Teaching Strategy in Early Childhood Education: Child-Friendly Classroom Management to Anticipate Bullying Behaviours

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ABSTRACT: Bullying behaviour can have a negative impact on a child's physical and psychological health. Bullying in the classroom is a challenge for early-childhood educators. Preschool is the first place outside the home where children face social challenges when interacting with their classmates. Child-Friendly Class is the first step and part of the Children Friendly School (CSF) as a UNICEF program and an important Indonesian government policy to prevent the emergence of child bullying behaviour. This study aims to identify needs in the process of developing a Child-Friendly Classroom Management model to anticipate bullying behaviour. This research and development method uses an adaptation of the Rowntree model which includes three stages of the process and data collection techniques using interviews, questionnaires, and observation. The results of this study indicate that the preparation of an effective classroom management guidebook to create child-friendly classes needs to be followed up immediately. Several findings related to teachers' perceptions of classroom management, and child-friendly classes prove that child-friendly classes have not been implemented properly in ECE institutions, with bullying behaviour still appearing in early childhood in ECE institutions. ECE teachers understand that it is important to implement classroom management but so far there has been no manual on how to manage effective classrooms as well as training related to the implementation of effective classroom management. The creation of child-friendly classes is believed to be able to help teachers suppress the emergence of bullying behaviour in early childhood.

Keywords: Child-Friendly Classroom Management, Bullying Prevention, Early Childhood Education

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1 INTRODUCTION

Children may have started to be aggressive than their peers at an early age (from the age of twelve months) Peer violence is more common in pre-schoolers (ages three to five years) and kindergarten than in other age groups, according to research by Kirves and Sajaniemi (2012). Aggressive behaviour such as bullying and peer victimization have been observed in four-year-old children in many countries (Monks et al., 2005). According to research, bullying that occurs among preschool-age children is a serious problem in kindergarten (Kirves & Sajaniemi, 2012). Bullying is an interaction in which a strong individual (the bully) engages in aggressive behaviour towards the less dominant (the victim) to create distress (Olweus, 1994). Bullying is also defined as an imbalance of power between the victim and the bully, where the victim has difficulty defending himself from the bad actions directed at them (Salmivalli, 2002). Many studies believe bullying to be a group phenomenon in which the group's passive acceptance of harmful behaviour has a major impact on the persistence of bullying (Sainio et al., 2011).

Bullying has been identified as a significant risk factor in the development of children and adolescents (Sourander et al., 2009). Bullying has been shown to have a negative impact on the lives of both bullies and victims (Sourander et al. 2009). Being bullied at a young age (Sourander et al. 2009). contributes to adjustment errors in the early school years (Arseneault et al., 2006). Despite the knowledge that bullying can cause major relationship problems later in life, little (if any) attention has been paid to the pedagogical and organizational approaches of kindergartens to avoid it. It is very important to recognize early indicators of bullying and intervenes before the situation worsens (Repo & Sajaniemi, 2015).

A large amount of money has been invested in programs targeted at reducing bullying and victimization in schools (Ttofi & Farrington, 2011), with various systematic evaluations and analyses of overall program performance (Ttofi & Farrington, 2012). However, no definitive findings have been reached about the exact components of an anti-bullying program that produce the best and most consistent benefits. Parent and teacher training is among the program's components. Overall, anti-bullying programs were effective in reducing bullying by 20 to 23 percent, and victimization by 17 to 20 percent (Fox et al., 2012).

Child-friendly classroom management, as part of the CFS can be a way out to overcome the problem of bullying behaviour in early childhood classes. According to UNICEF (Maida, 2006), the aim of the CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that affect the welfare and rights of children as learners and primary beneficiaries of teaching, while improving other school functions and in the process. In this regard, UNICEF's conceptual framework contains five main ideas that can be used as steppingstones to transform schools into child-friendly environments and express the concept of CFS. Another key element underlined in the Convention on the Rights of the Child (UNICEF, 2007) is that member states must offer a safe, healthy and protected environment free from violence, injury, abuse and neglect, while ensuring that school discipline techniques are appropriate for the benefit of the child. Furthermore, children must have access to the greatest health care available. This type of learning environment benefits the physical and mental health of all children (policies, practices schools, free of drugs, corporal punishment, and harassment) are offered, as well as health services such as nutritional counselling at CFS. In addition, these schools provide health education that focuses on life skills and promotes the physical and psycho-social-emotional health of teachers and students.

Classroom management is essential for the development of a safe and functional classroom structure, the emergence of positive and negative behaviours, and the achievement of educational goals (Reinke et al., 2008). Classroom management skills are the most basic and valuable set of skills that new teachers should possess, according to school administrators and experienced instructors (Unal & Unal, 2012). Classroom management is at the top of the list of concerns that create worry and tension in both pre-service and experienced teachers (Cothran et al., 2003). Pre-service teachers also stated that dealing with challenging and maladaptive student behaviour was the most stressful aspect of their job (Yaşar, 2017).

Based on the research background which includes the phenomenon of bullying behaviour in early childhood classrooms and anti-bullying intervention programs, the researchers aimed to identify need's analysis in the development of teacher guidance models. With the hope that this research product can help teachers overcome the problem of bullying in the classroom through effective classroom management.

2 THEORITICAL STUDY

2.1 Bullying in Early Childhood Class

Peer bullying can start as early as preschool, depending on the child's developmental stage. Bullies and victims are distinguished Olweus (1994). Bullies (bullying bullies) have been described as hyperactive, impulsive, and dealing with peer rejection, scholastic struggles, and traumatic and tight home settings (Perren et al., 2009), but they account for only 1–12% children (Hymel & Swearer, 2015). Bullies in the preschool act out in their peer group, lack of friends among pre-schoolers becomes a social risk factor for victimization, depriving them of friendship and playmate bonding. Some traits of victims of preschool bullying are usually socially uncomfortable, placing them at a higher risk of later engaging in bullying behaviour. For pre-schoolers, the stability of the roles of bullies and victims varies (Saracho, 2017).

The bullying stereotype of socially incompetent bullies who rely on physical bullying to resolve conflict has been debunked by research showing wide individual variation in the characteristics of bullies. A number of bullies are known to be socially intelligent, implying that some bullies (a) have social skills (Vaillancourt et al., 2008) can distinguish between bullies who are socially isolated and those who are socially integrated (Witvliet et al., 2010). bullies are hard to spot because of these characteristics. Bullies may also want to continue exhibiting these acts of violence rather than stop bullying their classmates if bullying is seen as having high status and power in the peer group (Hymel & Swearer, 2015).

Pre-schoolers define bullying differently than older children, according to research. Bullying is viewed as unpleasant and violent by these younger children, but they are often unaware that it requires repetitive behaviour or an imbalance of power (Monks et al., 2005). Young children's ability to understand bullying may be hampered by limited knowledge of motivation and intentions; some may not be able to examine regularly or reflect on their own actions or appreciate the perspectives of others until early in elementary school. When children are ostracized from groups and games, called by bad nicknames such as "fatherless children," slapped in the face every day for a month, stabbed with pencils, and attacked with anything, Arseneault et al., (2006) characterized this act as bullying. Researchers should use appropriate definitions for use in early childhood education settings when conducting studies in this area.

In preschool or kindergarten, most children begin to socialize with their peers. Their experiences can help them build important elements that will help them develop social skills that will enable them to form solid friendships and learn to reduce aggressive behaviour such as bullying (Saracho, 2016). Young children are exposed to examples of social acceptance and rejection in the early childhood classroom. When they encounter the problem of bullies and victims, some children become involved as bullies or victims. Although some victims of bullying may have additional features, these characteristics may be the basis for bullying (e.g., struggling readers and writers). The actions of victims of bullying often cause negative reactions from their classmates and teachers (Alsaker & Valkanover, 2012). Arseneault et al., (2006) observed children aged 5 and seven years that were pure victims or bullies/bullying victims. When the children were five years old, they collected data on their behaviour and school adjustment problems, and it was repeated when they were seven years old. Bullying causes physical harm and psychological suffering to young children. Bullying has a major impact on children who are bullied, with 41% suffering physical injuries (bruises, cuts, and burns) and 66% suffering from psychological disorders (e.g., nightmares, stomach-aches, school avoidance).

Young children who are bullied experience low self-esteem, hopelessness, anxiety, and self-destructive ideas (Rigby, 2003). and bullies, on the other hand, are in danger of (a) intensifying their anti-social and criminal behaviour or (b) remaining bullies as adults. Victims of bullying, who are victims of violence and bullying, appear to be socially shunned later in life (Sourander et al., 2009). Young children who are bullied (five–seven years) are more likely to conform socially in their early school years (Kirves & Sajaniemi, 2012). If children understand what bullying is, they may be able to defend themselves. Therefore, educators and other researchers should focus their research on how young children interpret bullying.

When bullying occurs in kindergarten, interventions can provide them with social and emotional skills that will help them avoid bullying behaviour and lay the groundwork for building strong relationships. Children who are victims have difficulty setting boundaries and effectively protecting themselves (Bradshaw & Johnson, 2011). Specific intervention programs involving all adults can help these children. To intervene when a child is being attacked, adults and uninvolved peers must first recognize bullying at an early stage.

2.2 *Child Friendly Class Management*

Personality and interpersonal problems of preschool children who cause problems for bullies, and victims can be addressed with components of prevention and intervention programs tailored to the needs of young children (Vlachou et al., 2011). According to the findings, both the degree of bullying and peer victimization, as well as the efficiency of preventive care, are influenced by the social context or school environment (Bradshaw et al., 2009). Bullying prevention strategies has been shown to reduce bullying and victimization in most cases. However, in randomized experiments, the effect is minimal, whereas in quasi-experimental and age-group designs, the effect is larger. Programs that are more intensive and last longer (for both students and teachers), and programs with more components are more effective. Some program components, such as parent training or meetings and teacher training, have been associated with substantial impact measures. The findings of this study should guide the design and evaluation of future anti-bullying programs, as well as the accreditation system for effective programs (Fox et al., 2012).

Anti-bullying intervention programs have traditionally focused on proximal variables, such as classroom teaching, and distal whole-school problems, to a lesser extent (Vreeman & Carroll,

2007). While anti-bullying classroom instruction and learning are needed at all school levels to create shared understanding, positive attitudes, and abilities, it may not be sufficient to address the multi-level factors in child bullying alone (Smith et al., 2004). It is recommended that the entire school community (including students' families) imitate, support, and strengthen the newly developed positive attitudes, behaviours, and understandings of students about bullying, and modify the environment to support this change, to develop and sustain it adequately.

The CFS conceptual framework is based on preliminary formative research (Cross et al., 2004), as well as outcome and process data from the CFS project, which ran from 2000 to 2002 (Cross et al., 2011). These findings suggest that to adopt properly and sustain the intricacies of school-wide strategies for bullying prevention and management, schools will need more targeted capacity building. The findings also reveal that family interventions require more collaboration with schools so that parents can assist their children in dealing with bullying. Although parents are an important element of a good school-based bullying prevention program, schools often overlook this collaboration (Georgiou, 2008).

UNICEF initially used the idea of child-friendly settings to increase areas of interaction, but later expanded to include educational settings. This is an idea that many politicians in underdeveloped countries focus on. In the last ten years, a similar approach has been advocated in primary schools, and the UNICEF CFS Manual (Maida, 2006) has been used to attempt to transfer child-friendly environments to schools. In this UNICEF publication, the importance of "quality" learning and teaching is underlined, and it is noted that "as learners, the child remains at the centre of the learning and teaching process." In addition, "inspirational" classrooms, pedagogical tools that help "learn and teach," and instructors using "child-centred interactive strategies that make learning fun and engaging for students" were also highlighted.

CFS is a model that encourages schools to work in the interests of children, with educated teachers who provide a safe, healthy and protective environment; adequate resources and physical, emotional, and social conditions for learning; protect children's rights; have a learning context that allows children to learn and develop; and respect the identity, interests, and needs of children (Maida, 2006). This type of child-friendly atmosphere has been shown to increase academic success and reduce class repetition. In other words, schools with child-friendly qualities are expected to improve the quality and diversity of learning outcomes, minimize class repetition and dropout rates, and avoid negative attitudes towards school and learning. CFS expresses a comprehensive concept and does not only focus on the effectiveness of the teaching and learning process. "Children have the right to be curious, to ask and receive answers, to have opinions and to disagree, to test and make mistakes, to know or not to know, to be creative and spontaneous, to be recognized and respected. There must be a sense of acknowledgment in schools, although students are individuals and learn in different ways and at different speeds (Hammarberg, 1998).

King (2020) found that CFS had a beneficial effect on students' meta cognitive thinking skills in their experimental investigations. Osher et al., (2009) stated that teachers did not have the necessary attributes to implement the CFS method, and they also do not acquire the knowledge to implement CFS, based on research conducted in six countries. The use of CFS in curriculum development and teacher-training activities ensures its long-term viability (Modipane & Themane, 2014). The CFS intervention is created using a whole-school approach to help children improve their skills and social relationships to reduce the likelihood of bullying, and the harm that bullying may pose. It is based on the Principles of Successful Practice for Reducing Bullying in Schools by this study team, which they created in 1999 (Cross et al., 2004). these principles,

which were developed using triangulation of theoretical, empirical, and practical evidence (via case studies) on effective strategies involving whole schools to tackle bullying.

According to research, teacher programs do not adequately educate teachers for classroom management, and standard in-service programs often fail to assist instructors in developing the skills necessary for effective classroom management (Boz, 2008). Many similarities exist between class and family structures. The classroom, according to the systems perspective, is a living system consisting of a teacher and students. The classroom system is vulnerable to external pressures, but each student interacts with others based on his or her own perceptions and motivations. Classrooms, like families, create networks of interaction in which students can grow. In both circumstances, members have an impact on the system, and the system has an impact on everyone. The classroom is a unique system with structure, interactional patterns, and features that help regulate stability and change. Classroom, according to the systems approach, is a system that has boundaries and subsystems (Yaşar, 2017).

The class is a subsystem of the school, and each class member is a subsystem of the class (O'Neill & Stephenson, 2012). As a result, instructors often seek help in dealing with misbehaviour and classroom management problems (MacSuga & Simonsen, 2011), and schools need to provide classroom management support to teachers (Allday et al., 2012). Researchers, families, and school administrators, in addition to instructors, continue to encourage the development of more comprehensive and evidence-based innovative techniques for dealing with problem behaviours and avoiding potential management problems (Benedict et al., 2007). To control children's behaviour effectively, you must have a thorough understanding of their emotional, social and moral development (Sempowicz & Hudson, 2011). Teachers, on the other hand, who believe that students engage in negative behaviour intentionally should judge their personal, classroom, and school environment roles in these behaviours, and they may feel compelled to intervene (Johansen et al., 2011). The theory gives instructors a lot of practical advice for effective behaviour control (Sempowicz & Hudson, 2011).

Suggestions for good classroom management range from setting clear expectations for rewards and punishments to including students in the decision-making process (Cothran et al., 2003). The classroom management model holds diverse ideas about the role of the teacher, the location of students in the classroom, and the educational goals of society (Evertson & Weinstein, 2012). While some classroom management styles emphasize classroom discipline, others emphasize teacher-child interactions to help children develop self-control (Tauber, 2007). Classroom management systems and interventions are often based on behaviourist learning theory.

Based on theoretical studies, this study aims to develop child-friendly classroom management, namely a program to create safe, clean, healthy, caring, and cultured environmental conditions, which can guarantee the fulfilment of rights and one of the efforts to protect children from violence, discrimination, and mistreatment. Others, as well as encouraging the growth and development and well-being of children while they are in the classroom. The concept of child-friendly classroom management proposed by researchers in this study is part of the concept of CFS, so several things related to or characteristic of CFS will be reduced to characteristics of child-friendly classes. Characteristics of CFC management include mutual respect, non-discrimination, and a cultured environment. In CFS the coverage is broad while in child friendly classes the coverage is smaller, covering teachers and children in the classroom. Where there is educational interaction with classroom settings, media, and materials. A healthy and productive

learning environment can only be developed when the classroom situation is safe and comfortable for children.

3   METHOD

The method used in this research is research and development. The research procedure used is the Rowntree model research procedure which has three stages, namely planning, development, and evaluation (Rowntree, 1994).   Data collection techniques used are interviews and questionnaires. The interviews and questionnaires/questionnaires were aimed at obtaining data on how ECE teachers' strategies in managing the classroom were to create child-friendly classes characterized by a conducive learning process. The distribution of the instrument was carried to ECE educators. Fifty ECE teacher respondents in the DKI Jakarta area had filled out questionnaires and provided written answers related to interviewing questions. The data analysis used is qualitative data analysis.

Rowntree's development model in this study consists of three stages, namely the planning stage, the development stage, and the evaluation stage (see Figure 1). At the planning stage, a literature study was carried out followed by a field study. The results of the field studies are then compiled into a description and analysis of the findings that will be used as material in the formulation of the model design. In the Development Phase, the draft model design is tested on a limited scale. The last stage is the evaluation stage where the revised design is then tested again on a wider scale, equipped with the model set and evaluation of improvements is carried out so that it becomes a validated model and is ready to be implemented by user partners.
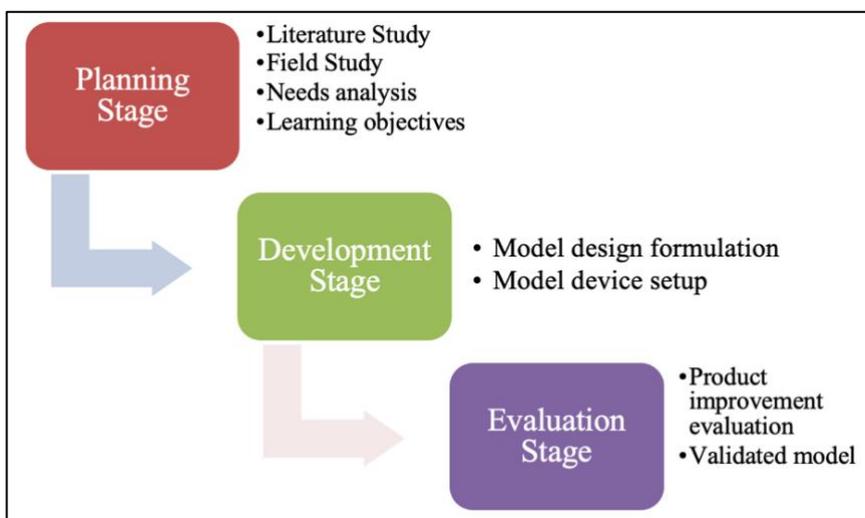
Gambar 1. Rowntree Design Model Procedural

3.1   *Research Instruments*

To obtain data related to teachers' perceptions of effective classroom management and child-friendly classes, the researchers developed an instrument in the form of questionnaire (see table 1) and interviews (see table 2) which were distributed to ECE educators. Based on the data obtained, researchers can find out whether ECE educators know and have implemented effective classroom management in their institutions and whether ECE educators understand the meaning of child-friendly classes and have made efforts to create child-friendly classes in daily educational interactions day with their students (Instrument Sheet attached). In connection with the pandemic

period, the distribution of the instrument to respondents was carried out digitally using a google form (see table 1).

Table 1. ECE Teacher Perception Questionnaire Instrument for Child Friendly Classroom Management

No	Indicator
1.	Teachers know the term Effective Classroom Management
2.	The teacher has attended special training on Effective Classroom Management
3.	Teachers know the importance of Effective Classroom Management
4.	Teachers know the dimensions of Effective Classroom Management
5.	Teachers understand the application of Effective Classroom Management to optimize the learning process
5.	Teachers know the term Child Friendly Class
6.	Teachers know the characteristics of Child Friendly Class
7.	Teachers know that Child Friendly Classes are important for ECE teachers to know
8.	Teachers' perceptions of Child Friendly Classes need to be implemented in ECE institutions
9.	The teacher knows that children's bullying behavior occurs in the classroom
10.	Teacher's opinion about Child Friendly Classroom management can prevent bullying behavior
11.	Teachers' understanding that Child Friendly Classes can form positive behavior in children
12.	What do teachers think about the need to develop a Handbook on Effective Classroom Management to deliver Child Friendly Classes?

Interviews were conducted with 50 teachers via virtual technology (zoom or video call) due to the pandemic. Interviews were conducted through semi-structured interview techniques. Researchers have prepared interview drafts to facilitate the question-and-answer process with participants.

Table 2. ECE Teacher Perception Interview Instruments for Child Friendly Classroom Management

No	Indicator
1	Teachers know the term Effective Classroom Management
2	Teachers understand the term Child Friendly Class
3	The teacher knows the symptoms of bullying behavior in children
4	Teachers' perceptions of learning programs that have been carried out to deal with child bullying behavior
5	Teacher's opinion about the obstacles faced in overcoming bullying behavior in children
6	Teacher's perception of the importance of guidebooks for teachers in handling bullying behavior through child-friendly classroom management

4 RESULT AND DISCUSSION

4.1 *Result*

The research results presented in this manuscript are the results of the first and second stages of research and development of this research and the results of the needs analysis conducted through field observations, interviews and distributing questionnaires to fifty early childhood teachers.

4.1.1 *Interpretation of Questionnaire and Interview Data*

After observing the tabulation of the questionnaire and the respondents' answers about effective classroom management and child-friendly classes, the researchers made an interpretation of the data in the following chart (see table 3).

Table 3. Data Interpretation

Variable	Interpretation of Questionnaire Data	Interpretation of Interview Data
Effective Class Management	1. The term Effective Classroom Management is well known to ECE teachers (60% already know) 2. Training on Effective Classroom Management is still lacking (16% attended training) 3. Knowledge of Effective Classroom Management is very important for ECE teachers (100% of teachers agree) 4. ECE educators do not understand the Dimensions of Effective Classroom Management (72% of teachers do not understand) 5. Effective Classroom Management is very important to be applied in learning in ECE (100% of teachers agree)	1. ECE teachers' understanding of effective classroom management is not complete because teachers do not yet understand the dimensions of effective classroom management. 2. ECE teachers agree that Effective Classroom Management can help teachers create Child Rama Classes.
Child Friendly Class	1. The term Child Friendly Class is already known by ECE teachers (78% of teachers know) 2. ECE teachers quite understand the characteristics of Child Friendly Classes (68% know) 3. Knowledge of Child Friendly Classes is very important for ECE teachers (100% of teachers agree) 4. Child Friendly Classes are very important to be implemented in ECE learning (100% of teachers agree) 5. Bullying behaviour quite a lot occurs in ECE institutions (72% of teachers stated) 6. Creating Child Friendly Classes can prevent bullying behaviour in the classroom (96% of teachers agree) 7. Creation of Child Friendly Classrooms can form positive behaviour in the classroom (100% of teachers agree)	1. ECE teachers already understand the meaning of Child-Friendly Classes, but their implementation is still limited to the use of learning strategies and individual interactive approaches to children who have behavioural problems (bullying). 2. Bullying behaviour in ECE institutions quite a lot occurs in the form of; mocking/making fun, saying rude/inappropriate, hitting, pinching, cheering, pushing, kicking, picky friends (group block), being ostracized, taking friends' supplies, constantly disturbing, quarrelling, physical fighting, biting, parental threats, forcing orders, humiliating, laughing, spitting, pulling hair, and comparing. 3. ECE teachers still face various obstacles in overcoming bullying behaviour in children, the constraints are internal (within the child) and external (outside the child, for example the family).

Conclusion:
All ECE teachers agree that Effective Classroom Management Guidelines are important for creating Child Friendly Classrooms (100% of teachers agree)

4.1.2 *Product Conceptual Model Design Child Friendly Classroom Management Guide*

Based on the concepts that have been described in the theoretical study and field study, the researchers compiled a product concept formulation for the teacher's guide for Child Friendly Classroom Management as shown in the following chart (see Figure 2)

Figure 2. Conceptual Model of Child Friendly Classroom Management Teacher Guide

4.1.3 *Child Friendly Classroom Management Product Model Design*

The data obtained, and their interpretation form the basis of the argument for the importance of developing an effective classroom management model to create child-friendly classes. Based on the formulation of the concept that has been done, the researchers compiled a chart that describes the design of an effective classroom management model to create child-friendly classes. The model shows three dimensions of effective classroom management with indicators from each dimension. Each indicator will be implemented to create a child-friendly class that has five criteria. The design of the Effective Classroom Management model for Child-Friendly Classes can be seen in the chart compiled by the researcher as follows (see Figure).

Figure 3. Child Friendly Classroom Management Model

4.1.4 *Child Friendly Classroom Management Handbook Draft*

The results of the second stage of this research, namely the model development stage, in this stage, the process of formulating the model design and the preparation of product tools has been carried out. The result of the draft of Child-Friendly Classroom Management guidebook can be seen in figure 4.
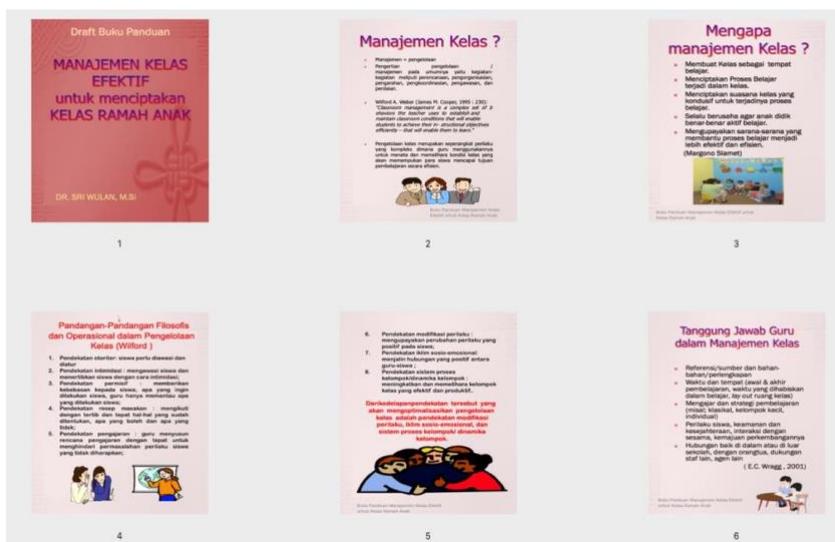
Figure 4. Draft Child Friendly Classroom Management Handbook

4.2 *Discussion*

The results of the research in the first stage, namely the planning stage through observation, interviews, and questionnaires to identify need's analysis for the development of a child-friendly classroom (CFC) management guidebook, showed several categories. The researcher sorts the data interpretation findings and then analyses the needs that will be the input for the CFC management guide product for teachers. Therefore, the important findings from the field study are as follows.

4.2.1 *Bullying behaviour is quite common in ECE institutions*

The findings of bullying behaviour in ECE institutions were acknowledged by the teachers who participated in the interviews and the teachers who filled out the questionnaire.

> *Ever seen a child mocking his friend, saying rudely to a friend when angry, hitting and pinching a friend (P1)*
>
> *Cheers when friends make mistakes (P2)*
>
> *Making fun of his friend because his friend looks shabby in his clothes, his friend comes from an underprivileged family (P3)*
>
> *Children always do violence because they don't want to be disturbed by friends while playing (P5)*
>
> *A child who does not want to be friends with one of the children, then invites other friends away from friends he does not like (P6)*
>
> *Some children often mock their friends and hit their friends while they are studying (P10)*
>
> *There are behaviours that bully friends because they don't know how to write and bullying friends who don't have complete parents (no father/mother) (P28)*
>
> *The behaviour of always spending his friend's lunch, if his friend refuses it's like spitting and pulling his friend's hair (P46)*

This is in line with various studies regarding bullying that occurs at an early age. Most research on bullying, as well as bullying prevention and intervention measures, has focused on middle

school (ages 8-12) and older children (Monks et al., 2005). Researchers are beginning to understand the nature and incidence of bullying among preschool and kindergarten children (ages 3–6) (Saracho, 2016; Vaillancourt et al., 2008; Vlachou et al., 2011, 2014; Witvliet et al., 2010), so that anti-bullying programs are needed to be present in the form of intervention program guidelines in early childhood classes (Saracho, 2017).

According to research by Repo and Sajaniemi (2015), bullying occurs at an early age (three to six years) and intervention programs should be targeted for prevention. According to the findings of this study, three variables accounted for 20% of bullying. First, in terms of incidents of bullying, the proportion of children with special educational needs is significant. Second, the application of disciplinary tactics is considerable. Third, if teachers believe that they have a high level of experience in intervening in bullying situations, the child's bullying behaviour will be reduced. Thus, early intervention can increase help for children in connecting with their peers and help reduce the occurrence of bullying. In addition, substituting harsh disciplinary methods for more sympathetic ones had a variety of beneficial effects on groups of children, including a reduction in bullying. This is the basis for researchers to develop child-friendly classroom management, is to replace ineffective methods to reduce bullying behaviour with classroom management that makes children feel safe and comfortable in class.

4.2.2 *Training on Child Friendly Classroom Management is still lacking in ECE teachers*

Early childhood educators have been looking for methods to implement the Convention on the Rights of the Child since it was adopted in many countries. The CFS action, which takes a rights-based approach to education, is one of the best initiatives (Maida, 2006). Despite the results of interviews with ECE teachers, few teachers understand about CFC management or CFS, because only around 16% of teachers have attended training on CFS. However, in the world CFS have begun to be accepted as a balancing factor for successful school activities, which seek to make a difference in student achievement in many areas, as well as being an opportunity to achieve children's rights.

This is because effective school practices, which were originally intended to increase the participation of underprivileged children in society, have shifted their focus on effectiveness and numbers as a by-product of economic models in national education programmes, rather than child welfare and quality of education (Çobanoğlu et al., 2018). Therefore, it is important for researchers and early childhood educators in Indonesia to start expanding and improving CFS programs and CFC management in various forms of media, materials, and methods.

4.2.3 *Child Friendly Classroom Management is very important to be applied in learning in ECE*

Why CFC management is important for learning in ECE classes. This was also felt by all ECE teachers who participated in interviews and filled out questionnaires. The teachers feel that the phenomenon of bullying often occurs in the classroom, and they feel overwhelmed in organizing and managing the classroom to be conducive to playing and learning, so they hope to have a complete manual or guidebook for implementing CFC management. Although there are around 60% who understand the importance of classroom management for children, the ability to implement it has a lower percentage value.

Research shows that a teacher's capacity to handle classroom behaviour is considered important by experienced principals and instructors (Boz, 2008). Inadequate classroom management preparation and behaviour have been cited as possible sources of concern for teachers (O'Neill & Stephenson, 2011). This encourages the increasing importance of training and application of classroom management skills for teachers in all ECE institutions in Indonesia. Teacher training may not be enough without the provision of a guide in the form of a manual that they can always use at any time.

4.2.4 *Implementation of Child Friendly Classes can prevent bullying behaviour in the classroom*

Literature review beyond the planning stage of this research shows that the application of child-friendly classroom management can prevent bullying behaviour in ECE classes. The research of showed that when the CFS curriculum was taught instead of the regular curriculum, the results showed a significant reduction in reports of bullying in the classroom. This study highlights the need to evaluate the efficacy of bullying prevention programs in schools as well as support practical implementation for schools.

5 CONCLUSION

The findings of this study through the interpretation of interview data and questionnaires show that the preparation of an effective classroom management manual for creating CFC needs to be followed up immediately. Several findings related to teachers' perceptions of classroom management, and CFC prove that CFC have not been implemented properly in ECE institutions with many bullying behaviours appearing in early childhood in learning at ECE institutions. ECE teachers understand that it is important to implement classroom management but so far there has been no manual on how to manage effective classrooms and training in the implementation of it. The creation of CFC is believed to be able to help teachers suppress the emergence of bullying behaviour in early childhood.

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