioral, and mixed models (combination of psychoeducational, medical, and cognitive). Various methods can be applied in handling children with learning disorders due to violent or bullying behavior, such as psychoeducational and behavioral models, models with psychoeducational and medical approaches, and cognitive models (Fakhriya, 2022).

Regulation of the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child-Friendly School Policies states that the realization of Child-Friendly School (CFS) has six indicators, namely: 1) Child-Friendly School policy, 2) curriculum implementation, 3) well educated and skilled staff who are understanding the children's rights, 4) facilities and infrastructure that support Child-Friendly Schools, 5) student's participation, 6) parents participation, the involvement of community agency, business company, policymakers, stakeholder and alumni (KPPPA, 2015). The purpose of establishing this child-friendly school is to create a school with a safe and comfortable environment and free from any violence and bullying behavior (Mala, 2015). The National Commission for Child Protection (KPAI) noted that from 2011 to 2019, there were 37,381 cases of violence against children. The number of bullying that happens directly in school and indirectly on social media is 2.473 cases, which probably increases over time (Nafisa, 2020). These data indicate that schools are not child-friendly places due to many violent and bullying behaviors in the educational environment.

Among the supporting factors in creating a child-friendly school is the awareness and commitment of all stakeholders to build harmonious and respectful relationships with each other (Ratna, 2018) (Dewi, RR, 2021). For this reason, the teachers and staff are involved in training on Children's rights held by schools. By carrying out this training, they are expected to understand the children's requests to support the child-friendly school program. Besides the teachers and staff, the school committee is also involved in this program. They play the role of an advisor of the CFS program who gives advice, feedback, and suggestions for implementing the CFS program (Dewi & Syukur, 2022). Also, the critical factor that should be considered in implementing this program is the availability of child-friendly school infrastructure (Sunoto, 2021) (Putri & Rahaju, 2020) (Love, 2017) (Fakhriah, 2019). However, the training, seminar, and socialization on CFS among teachers and staff are still limited and have not been held comprehensively. This fact becomes an inhibiting factor in implementing the CFS program (Ratna, 2018). Therefore, it is necessary to understand all teachers and staff children's rights without discrimination and the basic concept of child-friendly school (Wuryandani & Senen, 2018) (Farihin et al., 2022).

In addition to these factors, the violence and bullying behavior in schools is also happened due to feelings of hatred and displeasure. Displeasure is an attitude or sense of dislike for a specific behavior (Marlangan & S, 2020). The studies show the disharmony relationship among students possibly triggers bullying behavior between the students (Zulyan, 2021) (Aini, 2016). One of the violence that often occurs among students is

verbal violence (Aini, 2016). Bullying in schools is a serious problem (Zhao & Chang, 2019). Research also shows that peer bullying often happens (Yusuf et al., 2012). The disharmony and bullying behavior among the students influence their learning motivation (Ruo Bing Zhao & Chang, 2019). Based on the literature review above, we found that several psychological interventions suit to be applied to create child-friendly school at the junior high school level, including a) social intervention; b) group counseling intervention using the Tazkiyatun-Nafsiself-managementtechnique. Among various types of interventions mentioned above, we found some models of intervention approaches, such as a) psychoeducational model intervention; b) intervention with a behavioral model; c) intervention with a neuropsychological model; and d) intervention with the cognitive model.

In general, there are two factors which supporting and inhibiting the child-friendly school program implementation at the junior high school level. The most influential supporting factor is the increased awareness and commitment from all parties. Meanwhile, the most influential inhibiting factor is the hatred and displeasure feeling between peers. However, the teachers are unaware of the disharmonious relationship among the students. Moreover, teachers do not apply the child-friendly school program recommended by the ministry of education that has been socialized via the training (Blumenthal & Blumenthal, 2021).

The violence and bullying among students and teenagers are mushrooming everywhere. This occurrence happens not only in school but also outside, even online through social media. This study reveals that psychological intervention, precisely preventive measure is critical in organizing child-friendly schools at senior high school level in Indonesia. What is meant by intervention is psychological intervention as a student's psychological therapy. By doing this treatment, they are expected to know themselves well so they can control their activities and keep and protect them from committing juvenile delinquency, including bullying and violence. These violence and bullying demeanor encourage educational institutions in Indonesia to create child-friendly school.

Based on the previous explanation, various kinds of interventions and approaches can be applied in designing a child-friendly school. Below is the intervention chart to create a child-friendly school:

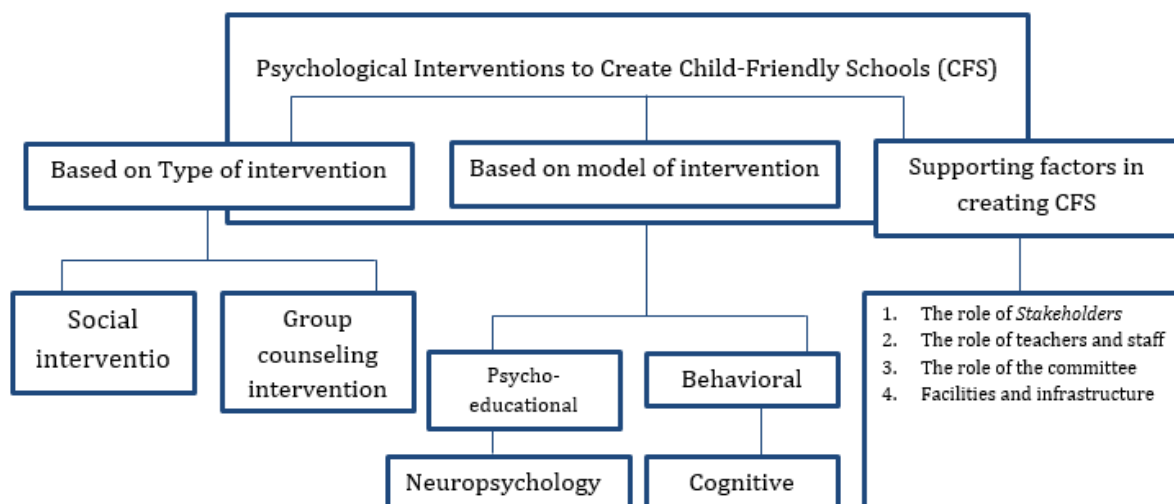


Figure 2: Chart of systematic psychological interventions to create CFS

This systematic psychological intervention chart is used to support the design of child-friendly schools, where this chart has been formed in accordance with what is suggested by psychology which is described based on the type of intervention, intervention model and supporting factors for the creation of CFS. It is hoped that the distribution based on the chart formed will make it easier to design the desired child-friendly school. Additionally, to design an ideal child-friendly school, an educational institution should fulfill several supportive components required. The chart of an ideal child-friendly school is described as follows (Figure 3).

The charts mentioned above are in accordance with the child-friendly school guideline arranged by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia in 2015. So that an ideal CFS component flowchart is made in order starting from the child needing to make a commitment regarding the policies and rules that exist in child-friendly schools, making the learning process in accordance with the child-friendly school program, then training teachers and staff to be able to bring children always

right, providing good facilities, children's participation and facilities provided by parents, supporting organizations, alumni and other civitas are also needed. Specifically, this guideline stated that a child-friendly school is aimed at preventing violence and bullying in school. In addition, to actualize an ideal child-friendly school, the right interventions and supporting components described in the charts above need to be accomplished (KPPPA, 2015).

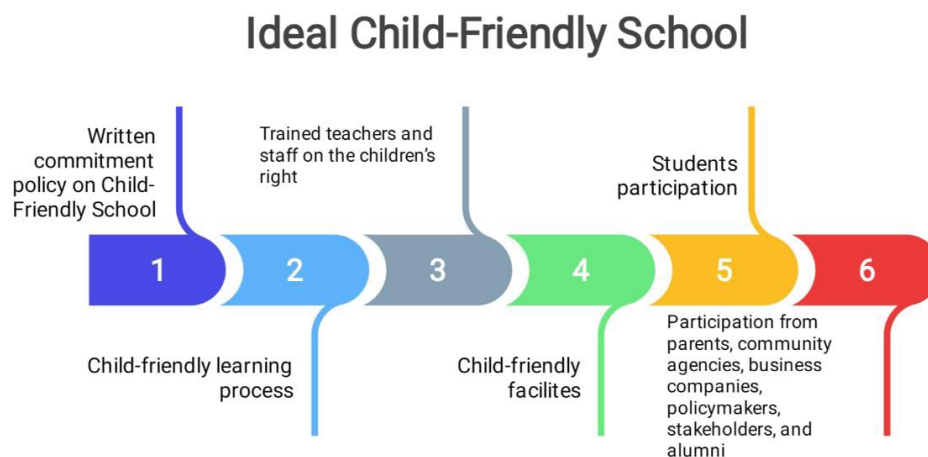


Figure 3: An ideal CFS component flowchart

Cross (2011) in Rismayani et al. (2021) stated that child-friendly school interventions are designed to use all parts of the school to build student relationships with other parties in order to reduce the possibility of intimidation but provide opportunities for every student to enjoy school facilities in developing themselves actively, creatively and effectively. This research shows that it is important to establish children's schools to reduce the possibility of things that are not wanted by all children and parents, such as intimidation, violence, and other things. According to the Firmansyah (2018) SRA program in its implementation, it embraces various parties, both program administrators, schools, and various who are concerned about alleviating the problem of violence against children, so that later these students can feel that there is no more violence in the classroom or in the school environment, they get their rights, the parents also feel safe in entrusting their children to school, they also feel happy with this program from the Nugraha orphanage. The two research results above are in line with the results of this study where it is important to design child-friendly schools in order to provide a safe second place besides home, so that children can feel comfortable and peaceful in the learning process.

There are many things that need to be provided and considered in addition to the workforce and materials that will be delivered to support the concept of child-friendly schools, it is also necessary to provide infrastructure components in child-friendly education which includes facilities provided by schools to support children's needs in the learning process held by educators. also to be considered in order to support the ideal learning needs. Things like this should then be considered by the school in realizing a child-friendly school, every facility, facility and infrastructure in the school is considered as one of the supports for the successful implementation of student educational activities. The author hopes that further research can discuss the continuation of the implementation of child-friendly schools at various levels of education, or can expand the variables and research focus to further deepen the research discussion on this.

Conclusions

In a conclusion, the result of this study indicates that two types of psychological interventions can be applied in creating child-friendly schools at senior high school levels in Indonesia. The first intervention is social intervention, and secondly is the tazkiyatun-nafsi self-management technique. Meanwhile, in terms of intervention models, there are four intervention types such as a psycho-educational model, an intervention with a behavioral model, an intervention with a neuropsychological model, and the last is an intervention with a cognitive model. This study offers the types and kinds of psychological interventions to be implemented in child-friendly school in senior high school level in Indonesia.

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