Assessing Anti-Bullying Program Implementation in Early Childhood Education: A CIPP-Based Evaluation Study

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Abstract

This study evaluates the implementation of an anti-bullying program at TK Sekolahku My School Sleman using the CIPP (Context, Input, Process, Product) evaluation model to create a safe and inclusive learning environment for students. A qualitative approach was employed, utilizing interviews, observations, and document analysis to gather in-depth data on the program's context, supporting inputs, implementation processes, and resulting outcomes. The findings indicate that the program was systematically designed and implemented by the school's environmental needs. Context evaluation reveals that the program was developed based on child protection policies adapted from international models and tailored to the school's culture. Regarding input, educators demonstrated competence in handling bullying cases, although the term *bullying* was not explicitly used in classroom instruction. Process evaluation shows that the program was integrated into students' daily routines through habituation, storytelling methods, and reinforcement of rules and consequences. Product evaluation finds that the program successfully instilled values of empathy and courage in students, as evidenced by their ability to reject inappropriate behavior and heightened social awareness. However, this study is limited by its population scope and restricted access to internal documents, which may affect the generalizability of the findings. Future research is recommended to expand participant coverage and develop more structured measurement instruments to quantitatively assess changes in student behavior. The study highlights the importance of strengthening anti-bullying programs by involving parents and conducting periodic evaluations based on measurable indicators to enhance program effectiveness in early childhood education.

Introduction

Bullying is a serious issue that occurs in various educational institutions worldwide and has been proven to negatively impact students' psychological and academic development (Duriez, 2023; Samara et al., 2021). Cases of bullying occur at all levels of education, including early childhood education, where children should ideally be in a safe and supportive environment for their development (El Gemayel, 2023; Rahayu B.A., 2019). In Indonesia, the Indonesian Child Protection Commission (KPAI) reported an increase in school bullying cases, from 226 cases in 2022 to 1,138 cases in early 2023 (Nilasari & Prahastiwi, 2023; Simorangkir et al., 2024). This indicates that efforts to prevent and address bullying in schools still face significant challenges. Therefore, evaluating anti-bullying programs is crucial to assess their effectiveness in preventing and handling bullying cases in schools (Molinero-González et al., 2023; Purwandari et al., 2024).

Bullying is defined as a repeated aggressive act committed by an individual or group with greater power against a weaker individual, either physically or psychologically (Beran et al., 2004; Mahardika, 2017). In the context of early childhood education, bullying can take various forms, including verbal, physical, social, and psychological aggression, all of which can hinder children's development (Agustin Ningrum & Mahendra R. K. Wardhani, 2021; Rahayu B.A., 2019; Repo, 2015). Studies from various countries show that educational intervention programs can help reduce bullying rates, for example, by strengthening social literacy and teaching conflict

resolution skills from an early age (Al Ali et al., 2025; Alfayez & Allehyani, 2024). However, gaps remain in the implementation of anti-bullying policies at the early childhood education level, necessitating further evaluation to understand the effectiveness of existing programs (Ferfolja & Ullman, 2021; Montero-Carretero et al., 2021).

Previous research has examined anti-bullying programs using various approaches, including education-based interventions, psychological interventions, and technology-based awareness programs (Davidson & Morales, 2023; Lavie Dinur et al., 2021). Studies conducted in the United States and Europe indicate that multidisciplinary approaches are more effective in reducing school bullying rates (Horoz et al., 2024; Osborne, 2024). However, in many developing countries, resource limitations, cultural differences, and a lack of parental and community involvement pose major challenges to the successful implementation of such programs (Kaloyirou & Vong, 2022; Zhou & Chen, 2024).

On a global scale, several anti-bullying programs have been implemented with varying results. For instance, the *Roots* program in Indonesia demonstrated that teachers adopting an authoritative teaching style could reduce students' intentions to engage in bullying (Purwandari et al., 2024). In the Netherlands, a longitudinal study found that classroom norms regarding aggression moderated the relationship between parental education levels and children's aggressive behavior development (Horoz et al., 2024). Meanwhile, in Cyprus, a child rights-based program successfully transformed how schools address bullying by incorporating a human rights perspective (Kaloyirou & Vong, 2022). Despite these findings, the effectiveness of anti-bullying programs continues to vary depending on the contextual factors of each country.

In Indonesia, bullying remains a persistent issue in educational settings, including early childhood education. Data from KPAI indicates that violence in schools has been increasing yearly (Simorangkir et al., 2024). Previous studies have also shown that children who experience bullying are more vulnerable to psychological disorders that can negatively affect their academic development (Hestiani et al., 2023; Samara et al., 2021). Therefore, evaluating anti-bullying programs implemented in educational institutions is necessary to assess the effectiveness of the interventions already in place (Gómez-Galán et al., 2021; Liu et al., 2022).

Research on anti-bullying program evaluation has used various approaches, including quantitative methods to measure the impact of programs in reducing bullying cases and qualitative methods to explore students' and educators' experiences in implementing these programs (Al Ali et al., 2025; Gill & Govier, 2023). Several studies highlight the importance of involving all stakeholders teachers, parents, and the community in creating a safe, bullying-free educational environment (Osborne, 2024; Zhou & Chen, 2024). Other research emphasizes that program effectiveness largely depends on the alignment of interventions with the local social and cultural context (El Gemayel, 2023; Montero-Carretero et al., 2021).

Despite the numerous studies conducted, research gaps remain in evaluating anti-bullying programs, particularly in the context of early childhood education. Many studies have primarily focused on primary and secondary education, with limited research on the effectiveness of anti-bullying programs at the kindergarten level (Ferfolja & Ullman, 2021; Gómez-Galán et al., 2021). Furthermore, few studies have employed a comprehensive evaluation model such as the CIPP model, which examines context, input, process, and product (Haryanto, 2020; Pahriati, 2020).

This study is conducted at *TK Sekolahku My School* in Sleman, which has been implementing an anti-bullying program since 2005. The program was initially adapted from Black's anti-bullying book and later developed to align with the school's local culture. However, a comprehensive evaluation of the program's implementation has yet to be conducted (Larsson & Hanberger, 2016). This evaluation aims to determine the extent to which the anti-bullying program has achieved its objectives and to identify areas for improvement to enhance the program's effectiveness (Mais et al., 2019; Pahriati, 2020).

This research focuses on evaluating the anti-bullying program at *TK Sekolahku My School* in Sleman using the CIPP model (Context, Input, Process, Product). The findings are expected to

contribute to improving the effectiveness of anti-bullying programs at the early childhood education level and serve as a reference for developing more comprehensive policies to prevent bullying in schools. By conducting this evaluation, a deeper understanding of the factors influencing the program's success can be obtained, along with strategic steps to optimize the implementation of anti-bullying programs in early childhood educational institutions.

Methods

This study employs an evaluation method with a qualitative approach, meaning that it scientifically examines a specific issue. The evaluation model used is the CIPP model (Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation), which was developed by Stufflebeam in 1966 (Jabar, 2018). Evaluation research, as described by Aneza et al. (2023) involves the systematic application of scientific procedures to assess the implementation, design, and effectiveness of a program. The CIPP evaluation model was selected for this study because of its comprehensiveness and effectiveness in describing, gathering, and providing useful information to evaluate alternative decisions (W & Florentinus, 2018). This evaluation model assesses a program through four interrelated components, forming a unified whole. The researcher focuses on detailed, comprehensive, and in-depth descriptions that accurately depict real situations to support data presentation.

The implementation of the CIPP evaluation is illustrated through a research flow diagram outlining the anti-bullying program evaluation process. The diagram below (Figure 1) represents the evaluation stages, beginning with context evaluation, which assesses the background, needs, and goals of the anti-bullying program. This is followed by input evaluation, which examines the available resources, strategies, and personnel involved in the program's implementation. The next stage, process evaluation, involves analyzing the actual execution of the program, including its activities, challenges, and compliance with initial plans. Lastly, product evaluation focuses on measuring the program's effectiveness, outcomes, and areas for improvement.

Figure 1. CIPP Evaluation Process
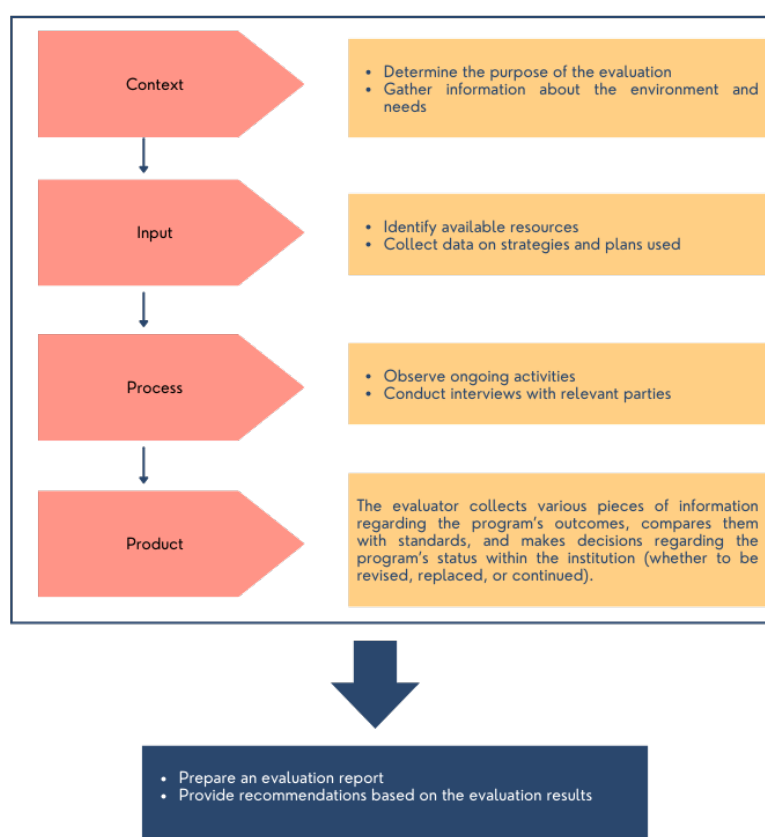
Data and information collected through this process will be systematically analyzed using appropriate methods and procedures to ensure that the results accurately reflect the current state of the anti-bullying program at *TK Sekolahku My School* in Sleman.

Data collection is conducted through interviews, observations, and document analysis. The interviews are conducted systematically and in-depth, involving the school principal and selected teachers who voluntarily participate. The interviews follow a semi-structured format, allowing for flexibility in questioning while maintaining control using pre-prepared interview guidelines. Observations are carried out directly during the program's implementation and within classroom activities, where researchers take on a non-participant observer role. The researcher analyzes data in its original form as recorded in real-time or as observed in the field. Document analysis involves reviewing school curriculum documents, vision and mission statements, planning and implementation records, activity reports, and relevant documentation related to the anti-bullying program.

The subjects of this research include key data sources and written records. The participants consist of the school principal and teachers, who provide data through interviews about the implementation of the anti-bullying program. Additionally, students are observed to assess their attitudes and behaviors during the learning process in relation to the program's established standards. To ensure data validity, depth, and clarity, the study applies source triangulation and methodological triangulation in data collection. The qualitative data gathered is analyzed before being presented and discussed.

This study employs Miles and Huberman's qualitative data analysis model, which consists of three key components that must continuously be compared to determine research conclusions (Miles et al., 2018). The three stages of qualitative data analysis used in this study include data reduction, in which the researcher collects research data through interviews, observations, and document analysis in an objective manner (Putra et al., 2022). This is followed by data display, where the researcher organizes and presents the collected data before conducting further analysis in the field. Lastly, conclusion drawing and verification are conducted by interpreting the data, identifying patterns or themes, and drawing meaningful conclusions. By following these key stages, the researcher aims to develop a comprehensive understanding of the collected data, ensuring valid and meaningful findings regarding the effectiveness of the anti-bullying program.

Result

Evaluation of the Anti-Bullying Program at TK Sekolahku My School Sleman: Context Analysis

Background of the Anti-Bullying Program

The anti-bullying program at TK Sekolahku My School Sleman is implemented in all classes, including TK A (Bimo Class) and TK B (Puntodewo Class), with the active participation of the entire school community. The program was initiated in response to the need to protect students and ensure a safe, inclusive, and supportive environment. As stated by Ms. R, the Curriculum Coordinator at TK Sekolahku My School Sleman:

> "Our anti-bullying program was established to prevent bullying incidents by raising awareness of the consequences and negative impacts of bullying. This program has been integrated into the school curriculum and incorporated into students' daily learning activities. Additionally, we involve parents and the broader community, including psychologists and several universities, to support the program's objectives." (A1)

Ms. O, the school principal, further explained:

> "The anti-bullying program at TK Sekolahku My School Sleman is part of our child protection policy. It was introduced by the school's founder in 2005, inspired by Black's anti-bullying book, which was later translated, adapted, and developed by the school's consultants to align with the local culture. The program was officially implemented in 2006. Our strategy does not enforce rigid mandates within a limited timeframe; instead,

we integrate anti-bullying principles into daily learning experiences and overall school activities." (B1)

Diversity and Inclusion at TK Sekolahku My School Sleman

TK Sekolahku My School was established to provide high-quality, non-discriminatory, gender-neutral, multicultural, and inclusive education. The school welcomes children from diverse social, economic, racial, and religious backgrounds, including children with special needs. This diversity underscores the importance of the anti-bullying program, as highlighted by classroom teachers Ms. S and Ms. M:

"This program exists because our school community is highly diverse in terms of skin color, culture, language, religion, and more. The anti-bullying program helps prevent bullying incidents that may arise in such a varied environment." (C3)

"Since our school is also an inclusive institution, we hope the anti-bullying program fosters empathy among children, ensuring that no student mocks or discriminates against others who are different from them." (D4)

Based on interviews with key stakeholders, it can be concluded that the anti-bullying program at TK Sekolahku My School Sleman was implemented in response to the increasing prevalence of bullying and the school's diverse student body. The program is a proactive effort to protect students and create a comfortable learning environment.

The implementation strategy focuses on daily habituation and interactive discussions. Teachers use real-life classroom situations to guide students on how to respond to bullying. The recommended approach consists of four steps: (1) Saying "Stop", (2) Ignoring the behavior, (3) Walking away, (4) Seeking help. By integrating these strategies into daily activities, the school ensures that students develop a strong understanding of how to prevent and respond to bullying effectively.

Alignment of the Anti-Bullying Program's Objectives with the Institution's Goals

The anti-bullying program at TK Sekolahku My School Sleman is designed to prevent and reduce bullying. This objective aligns with the school's broader mission, as highlighted by Ms. O, the school principal:

"The anti-bullying program aims to prevent and minimize bullying by ensuring that no child is labeled as 'stupid' or singled out due to special needs. It integrates the institution's core values, emphasizing that every individual is unique, with their own strengths and weaknesses. This objective directly connects to one of the school's mission statements, particularly point 4, which states: 'Sekolahku My School provides equal opportunities and experiences for all children without discrimination.' Thus, this program serves as a cohesive framework that upholds the institution's principles." (B2)

Ms. R, who contributed to the development of the anti-bullying program, further explained:

"The general goal of an educational institution is to create a safe learning environment. Our anti-bullying program aligns with this goal by aiming to prevent bullying incidents that could harm students' well-being. Additionally, it is closely tied to our institution's vision and mission." (A1)

The program is also integrated into daily activities to foster empathy, tolerance, and positive social skills among students, as emphasized by classroom teachers Ms. S and Ms. M:

"The primary goal of this program is to ensure that students feel safe, comfortable, and unthreatened within the classroom and school environment." (C3)

"The program is designed to shape students' positive character. We focus on aspects that encourage empathy, tolerance, and positive social interactions. Therefore, its implementation is embedded into children's daily activities." (D4)

Based on the statements from the key informants, it can be concluded that the anti-bullying program at TK Sekolahku My School Sleman aims to prevent and reduce bullying while ensuring students feel safe and comfortable. This objective aligns with the school's broader

mission by incorporating anti-bullying principles into daily learning activities. The mission serves as a strategic guide to achieving the school's vision, and it is disseminated to the entire school community through various programs and student activities.

Documentation of the institution's profile—including its history, organizational structure, vision, mission, and objectives—supports this alignment. One of the school's mission statements explicitly states: *"Sekolahku My School provides equal opportunities and experiences for all children without discrimination."* Discrimination, in this context, refers to actions, attitudes, or behaviors that marginalize specific individuals or groups. Therefore, it can be concluded that the implementation of the anti-bullying program is in direct alignment with the mission of TK Sekolahku My School Sleman.

The Alignment of Anti-Bullying Program Objectives with Students' Needs

Based on an interview with "Ms. O," the head of the school at TK Sekolahku My School Sleman, it was found that the objectives of the anti-bullying program have been aligned with the students' needs, as explained in the following statement:

> *"As an institution, we hold weekly meetings where teachers report any issues that arise and work together to find solutions, including those related to bullying incidents involving students. This approach ensures that the program aligns with students' needs while also providing them with comfort and a sense of security."*(B2)

This finding is further supported by the researcher's observations during classroom activities. According to "Ms. R," a member of the anti-bullying program development team:

> *"In my opinion, the anti-bullying program is highly aligned with students' needs, as it is also embedded within our mission. Our team has designed the program based on students' requirements, integrating it into the learning process. As a result, students feel safe and protected."*(A1)

Similarly, "Ms. S," a classroom teacher involved in implementing the anti-bullying program, stated that the program's objectives align with the institution's mission. She elaborated as follows:

> *"There is a clear alignment between the institution's objectives and this program. Our students come from diverse racial, ethnic, and religious backgrounds. Therefore, implementing this anti-bullying program is essential to preventing bullying and ensuring that students feel safe, comfortable, and well-protected while at school."*(C3)

Additionally, another teacher emphasized the program's alignment with students' needs by highlighting the monitoring efforts undertaken by teachers:

> *"The program fully meets students' needs. In addition to integrating the anti-bullying initiative into the learning process, we, as teachers, also conduct periodic monitoring of the school environment to observe student interactions. This helps us identify ongoing issues or areas that may require additional attention. Such efforts ensure that students can learn in a safe and comfortable environment, free from any sense of threat."*(D4)

Based on statements from various sources, it is evident that teachers play a crucial role in effectively implementing the anti-bullying program. They consistently supervise students and remind them of the program's three core principles: if faced with an unpleasant situation, students should take the following three steps—say "stop," move away, and seek help. The interview findings indicate that students at TK Sekolahku My School Sleman require a safe and comfortable environment in both their classrooms and the institution as a whole. The implementation of the anti-bullying program meets these needs, demonstrating a clear alignment between the program's objectives and students' well-being.

Evaluation of Inputs in the Anti-Bullying Program at TK Sekolahku My-School Sleman
Teacher Competency in Implementing the Anti-Bullying Program

Based on observations conducted during the implementation of the anti-bullying program in classroom learning activities, teachers demonstrated a comprehensive understanding of bullying, including its various forms—physical, verbal, social, and cyberbullying. They were able

to identify signs indicating that a student might be a victim or a perpetrator of bullying (engaging in unpleasant behavior toward peers). However, when addressing instances of inappropriate behavior among students, classroom teachers did not explicitly label such actions as bullying.

The teachers at TK Sekolahku My-School Sleman, particularly in the Bimo class, are both graduates of the Early Childhood Education (PAUD) program at Yogyakarta State University. Teacher recruitment and selection are conducted with careful consideration of both quality and quantity. This was further elaborated by *Ms. R*, a member of the team responsible for developing the anti-bullying program at the school:

"*At our school, we have professional teaching standards that teachers must adhere to. These standards are designed to eliminate discrimination between teachers and students. One of the key professional teaching standards includes: teachers and staff are not allowed to show favoritism to any student ('golden child' treatment); they are prohibited from excessive physical contact or kissing children, though appropriate hugs for emotional support are permitted; they are not allowed to publish students' photos from school activities on social media, personal websites, or emails; and immediate dismissal is enforced if a teacher, staff member, or employee engages in physical or psychological violence (bullying).*" (*A1*)

Similarly, *Ms. O*, the school principal at TK Sekolahku My-School Sleman, explained the teacher selection process and the training provided in relation to the anti-bullying program:

"*Our school follows Standard Operating Procedures (SOPs) in selecting prospective teachers. While we cannot provide this data in file format, I can summarize the process. Before hiring, we introduce candidates to our various programs, including the anti-bullying program. They then undergo training from the school, followed by a three-month observation period to ensure their teaching methods align with school standards.*" (*B2*)

Furthermore, *Ms. M* and *Ms. S*, both classroom teachers at TK Sekolahku My-School Sleman, shared their perspectives on teacher quality and quantity:

"*In terms of teacher quality, those recruited by the school have shown excellent capability, particularly in their responsiveness and approach to explaining bullying to students. Their handling of incidents has also been commendable. As for teacher quantity, it is sufficient, as recruitment is based on the school's needs.*" (*D3*)

"*I graduated from UNY with a degree in Early Childhood Education, so I have a solid foundation in professional teaching. At this school, we receive additional training on teaching standards, including the implementation of the anti-bullying program. In my opinion, the teachers here are well-qualified for this role.*" (*C3*)

From these various testimonies, it is evident that a key criterion for selecting teachers at TK Sekolahku My-School Sleman is their ability to communicate effectively and understand the strategies for implementing the anti-bullying program. To ensure high-quality human resources, the school conducts regular socialization sessions and provides professional development opportunities. This includes access to Standard Operating Procedures (SOPs), participation in seminars, training workshops, and exchange programs.

The school's SOPs for teacher selection and anti-bullying program implementation emphasize equal treatment of all students and parents without favoritism. Excessive physical contact, including kissing, is strictly prohibited, though hugs are permitted when necessary for a child's comfort. Additionally, teachers and staff are not allowed to share or publish students' activity photos on personal social media, emails, or websites. Any form of bullying—whether physical or psychological—that causes discomfort to students, teachers, staff, or employees will result in immediate termination.

Alignment of the Anti-Bullying Program with Student Needs

Observations at TK Sekolahku My-School Sleman revealed that the program is implemented through lecture-based methods, habit formation, and consistent rule enforcement. Teachers

encourage children to say "stop" when they experience unpleasant treatment from others. Additionally, they educate students on distinguishing between appropriate and inappropriate behaviors and emphasize the importance of seeking permission before leaving designated areas to minimize potential risks.

The curriculum development team, in collaboration with classroom teachers, is responsible for structuring the anti-bullying program. As *Ms. R*, a curriculum team member, explained:

> "*The curriculum is designed internally, often in consultation with classroom teachers, to ensure alignment with students' needs. This approach helps us develop a program that effectively achieves the intended objectives.*" (*A1*)

Similarly, *Ms. O*, the school principal, emphasized the importance of aligning the program with the school's objectives and students' daily experiences:

> "*The anti-bullying program is designed to enhance students' understanding of bullying, its negative impacts, and preventative measures. The program is integrated into the school's curriculum and delivered daily as part of learning activities, making it more relevant and easier for students to understand and apply in real life.*" (*B2*)

This integration was also confirmed by *Ms. S*, a classroom teacher:

> "*We follow the guidelines established by the school team and adapt them to suit students' learning needs and appropriate teaching methods. Because of this, the program is incorporated into daily learning activities.*" (*C3*)

Similarly, *Ms. M* highlighted how the program contributes to a safe learning environment:

> "*The program meets students' needs because it aims to prevent bullying and ensure they feel safe and comfortable at school. By integrating the program into daily activities, students feel protected and supported.*" (*D4*)

Interviews with various stakeholders indicate that the anti-bullying program at TK Sekolahku My-School Sleman is developed collaboratively by the curriculum team and classroom teachers. While no formal documentation on specific implementation techniques was found, the program aligns with the school's structured anti-bullying framework, which is further analyzed in the discussion section.

Use of Teaching Materials in the Anti-Bullying Program

Observations indicate that no specific teaching materials are used exclusively for the anti-bullying program. Instead, teachers incorporate relevant themes into the standard curriculum. *Ms. R* explained:

> "*Since the anti-bullying program is integrated into the school curriculum, the teaching materials used are part of students' daily learning activities.*" (*A1*)

Similarly, *Ms. O* stated:

> "*We do not have separate instructional materials for the anti-bullying program. However, because it is embedded within the curriculum, relevant materials are incorporated into daily lessons, reinforced by teachers.*" (*B2*)

Classroom teachers *Ms. M* and *Ms. S* also confirmed this approach:

> "*We do not develop separate teaching materials for the program, but we integrate anti-bullying concepts into existing curriculum materials.*" (*D4*)

> "*Instead of specific teaching materials, we use a reference book designed by the curriculum team. Direct teaching materials on anti-bullying for students might be too abstract, so we apply the concepts through structured learning activities.*" (*C3*)

Findings suggest that the school provides a reference book for teachers to facilitate the program's implementation. However, no dedicated learning materials are provided for students. Instead, the program is delivered through teacher-led instruction and activities.

Facilities and Infrastructure

Observations indicate that classrooms at TK Sekolahku My-School Sleman have adequate lighting, ventilation, and multiple access points for safety. The arrangement of furniture and play

equipment is designed to allow teachers to monitor students effectively and prevent unwanted incidents.

As *Ms. O* stated:

> "Our school facilities are sufficient to support all learning activities, which we hope will help stimulate children's development effectively." (*B2*)

Similarly, *Ms. R* emphasized:

> "Our school maintains well-equipped and regularly maintained facilities to support students' learning and activities." (*A1*)

Teachers *Ms. S* and *Ms. M* also highlighted the positive impact of well-organized spaces on learning and supervision.

Overall, the facilities and infrastructure at TK Sekolahku My-School Sleman adequately support the integration of the anti-bullying program within daily activities and classroom learning.

Evaluation of the Process in the Anti-Bullying Program at TK Sekolahku My-School Sleman
Program Planning Process

Based on observations, it was concluded that classroom teachers at TK Sekolahku My-School Sleman do not design specific lesson plans or syllabi for implementing the anti-bullying program. Instead, they incorporate the program into daily routines using storytelling, lectures, and habit formation. Teachers adhere to school-mandated guidelines, which include: (1) class activities structured around ten core themes, (2) reinforcement through daily routines, (3) consistency in rule enforcement, and (4) positive reinforcement through rewards and consequences.

Before implementing the anti-bullying program, several preparatory steps were undertaken by the school's foundation, including contributions from the curriculum team and school leadership. As *Ms. R*, a member of the curriculum team, explained:

> "*Before implementing the program, we formed a special team responsible for structuring the anti-bullying initiative. This team consists of the foundation's head as the main coordinator, the school's founder as the program initiator, a school consultant responsible for policy formulation, and teachers and staff as the implementers. Our foundation also follows the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Regulation No. 46 of 2023 on the Prevention and Handling of Violence in Educational Institutions.*" (*A1*)

Similarly, *Ms. O*, the school principal, elaborated on the program planning process:

> "We created a specialized team to design the anti-bullying program. This includes planning its implementation through ten core classroom themes, integrating the program into the school curriculum, and developing strategies for addressing bullying incidents. Our program is based on three key foundations: the Ministry of Education's regulations, the foundation's policies, and reference books used as supporting materials." (*B2*)

A classroom teacher, Ms. S, also commented on the planning process:

> "As teachers, we do not develop a separate syllabus for the anti-bullying program. Instead, we follow the plan established by the foundation, which includes ten core themes, daily habit formation, rule consistency, and reinforcement through rewards and consequences." (*C3*)

The anti-bullying program at TK Sekolahku My-School Sleman is structured based on national regulations and foundation policies, emphasizing ten core themes to promote a safe and respectful environment. These themes include understanding rules and regulations, defining bullying, fostering positive habits, encouraging respect for others, and developing empathy. Additionally, the program focuses on safe behavior, anger management, and the importance of protecting rather than bullying. It also teaches students to apply the STOP approach—avoiding and reporting bullying incidents—while reinforcing the value of being a good friend.

These themes are incorporated into daily classroom activities and routine learning experiences. While the researcher was able to access brief summaries and explanations from interviewees, full documentation of the planning process remains confidential and was not provided by the foundation.

Program Implementation Process

Observations indicate that the anti-bullying program at TK Sekolahku My-School Sleman is implemented as part of students' daily routines. The program emphasizes consistency in rule enforcement and is structured around the ten core themes, which are integrated into classroom activities.

During classroom observations, the researcher noted that teachers consistently encouraged students to respond to unpleasant treatment using four key actions: saying "STOP," ignoring, moving away, and reporting to a teacher. This approach is reinforced both through daily activities and in response to specific incidents, ensuring that students internalize these strategies for handling bullying effectively. The school does not designate a fixed time for the anti-bullying program. Instead, it is implemented through daily routines, rule reinforcement, and positive reinforcement strategies. As *Ms. O* explained:

> "*At TK Sekolahku My-School Sleman, our implementation follows four key stages: (1) classroom activities structured around ten core themes, (2) reinforcement through daily routines, (3) consistent rule enforcement, and (4) reinforcement through rewards and consequences. The ten core themes are integrated into daily routines through games, discussions, assignments, and storytelling. Essentially, the anti-bullying program has become part of our students' daily lives, covering both academic and non-academic activities.*" (*B2*)

Ms. R, a curriculum development team member, emphasized the importance of adapting the program to the school environment:

> "*The implementation of the anti-bullying program varies based on the school's culture, students' needs, and the goal of creating a safe learning environment. Our approach integrates the program seamlessly into students' learning activities.*" (*A1*)

This perspective was echoed by classroom teachers. *Ms. S* stated:

> "*We do not have a specific, structured implementation plan for the anti-bullying program. Instead, we start with consistent rule enforcement and integrate the ten themes into daily routines. There is no fixed schedule; the program is applied continuously.*" (*C3*) Similarly,

Ms. M emphasized the collective responsibility of the entire school community:

> "*Program implementation involves collaboration among all members of the school. The program is fully integrated into students' learning activities.*" (*D4*)

Based on these insights, the anti-bullying program at TK Sekolahku My-School Sleman is implemented continuously without a fixed schedule, ensuring that anti-bullying awareness remains an integral part of the school environment. The program follows four key implementation strategies: classroom activities with ten core themes to provide structured learning, reinforcement through daily routines to integrate anti-bullying principles into students' everyday experiences, consistent rule enforcement to remind students of expectations, and positive reinforcement through rewards and consequences to encourage appropriate behavior. These strategies are embedded in all student activities, fostering a safe and respectful school culture.

Use of Media in Program Implementation

Observations revealed that teachers primarily use illustrated books and storytelling as instructional tools for the anti-bullying program. The researcher found that all classroom materials, including play-based learning resources, were integrated into discussions on bullying. However, there are no specific media materials dedicated exclusively to the program.

As *Ms. S*, a classroom teacher, stated:

"We use all available play-based learning materials. There are no specialized media tools exclusively for the anti-bullying program." (*C3*)

Similarly, *Ms. M* highlighted the use of storytelling:

"*Although we do not have dedicated anti-bullying media, we frequently use storytelling with illustrated books and lectures to reinforce key concepts.*" (*D4*)

These statements were reinforced by *Ms. R* and *Ms. O*, members of the curriculum development team:

"There is no specialized media for the anti-bullying program. Instead, we use all available teaching materials as part of the learning process." (*A1*)

"*We incorporate all classroom materials into the anti-bullying program because it is fully integrated into students' daily learning activities.*" (*B2*)

Based on these findings, the school relies on storytelling, discussions, and interactive play rather than specialized instructional media to implement the anti-bullying program.

Challenges in Program Implementation

Despite its effectiveness, the program faces several challenges. First, some students are reluctant to report bullying incidents due to fear of retaliation or social stigma, making it difficult for teachers to intervene effectively. Second, behavior management is complicated by the unique behavioral tendencies of each student, making it challenging for teachers to apply uniform disciplinary measures. Third, while students are encouraged to report bullying, some overreport minor conflicts, requiring additional time and effort from teachers to teach self-advocacy and the correct use of reporting mechanisms. Lastly, parental awareness is sometimes lacking, as some parents may underestimate the severity of bullying incidents, necessitating further efforts to educate them on the importance of bullying prevention.

To address these challenges, the school conducts weekly meetings to monitor student behavior and review bullying cases. As *Ms. O* and *Ms. R* explained:

"*Rather than viewing these as obstacles, we see them as challenges that help us better understand and support our students, as each child is unique.*" (*A1*)

"*We hold regular weekly meetings and have our own intervention formats for different issues, such as BIP (Behavior Intervention Plan) for students with behavioral problems and ILP (Individual Learning Plan) for students with special needs. However, these internal documents are confidential and cannot be shared.*" (*B2*)

Through a holistic approach involving students, teachers, parents, and staff, TK Sekolahku My-School Sleman continuously works to enhance the effectiveness of its anti-bullying program.

Evaluation of the Product in the Anti-Bullying Program at TK Sekolahku My-School Sleman

Outcomes of the Anti-Bullying Program

The effectiveness of the anti-bullying program is assessed based on observed changes in students' attitudes and behaviors when encountering bullying. Observations conducted in the Bimo and Puntodewo classes at TK Sekolahku My-School Sleman indicate that the program has been highly successful. This is evident in students' behavioral changes—many now respond proactively when faced with bullying. For example, students are observed to immediately say "STOP" when a peer disturbs or harms them.

The research findings align with the intended goals of the program, as reflected in anecdotal records documented during classroom observations:

Table 1. Field Observation Records

Student(s)	Location	Date	Time	Observed Behavior
All students	Library	3 Oct 2023	09:15	During book exchanges, students played a fair game of rock-paper-scissors to determine who would get a book. Those who lost accepted their loss

				without argument and happily chose another book.
Tama & Nui	Classroom	25 Oct 2023	10:30	Nui firmly said **"STOP"** when Kidd took her toy without permission.
Zayd, Tama & Kidd	Classroom	25 Oct 2023	11:30	While playing "monster and hero," Zayd accidentally played too roughly, causing Tama discomfort. Kidd promptly intervened, saying, **"Zayd, what are you doing? STOP! That's too rough—play gently, don't be harsh."** This demonstrated the students' ability to stand up for their peers and distinguish between acceptable and unacceptable behaviors.
Nui & Shaveea	Classroom	26 Oct 2023	11:00	Nui gently reminded Shaveea, **"Shaveea, submit your drawing, time is up,"** as other students had already completed their tasks and were waiting.
Shaka & Tama	Classroom	9 Jan 2024	08:30	Shaka did not get upset when Tama accidentally knocked over his Lego structure. Instead, Tama apologized and helped rebuild it.
All students	Walking trip	Every Thursday	09:00	On their way to the library, all students walked in an orderly line, holding hands, ensuring that no one was left behind. This practice reinforced the habit of looking out for one another.

Measuring the Success of the Anti-Bullying Program

According to Van Meter and Van Horn's framework for evaluating program impact (*Pramono, 2020*), program success is measured by achieving a zero-bullying environment and fostering positive behavioral changes in students.

At TK Sekolahku My-School Sleman, success is primarily defined by the absence of bullying incidents and the development of students' social and emotional skills. *Ms. R*, a curriculum team member, affirmed this by stating:

> *"In my opinion, this program has fully achieved its objectives and can be considered successful because there have been no reported cases of bullying at our school."* (*A1*)

The school principal, *Ms. O*, reinforced this view, highlighting long-term impacts:

> *"Looking at the program's effectiveness, I believe it has met our expectations. We have had no reports of bullying incidents, and even after students graduate and move to other schools, we have not received any concerns regarding bullying behavior among our alumni. I maintain communication with many former students, and they continue to thrive emotionally and socially. This confirms that the program has achieved its intended goals."* (*B2*)

Classroom teacher *Ms. S* also noted significant improvements in student behavior:

> *"There has been a noticeable positive shift in students' attitudes and interactions. They are more cooperative and understanding toward one another. From the beginning, we instill the fundamental rule that when faced with unpleasant behavior, they must remember four steps: say **'STOP'**, ignore, walk away, and report to a teacher. These habits are reinforced daily through storytelling and real-life classroom incidents."* (*C3*)

Additionally, *Ms. M*, another classroom teacher, emphasized:

> *"Given that bullying incidents in our school have now reached zero, I believe this clearly demonstrates the success of the program."* (*D4*)

Behavioral Changes in Students

Based on interviews and observations, several positive behavioral transformations were noted among students. They now confidently say "STOP" when experiencing inappropriate behavior and demonstrate increased peer support by reminding each other about respectful conduct. Additionally, students have improved their ability to distinguish between safe and harmful behaviors, recognizing when an action crosses the line into bullying. There is also a greater willingness to report incidents to teachers without fear of retaliation or stigma, along with a stronger sense of empathy and responsibility, as students actively look out for one another. However, some students occasionally exhibit behaviors that fall outside the established rules or verge on bullying. In such cases, teachers intervene immediately, explaining the distinction between acceptable and unacceptable behavior while reinforcing positive conduct.

Challenges in Evaluating Program Success

Although the program has demonstrated clear positive outcomes, several challenges persist in evaluating its overall impact. The absence of a quantitative assessment system limits the ability to measure behavioral improvements numerically, as evaluations rely solely on qualitative observations. Additionally, while students generally adhere to anti-bullying principles, some still require occasional teacher intervention to fully internalize respectful behavior. Furthermore, parental awareness and reinforcement at home remain crucial, as school-based interventions alone may not be sufficient to ensure lasting behavioral change.

The anti-bullying program at TK Sekolahku My-School Sleman has effectively instilled positive behavioral changes in students. Observations confirm that students demonstrate stronger social awareness, empathy, and the ability to respond appropriately to bullying situations. The program has successfully created a bullying-free environment, as evidenced by the absence of reported bullying cases.

While challenges remain such as ensuring consistent reinforcement at home and developing a structured evaluation system the overall implementation has achieved its intended goals. By continuing to integrate anti-bullying principles into daily routines, the school ensures that students develop lasting habits of respect, empathy, and responsibility.

Discussion

This study aims to evaluate the anti-bullying program at TK Sekolahku My School Sleman using the CIPP (Context, Input, Process, Product) evaluation model. The CIPP-based evaluation framework provides a comprehensive understanding of the program's effectiveness and implementation within an early childhood education setting (Stufflebeam, 2003). The findings indicate that the program has been well-designed in alignment with the needs of students and the child protection policies adopted by the institution since 2006. According to program evaluation theory, planning and implementing policies based on the school context play a strategic role in preventing and addressing bullying (Mufid, 2020; Rama et al., 2023). Furthermore, this evaluation contributes to the literature on the implementation of anti-bullying programs at the early childhood education level, a topic that remains relatively underexplored in previous research (Kaloyirou & Vong, 2022; Rengga Aprilia et al., 2024).

The findings reveal that the anti-bullying program at TK Sekolahku My School Sleman has successfully fostered a safe and inclusive environment for students. The context evaluation demonstrates that the program aligns with student needs and school policies emphasizing child protection from discriminatory practices (Aziz et al., 2018; Waris, 2022). In terms of input, qualified teachers and the integration of anti-bullying content into the curriculum provide a strong foundation for the program's effectiveness (Sunaryo et al., 2020; Tama, 2019; Vestia et al., 2022). The process evaluation indicates that the program's implementation—through daily

routines, lectures, and reinforcement of rules has successfully instilled values of empathy and tolerance in students.

At the product evaluation stage, the absence of reported bullying cases suggests the program's success in fostering positive student behavior. The program's effectiveness is also evident in four key aspects: students' confidence in saying "stop" when experiencing unpleasant treatment, increased empathy and sympathy toward peers, willingness to report bullying-related incidents to teachers, and consistent enforcement of rules through classroom activities, daily routines, and behavioral reinforcement via rewards and consequences.

These findings align with previous research emphasizing the importance of intervention-based programs in reducing school bullying (Al Ali et al., 2025; Molinero-González et al., 2023). Studies have shown that teacher involvement in reinforcing positive social norms significantly contributes to the reduction of bullying cases in school settings (Gill & Govier, 2023; Horoz et al., 2024). However, while this program has proven effective in addressing bullying at TK Sekolahku My School Sleman, the results differ from other studies suggesting that the effectiveness of anti-bullying programs can vary depending on institutional support and community involvement (El Gemayel, 2023; Osborne, 2024). These findings indicate that although school-based programs may be effective in the short term, their sustainability requires support from various stakeholders, including families and the broader community (Ferfolja & Ullman, 2021; Heras et al., 2022).

On the other hand, this study identifies the lack of dedicated teaching materials as a challenge in systematically enhancing students' understanding of anti-bullying concepts. Research suggests that structured learning materials, such as guidebooks and instructional modules, can enhance the effectiveness of programs in fostering prosocial behavior in early childhood (Davidson & Morales, 2023; Montero-Carretero et al., 2021; Yafie et al., 2024). Additionally, parental involvement in the program remains limited, despite evidence indicating that family engagement in reinforcing positive social norms can strengthen anti-bullying program outcomes (Liu et al., 2022; Zhou & Chen, 2024). Therefore, future program development should focus on creating specialized teaching materials and enhancing parental participation.

Theoretically, this study supports the notion that a safe and inclusive school environment contributes to children's social-emotional development (Gómez-Galán et al., 2021; Samara et al., 2021). The success of the anti-bullying program at TK Sekolahku My School Sleman also demonstrates that rule-based strategies and positive behavioral reinforcement can effectively reduce bullying incidents (Duriez, 2023; Lavie Dinur et al., 2021). However, this study has certain limitations. The data coverage is restricted to a single institution, making the findings difficult to generalize to a broader context (Jaya & Ndeot, 2018; Kurniawati, 2022; Nuroniah et al., 2024). Additionally, the sample size is relatively small, limiting the representativeness of the results. Another challenge was the difficulty in obtaining comprehensive documentation on the anti-bullying program, as some data were confidential and could not be fully analyzed. Despite these limitations, this study provides a strong foundation for enhancing anti-bullying programs and developing more effective educational policies.

The implications of this study highlight the need to strengthen anti-bullying programs at the early childhood education level through periodic evaluations based on measurable indicators. Future research should explore how external factors, such as family and community environments, influence the success of anti-bullying initiatives (Alfayez & Allehyani, 2024; Kaloyirou & Vong, 2022). Additionally, expanding the scope of research to include multiple educational institutions across various regions could enhance the representativeness of findings (El Gemayel, 2023; Samara et al., 2021). From a practical perspective, schools are encouraged to develop more systematic monitoring systems to ensure program sustainability and objectively measure changes in student behavior (Purwandari et al., 2024; Sunaryo et al., 2020). With further program development, anti-bullying initiatives can be continuously improved to create a safer and more supportive educational environment.

Conclusion

This study evaluates the implementation of the anti-bullying program at TK Sekolahku My School Sleman using the CIPP (Context, Input, Process, Product) evaluation model. The findings indicate that the program has successfully fostered a safe and inclusive learning environment by instilling values of empathy, tolerance, and positive social skills in students. Teachers demonstrate competence in recognizing and addressing bullying cases, although they do not explicitly refer to such actions during instruction. The program is implemented through daily routines, school regulations, and positive behavior reinforcement, without a specific syllabus or instructional materials. The evaluation reveals that students exhibit confidence in rejecting inappropriate treatment by saying "STOP," an increased sense of empathy toward peers, and an awareness of the importance of reporting bullying incidents to teachers. The program operates through four key stages: classroom activities based on 10 thematic units, habituation in daily routines, adherence to school rules, and a system of rewards and consequences. The program's success is evident not only in the absence of reported bullying cases but also in the sustained positive social values exhibited by alumni in their subsequent educational stages.

Despite its success, this study has certain limitations, including its focus on a single institution, the absence of a quantitative assessment system for measuring behavioral changes in students, and restricted access to the school's internal documents. The findings highlight that a rule-based strategy combined with positive behavior reinforcement can serve as an effective approach to reducing bullying incidents in schools. Therefore, key recommendations include the development of dedicated instructional materials, increased parental involvement, and the establishment of a more structured monitoring system with measurable indicators. Future research should expand its scope by involving multiple institutions to obtain more representative and in-depth findings. By doing so, anti-bullying programs can continue to be refined to create a safer and more supportive educational environment for young children.

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