

The Teacher's Efforts In Creating Child Friendly Classrooms 4-5 Years Old With Anti-Bullying Talking Box Media In Baitul Aziz Kindergarten

Nur Hamidah^{1*}

¹Faculty of Islamic Religion, Muhammadiyah University of North Sumatra

¹email: nurhamidah@gmail.com

ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 11, 2023 Revised: March 23, 2023 Accepted: April 27, 2023 Available Online: May 11, 2023</p>	<p>This research is motivated by acts of bullying that have recently occurred in school environments, with this the government provides child-friendly school solutions. Child-friendly schools or a simpler scope of child-friendly classes. To create a child-friendly class that fills a safe, comfortable and fun place for students, the teacher plays a very important role in creating a child-friendly class. The focus of the research in this paper is how the teacher's efforts in creating a friendly class for children aged 4-5 years using anti-bullying talking box media in Baitul Aziz Kindergarten. The purpose of this study was to find out how the teacher's efforts in creating child-friendly classes with anti-bullying box media. This research method uses a qualitative approach with a descriptive type, namely to describe the teacher's efforts in creating child-friendly classes with anti-bullying talking box media using observation, interview and documentation data collection techniques. The results of the study show that the teacher's efforts to create child-friendly classes are: a) through classroom learning, through prayer before and after learning, informing acts of bullying, giving direct examples. b) through activities outside the classroom, shaking hands with peers and teachers, praying Duha, reminding bad words and deeds. c) through the anti-bullying talk box media.</p>
<p>Kata Kunci : <i>Early Childhood, Child Friendly Class, Anti Bullying Talking Box Media.</i></p>	
<p>Please cite this article: Hamidah, Nur. (2023). The Teacher's Efforts In Creating Child Friendly Classrooms 4-5 Years Old With Anti-Bullying Talking Box Media In Baitul Aziz Kindergarten. Jurnal Studi Islam dan Humaniora, 1 (2), 68-92</p>	
<p>Page: 68-92</p>	<p>Copyright© 2023. Integrasi: Jurnal Studi Islam dan Humaniora. This is an open acces article under the CC-BY-SA lisence (https://creativecommons.org/licenses/by-sa/4.0/).</p>

A. Introduction

In this era of globalization various problems arise in the world of education, including early childhood education. Data from the results of the KPAI (Indonesian Child Protection Commission) during 2016-2020 recorded 480 cases that had been reported to KPAI (Pahlavi, 2022). When we do a search on Google by writing "cases of bullying in schools in early childhood" around 232,000 websites related to bullying will appear.

Bullying is a form of child abuse that is done to someone who is weaker in order to get a certain satisfaction. Which is done repeatedly and even systematically. Meanwhile, child abuse is bad behavior, both physically and emotionally (Teacher & Elementary Education, 2018). Bullying is aggressive behavior aimed at someone else, and is done repeatedly or continuously. Bullying is aggressive behavior in the presence of physical, social, verbal, cyber attacks, and intimidation of victims that aims to give someone a stronger fear of someone who is weak. (Antiri, 2016).

To follow up on bullying, the government has issued a Child Friendly School regulation as a solution. This is continuous with early childhood education which is based on a supportive environment that can also develop the potential of early childhood. Article 28B (2) of the 1945 Constitution states that "Every child has the right to survival, growth and development and is entitled to protection from violence and discrimination" (Aprita et al., 2020).

Child Friendly Schools were born because of the Child Friendly Cities program, Child Friendly Cities are the fulfillment of 31 children's rights, one of which is through Child Friendly Schools. (Deputy for Child Development & Ministry of Women's Empowerment and Child Protection, 2015).

Child Friendly Schools can fulfill or guarantee, protect children's rights, and ensure that education is able to develop children's interests, talents and abilities

and also prepare children to be responsible for a life of tolerance, respect, cooperation and a spirit of peace (Deputy for Child Development & Ministry of Women's Empowerment and Child Protection, 2015). Education is not only expected to give birth to intelligent and intellectual students, but is also expected to give birth to students who are emotionally and spiritually intelligent.

In a simple scope or class the teacher clearly expects the creation of several Child Friendly Schools. The creation of child-friendly classes that fill a safe, comfortable and fun place for students because they are free from threats or violence between children or violence perpetrated by educators and education staff. Also creating a clean, healthy and friendly environment. Child Friendly Classes have characteristics in which children are treated fairly regardless of religion, race, ethnicity and intergroup (SARA), classes that respect each other and also respect children's rights with friends and teachers.

Bullying behavior is not something that can affect children when they grow up, because child-friendly classes can minimize the occurrence of bullying. In this regard, activities that can be carried out in class are to create child-friendly classes with the media used in the learning process for children aged 5-6 years with anti-bullying storytelling box activities. Anti-bullying story telling media is an example of media that is attractive to children. The anti-bullying talking box media is expected to be able to help children develop positive socio-emotional potential with classmates without discrimination.

The anti-bullying story box game is a box that contains stories about the differences in children in the class where the story does not corner one of the children because of their differences. The anti-bullying story box game can increase children's sensitivity and tell children that everything is the same without isolating or discriminating against one of the different friends in the class. This talking box game can develop children's cognitive, language, and social-emotional.

Learning media is anything that is used as an intermediary or liaison from the information provider, namely the teacher to the recipient of the information or students which aims to stimulate students to be motivated and able to follow the learning process as a whole and meaningfully.(Hasan et al., 2021). The success of the learning process in educational activities is basically influenced by many factors, including lecturers, students, environment, curriculum, strategies, methods and effective learning media that can help students to learn optimally and be able to improve understanding and thinking.(Harfiani & Fanreza, 2019).

Learning media has several meanings, both broadly and narrowly. The definition of learning media is broadly interpreted as any person, material or event that provides opportunities for students to gain knowledge, attitudes as well as skills. Meanwhile, in a narrow sense, learning media are non-personal (non-human) tools used by teachers to achieve learning objectives(Mahmuda, 2018).

Understanding the media from the opinions above, it can be concluded that the media is an intermediary for channeling information and messages in order to achieve the desired goals between sources and recipients. Everything that can be used to stimulate the mind, attention, abilities and feelings of children so that children can process learning on their own. Media can take the form of humans, material as well as events that children can acquire as knowledge.

Big Indonesian Dictionary learning means the process, method, deed of making people or living things learn. Learning is the most appropriate word to interpret instruction, namely how to manage so that learning actions in children or someone become effective and efficient.(Meaning of Teaching Words - Big Indonesian Dictionary (KBBI) Online, nd).In this regard, the types of media are divided into three major groups, namely: a) Visual media is media that relies on sight, media that is conveyed visually is usually abstract in nature but can be overcome with visualizations such as pictures, photographs, paintings and cartoons. b) Audio media is a learning media that contains auditive messages and only relies on the ability of sound which can stimulate children's thoughts,

feelings, attention, and willingness to learn learning themes. This media contains weaknesses that must be overcome with other media, for example songs. c) Audiovisual media combines audio and visual media, in which this media is a visual media that can be adjusted at the speed of movement. Audiovisual media or commonly called video has high potential to attract children's interest (Tri & Swastyastu, 2020).

Based on the above understanding, learning media is described as a tool that can be used to support the learning process that can be seen, heard, read by the teacher so that the learning objectives are achieved as well as the interaction between the teacher and the child.

The function of learning media is to facilitate the process of receiving the material presented as well as making it easier to achieve learning success, this is because children are more interested and motivated in learning the material discussed. The use of media is part of the learning system. Learning media is very important in the learning process because the teacher can convey material to students to be meaningful, the teacher does not only convey with words or lectures but can bring students to understand the material in a real way (Nurrita, 2018). In using learning media it is expected to be able to increase children's desire to learn and help children in increasing children's willingness to learn. Basically, the character and nature of children are different, so learning media is expected to improve the quality of children's learning. In interacting activities between students and the environment, the function of the media can be identified as follows: a) The media is able to provide various stimuli to the brain so that the brain can function optimally. b) Media can overcome the limited experience that children have. c) Media can go beyond the classroom. d) Media allows for interaction between children and their environment. e) The media produces a variety of observations. f) Media generates motivation and stimulates children to learn. g) The media generate new desires and interests (Khadija & Ag, 2015). Apart from this, the function of the media according to (Nurrita, 2018), namely: a)

Capturing an object or certain events. b) Manipulate certain circumstances or objects. c) Increase the passion and motivation of student learning.

Based on the explanation above, the function of learning media is the teacher's effort to make it easier to convey learning material so that children can be motivated to learn and improve the quality of children's learning. It also makes the learning process more memorable because the teacher does not only explain, but shows students concrete examples of the material being studied.

The general characteristics contained in each of the media boundaries are: a) Educational media has a physical understanding that is mature or known as hardware, namely objects that can be seen, heard, or touched with the five senses. b) Educational media has a non-physical understanding that is mature or known as software (software), namely the role content contained in the hardware which is the content to be conveyed to students. c) Media emphasis on visual and audio. d) Media has an understanding of tools in the learning process both in class and outside the classroom. e) Media can be used massively, for example radio, television, computers, (Khadija & Ag, 2015).

From the explanation above, it can be concluded that the characteristics of the media are the tools used by the teacher during the learning process, which tools can be seen, heard, held and can also be used together.

Talking box media or story box is a form of media with a visual type, which is one of the media used in learning. In the world of children's education, boxed media is often used because it is easy to get, such as infraboard and foam art (Anisah Nur Fenty, 2021).

The box in the Big Indonesian Dictionary means a chest for small items (Meaning of the word box - Big Indonesian Dictionary (KBBI) Online, nd). While the word story in the Big Indonesian Dictionary, story is a story that describes how something or an event happened or an essay that tells events, experiences, happiness, sadness, the incident is real or fictional. (Meaning of the Word Story - Big Indonesian Dictionary (KBBI) Online, nd). Based on the

explanation above, a story box is media in the form of a box outside of which there is a background or theme that has a story line of events or essays that conveys someone's actions, happiness and sadness, which happened real or artificial.

This media is expected to be able to reduce acts of bullying in early childhood through the storytelling method. With this media, it is hoped that children will be able to know and understand their rights and the rights of their friends in the class related to acts of bullying, where this act of bullying unknowingly occurs between children or between teachers and children in the class. With this media and stories it is hoped that it will be able to create child-friendly classes, this anti-bullying talking box media is able to convey many messages through stories, the title of the story taken is related to anti-bullying that occurs in the classroom (Anisah Nur Fenty, 2021).

This media box carries the theme "Tolerance and Mutual Respect", which is expected in carrying this theme children have a sense of tolerance and mutual respect as well as respecting differences among their friends. With this theme, it is hoped that children will no longer show negative reactions when they see differences between their friends. Due to creating a child-friendly class, it is hoped that children can share, work together, accept each other without intimidating their friends (Anisah Nur Fenty, 2021).

The conclusion obtained from the explanation above is that the anti-bullying talking box media is media that contains stories related to the conditions that occur in the school environment where this media is expected to be able to minimize acts of bullying.

The storytelling method means telling stories in a way that distinguishes storytelling from other methods, namely the more prominent technical aspects of storytelling. Like phantom which emphasizes movement and expression, drama emphasizes role playing. So, the storytelling method emphasizes the oral narrative of story material compared to other aspects (Dwi Anggraini, 2015) Storytelling is

one of the ways to achieve competency through storytelling which is conveyed orally by the teacher to children by paying attention to speech requirements, seating arrangements, story language, teacher intonation, character appearance, emotional appearance, and avoiding spontaneous speech.(Us Djuko, 2019)The storytelling method is a way of speaking in telling stories or giving explanations to children verbally, in an effort to introduce or provide information about new things to children.(Noviana, 2013).

Storytelling or often referred to as storytelling or narration, which means conveying stories orally to listeners, but sometimes without reading or using storybooks. We recommend story reading or reading stories using books, sometimes without considering extra-textual interactions during reading(Khasinah, 2015).

Based on the above understanding, it can be concluded that the storytelling method is one of the learning strategies carried out by the teacher which is conveyed orally to students to convey the message or purpose of learning. In this way the teacher can use this method to convey to children anything about their rights and the rights of their friends.

There are several steps in storytelling that need to be considered, namely: a) Setting goals and story themes at this step should set goals to be achieved, namely that children are expected to have a tolerant attitude, manners, courtesy, and mutual respect. With this kind of planning, the storyteller becomes more focused and also careful in choosing a theme or material for fear that the desired goal will not be achieved. b) Determine the story technique chosen in this second step, so that students don't get bored easily. So that you can pay attention to the story. And the storyteller must also pay attention to the technique of the story, can use books or other media. c) Determine the materials and tools needed for storytelling activities. The readiness of the storyteller to prepare materials and tools for storytelling needs to be considered and must be in accordance with the theme raised in the story. Because the existence of these tools and materials can make it

easier for storytellers to convey their stories and also make students more focused.

d) Determine the assessment of the results of storytelling activities. In this last step, the teacher gives results on the implementation of the storytelling method. Assessment activities are carried out to find out whether the child understands, knows or likes the story and also the storyteller can know whether the goal is being achieved d) Determine the assessment of the results of storytelling activities. In this last step, the teacher gives results on the implementation of the storytelling method. Assessment activities are carried out to find out whether the child understands, knows or likes the story and also the storyteller can know whether the goal is being achieved d) Determine the assessment of the results of storytelling activities. In this last step, the teacher gives results on the implementation of the storytelling method. Assessment activities are carried out to find out whether the child understands, knows or likes the story and also the storyteller can know whether the goal is being achieved(Dea et al., 2022).

With the steps above, it can make it easier for teachers to prepare stories, starting from the purpose of the story to the evaluation stage in storytelling. Not only that, the storyteller also has to prepare the story or its purpose, but also has to pay attention to whether or not the media needs to be used.

The benefits that children get using the storytelling method include: a) Sharpening children's imagination can be raised through the introduction of something new so that the child's right brain is productive in processing the information it receives. b) Develop language skills, namely through vocabulary that is often heard. This language ability can also be honed through the accuracy of language according to the emotional atmosphere. c) Developing social aspects, the appearance of various figures reflects togetherness in social life. In the story the characters socialize and interact with each other. d) Developing the moral aspect, the messages in the story start from forgiving each other to respecting each other. e) Developing the spiritual aspect, the story can raise a religious theme(Muzdalifah et al., 2013).

Storytelling has benefits not only for teachers or narrators, but also for those who listen. With the explanation above, there are various benefits of storytelling, from improving language skills to the character of the listeners.

bullying comes from the English *bully* which means to bully (Google Translate, n.d.). Etymologically the word "bully" means to bully, someone who bullies the weak. In Indonesian, literally the word *bully* means bully, someone who bullies weak people (Nasir, 2018). Bullying behavior is a form of violence or aggressive behavior that is shown or carried out with the aim of hurting psychologically or physically, the perpetrator of bullying is carried out by someone who feels weak, meaning that the perpetrator of this bullying abuses the imbalance of power to continuously hurt the victim (Yunika et al., 2013). Bullying is a form of violent behavior where there is psychological or physical coercion against someone who is weak by a group of people (Zakiyah et al., 2017). Bullying takes various forms, it can take the form of ridicule, humiliation or beatings (Visty, 2021).

bullying has several types, as for the types of bullying that occur in the early childhood environment: a) Physical Aggression, children commit physical violence by pinching, hitting, kicking, pushing and throwing objects. b) Verbal Aggression, saying bad things, shouting, taunting, threatening. c) Relational aggression, ignoring the victim, vilifying the victim, spreading fake news, isolating the victim (Ayuni, 2021).

In early childhood, the majority are playing, either playing alone or with their friends. When playing, social interaction appears, thus bullying, violence, and differences of opinion can occur. When there is a dispute, there are some children who can solve the problem and some who can't. Children who cannot solve their problems usually have two factors, namely, surrender or use violence.

Based on the explanation above, bullying is a conscious behavior aimed at someone who according to the perpetrator is weaker, which is done repeatedly which can injure the victim physically and psychologically.

Child-friendly class or teacher-child-friendly learning, the teacher knows a lot about the child's character before deciding what steps to take to deal with the child (Yosada & Kurniati, 2019). The word class in the Big Indonesian Dictionary means level, space for learning in schools, community groups based on education, income, power, and so on. (Meaning of the word Class - Big Indonesian Dictionary (KBBI) Online, nd)

Managing the class is one of the teacher's tasks that is never abandoned, class management is intended to create a conducive learning environment so that learning objectives are achieved effectively and efficiently (Zahroh, 2015). Classes are part of the school community that organizes creative teaching and learning activities to achieve learning goals. The class can also be said to be a square room where children take part in learning. For teachers and children, the classroom is a place for learning and teaching, thus a clean and tidy classroom is also attractive, can increase children's interest in learning and also has a positive impact on the teacher.

Class management carried out by the teacher is not without purpose, the teacher is aware that without class management it will hamper the teaching process and also learning. In general, the purpose of classroom management is to create a comfortable classroom atmosphere for learning. So that learning activities can run effectively and directed this also can achieve quality human resources. The objectives of classroom management are: a) Creating classroom situations and conditions, both as a learning environment and as a study group. b) Eliminate various obstacles that can hinder the realization of teaching and learning interactions. c) Provide and manage learning facilities that support student learning according to the social, emotional and intellectual environment of students. d) Fostering and mentoring according to social, economic and cultural backgrounds.

Child-friendly is a program to create safe, healthy, clean, caring and cultured conditions that are able to guarantee the fulfillment of children's rights

from violence, discrimination and other things. This is in line with Law No. 23 of 2002 article 54 concerning Child Protection which reads: "Children in the school environment must be protected from acts of violence committed by teachers, school administrators or friends in the school concerned or other educational institutions"(PRESIDENT OF THE REPUBLIC OF INDONESIA, 2002).

Child-friendly according to the Big Indonesian Dictionary is safe and pays attention to the safety of children(Meaning of Friendly - Big Indonesian Dictionary (KBBI) Online, nd)Child-friendly schools do not pressure or force children so that children have the freedom to choose to study and develop their potential happily and happily.Child-friendly education is a process of how a child can be enthusiastic, enthusiastic and happy in participating in classroom learning. Thus they can get good knowledge, participate in learning comfortably and safely(Yulianto, 2016).

Child-friendly schools cover a wider area while child-friendly classes are smaller, which only includes teachers, students in the class, as well as the class. In which there is educational social interaction with a class layout and supported by material and media. A comfortable and healthy learning environment can promote more productive learning and can only be developed when the classroom is safe and peaceful for children.

Based on the above understanding, it can be concluded that child-friendly classes are programs to create conditions for children that are safe, healthy, clean, caring, and also cultured, which are able to guarantee the fulfillment of children's rights and also protect children from violence, discrimination and support children's growth and development as well. well-being of the child while the child is in the classroom. Child-friendly classes written by researchers, researchers found from the child-friendly school section as well as school management, so some of the characteristics that exist in child-friendly schools and classroom management can be reduced to child-friendly classes. Child-friendly classes include mutual respect, protection, tolerance, non-discrimination and also culture.

Characteristics of child-friendly classes Child-friendly learning or child-friendly education has a learning environment that is safe, comfortable and full of affection because of the relationship that is established with a sense of love and affection between children and teachers, parents and peers(Yulianto, 2016). The teacher gives freedom to children according to their abilities and potential. In this way the child is free from guilt or fear of being wrong, the teacher is also able to appreciate the child's work positively and give punishment if the child is guilty fairly. Teachers must create classes that respect each other so that a positive learning process occurs, for example when the teacher explains the children are listening and when someone speaks or thinks there is no ridicule from their friends and the teacher is also listening responsively. Thus the child is free from guilt and fear.

A comfortable, clean and well-organized classroom can enhance a conducive and positive learning atmosphere. With the layout of the classroom and also the class yard that is orderly and neat, it can support children's enthusiasm while learning, and class circulation and lighting also affect the child's learning process. The environment is one of the keys to success in building children's abilities and behavior. Providing an environment for children should get priority, let alone a learning environment(Yulianto, 2016).

From the opinion above it can be concluded that child-friendly learning also needs to use learning methods, the learning methods used do not have to be exclusive. The most important thing is in accordance with the child's character, learning materials, and the existing infrastructure at school. Thus it is hoped that the learning characteristics can create child-friendly learning, but these characteristics can be developed according to the needs of the school and also those related to the school's vision and mission.

B. Research methods

This research approach using this type of research is direct research or field research, in which data collection is carried out directly at the research location. This study uses a qualitative descriptive method that aims to understand a phenomenon that is experienced by research subjects. For example behavior, perception, motivation, action, and so on, holistically in a descriptive way in a special context that is experienced without any human intervention and by making optimal use of the commonly used scientific method (Sidiq et al., 2019).

Research is a process in which we carry out an arrangement of logical steps. That process is used to obtain valid and reliable data which will later be the correct and appropriate conclusion (Sidiq et al., 2019). In accordance with the focus of the research aiming to obtain an overview in the field about how the teacher's efforts in creating child-friendly classes with anti-bullying talking boxes in Baitul Aziz Kindergarten with children aged 5-6 years or grade B, the researchers used descriptive analysis with a qualitative approach.

Qualitative research methods, namely research activities on social phenomena, perceptions not only from what researchers think about social phenomena. The purpose of qualitative research is to find a phenomenon in a category and then examine this phenomenon with the data found in two fields (Hafni Sahir, 2021). As for research with descriptive method is a research method in a class of events in the present. The event referred to in this study is how the teacher's efforts in creating child-friendly classes with anti-bullying talking boxes in Baitul Aziz Kindergarten with children aged 5-6 years. The research subjects were school principals, teachers and students at Baitul Aziz Kindergarten.

Collecting data using interview techniques, observation and documentation. The validity of the data was obtained using triangulation techniques to use something other than data for checking purposes or as a comparison of the data (Suardi wekke, 2019). The triangulation technique to test the credibility of the

data is done by checking the data to the same source using different techniques. For example, data obtained from interviews, then checked by observation, documentation or questionnaires (Sidiq et al., 2019). Time triangulation also often affects data reliability. Data collected using interview techniques in the morning when the informants are still fresh, there are not many problems, will provide more valid data so that it is more credible. Analysis of the data used in this study with the process of data analysis includes data reduction, data presentation, and drawing conclusions.

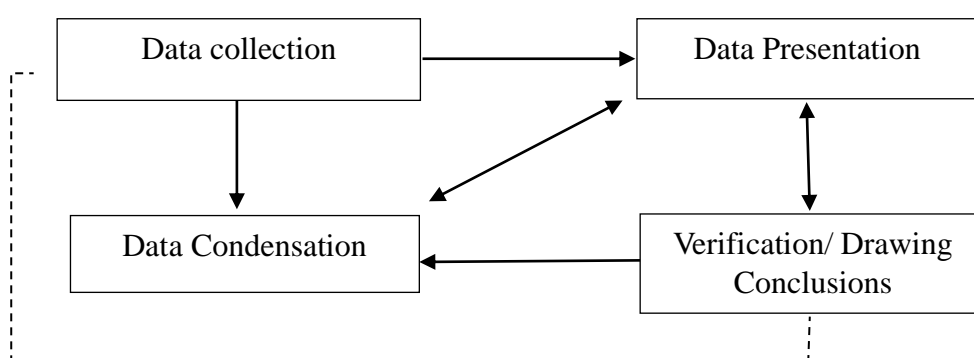


Figure 3.1 Data Analysis Flowchart

C. Research Results and Discussion

The results found by researchers during research at Baitul Aziz Kindergarten were to find teachers' efforts in creating child-friendly classes using anti-bullying talking box media. While the researcher was conducting the research, the teacher made several efforts to create anti-bullying child-friendly classes, that is, through in-class learning, efforts to create child-friendly classes were carried out by the teacher, one of which was carried out in the classroom, namely when learning took place. Where in this case the teacher conveys examples and real stories of acts of bullying and provides explanations that make children reason, this is conveyed by the teacher using the demonstration method. The teacher informs the bullying actions to students, so that these actions are not carried out. This is in line with the results of interviews conducted by researchers,

the researcher asked whether there had been any efforts by the teacher to prevent bullying. The teacher said "we are making efforts by informing bullying to children with demonstration methods".

In addition there are several activities carried out in the teacher's efforts to create child-friendly classes including: a) wheeling before and after learning, which is done so that children always remember Allah, so that the children's hearts remain soft and peaceful. b) giving advice or directions at every meeting, giving advice also includes the teacher's efforts to remind children about what acts of bullying, good and bad actions or words. c) through the actions of the teacher. The teacher also provides examples of good deeds and speech. With this, children can be encouraged to be like their teacher. d) reward and punishment. The purpose of giving gifts to children is to motivate them to do good and to give punishments to give a deterrent effect. However, before doing this the teacher repeatedly warns the child.

The researcher also asked whether there were any results from the implementation of Duha prayer and joint prayer, whether this kind of habituation could create anti-bullying friendly classes. The researcher's questions were answered straightforwardly by the teacher, "Conducting habituation by instilling moral beliefs and also praying Duha, this activity really helps children to have good attitudes and traits which with these good attitudes and traits can create anti-bullying child-friendly classes." ”.

Apart from carrying out Duha prayer activities, researchers found other efforts, namely, a) shaking hands with teachers and peers, this includes the habituation process for children so that children have good relationships with their friends. b) remind children when speaking rudely or acting rudely towards their friends.

In other cases the researchers found the teacher's efforts in creating child-friendly classes, namely, the teacher always reminds children of any acts of bullying that children should not do. This is in line with the point that the researcher will ask about "does the teacher socialize any acts of bullying". The teacher always reminds students about what acts of bullying are, this is what the teacher does every time the children are going to play or are going home.

And the other efforts made by the teacher apart from the three things above are to use anti-bullying talking box media, anti-bullying talking box media is media that contains stories related to the condition of children at school and in class. This media is shaped like a children's class which is equipped with children's characters and teachers. Before using the anti-bullying talking box media, the teacher has made the efforts described above.

After the teacher uses talking box media to inform children about what acts of bullying are. The teacher feels a significant change in the attitude and nature of the child, this can be seen from the way the child socializes. The child is no longer picky about friends and is starting to do less activities such as hitting friends and pushing friends. So with this the teacher's efforts in creating child-friendly classes can be realized easily, by using the anti-bullying talking box media students are better able to digest information properly rather than just informing it by means of demonstrations. The following is a media image of an anti-bullying talking box. The anti-bullying talking box media not only contains stories but also shows bullying activities by showing pictures of bullying to students so that students can digest information more clearly and better. This media is also equipped with a game that contains questions about what acts of bullying and others are.

Anti-bullying talking box media is a media that is useful for informing acts of bullying and also educating people to have polite and respectful behavior. The anti-bullying talking box media can be used anywhere, while the benefits of anti-

bullying talking box media are as follows: a) The media can be used anywhere, because the size of the media is medium so that the media can be used anywhere, not only in the classroom but can be outside the classroom. b) Media involves children actively. This media involves children helping prepare the media as well as participating in exploring the stories that are presented because they are in accordance with the environment the children are in. c) Media can be used as role playing. Story box media devices can be used by children as micro role playing which can improve children's language skills. d) Media can increase children's creativity. Story box media can increase the imagination of children. e) The media can introduce class rules. In the media there is writing that introduces class rules in order to achieve a child-friendly class. Among them mutual respect between friends, talking well to peers or older.

The use of anti-bullying talking box media is carried out in directed and planned learning. Anti-bullying talking box media is used with a storytelling method in which the story is inspired by the daily lives of children while at school, which media is used when there has been a lot of bullying going on around children, especially at school. The application of talking box media is used in a directed manner where before using the media educators make observations first so that they are inspired by what stories will be presented and also so that child-friendly classes are realized. An educator who is responsive will certainly take action when acts of bullying occur in the school or classroom environment so that child-friendly classes are realized. The anti-bullying talking box media has several objectives, including: a) Educate children about acts of bullying. b) Set an example of behavior towards fellow friends so that they have mutual respect and tolerance. d) Creating anti-bullying child-friendly classes, by always reminding children of their behavior. and also appreciate. And the advantages of the anti-bullying talking box media are: a) It is more contextual to the situations and conditions that exist in schools. b) Gives a new nuance during the learning process. d) Educators are more creative in creating media and utilizing conditions.

And the advantages of the anti-bullying talking box media are: a) It is more contextual to the situations and conditions that exist in schools. b) Gives a new nuance during the learning process. d) Educators are more creative in creating media and utilizing conditions. And the advantages of the anti-bullying talking box media are: a) It is more contextual to the situations and conditions that exist in schools. b) Gives a new nuance during the learning process. d) Educators are more creative in creating media and utilizing conditions.

Anti-bullying talking box media can be related to the theme of learning or in accordance with the Daily Learning Implementation Plan (RPPH) where this media will be played during the core learning activities. At the core of learning, children tend to get bored in class. At times like this, educators can attract children's attention by showing what cards are acts of bullying. The things that must be considered in using the anti-bullying talking box media are: a) Talking box media is used when the child has started to focus on the material, do not use it when the child is not focused. When the child is not focused, the educator can issue a card showing bullying, or by asking children for examples of bullying. b) Prepare a story according to the child's condition, and create a pleasant atmosphere. c) Talking box media can be used to provide reinforcement of learning material.

Based on the explanation above, it can be concluded that the anti-bullying talking box media is very useful, and with the anti-bullying talking box media it can create child-friendly classes. Which class is child-friendly, is a class condition in which there is a sense of security and peace and makes children feel happy while carrying out learning activities. This can be seen with children who understand what bullying is and how to prevent it and its impact. So it can be concluded that the anti-bullying talking box media is effective in educating children about bullying and making children behave better and respect each other and love their friends, also has good tolerance properties. With this, the teacher succeeded in realizing a child-friendly class with anti-bullying talking box media.

D. Cloncusion

The teacher's efforts in creating an anti-bullying child-friendly class at Baitul Aziz Kindergarten, there are three ways, first through classroom learning, including: praying before and after learning, providing daily information about acts of bullying, providing direct examples to students, using media anti-bullying talking box, giving punishment and prizes to students. Second, through activities outside the classroom, including: when playing, giving directions, and paying attention to the behavior and speech of children, carrying out Duha prayer activities in congregation.

Some of the obstacles faced by teachers in creating anti-bullying child-friendly classes at Baitul Aziz Kindergarten are caused by factors from within the child, family and environment.

The strategies carried out by the teacher to overcome some of the obstacles in creating child-friendly classes at Baitul Aziz Kindergarten include: collaborating with parents and also the teacher's bias towards students related to child-friendly classes and improving children's morals.

Bibliography

- Anisah Nur Fenty. (2021). Development of Anti Bullying Story Box Media to Create Child Friendly Classes Aged 5-6 Years.
- Antiri, KO (2016). Journal of Education and Practice www.iiste.org ISSN (Vol. 7, Issue 36). On line. www.iiste.org
- Aprita, S., Hj, MHY, & Hasyim, SH (2020). law And Human Rights, www.mitrawacanamedia.com
- The meaning of the word teach - Big Indonesian Dictionary (KBBI) Online.* (n.d.). Retrieved February 7, 2023, from <https://kbbi.web.id/ajar>
- The meaning of the word story - Big Indonesian Dictionary (KBBI) Online.* (n.d.). Retrieved February 8, 2023, from <https://kbbi.web.id/cerita>
- The meaning of the word class - Big Indonesian Dictionary (KBBI) Online.* (n.d.). Retrieved February 9, 2023, from <https://kbbi.web.id/klas>

- The meaning of the word box - Big Indonesian Dictionary (KBBI) Online.* (n.d.). Retrieved February 8, 2023, from <https://kbbi.web.id/kotak>
- The meaning of the word friendly - Big Indonesian Dictionary (KBBI) Online.* (n.d.). Retrieved February 9, 2023, from <https://kbbi.web.id/ramah>
- Ayuni, D. (2021). Prevention of Bullying in Early Childhood Education. In Journal of Education Research (Vol. 2, Issue 3).
- Dea, FL, Siregar, M., Setiawan Agus, & Tabi'in. (2022). The Application of the Storytelling Method in Developing Children's Social Emotional. PGRA Study Program, Vol. 8 No. 2, 1–7.
- Deputy for Child Development, & Ministry of Women's Empowerment and Child Protection. (2015). Child Friendly School Guidelines.
- Dhieni, N. (2020). Guidelines for the Standardization of Early Childhood Education Units (dhieni nurbiana, Ed.; pp. 1–42). Ministry of Education and Culture Directorate General of Early Childhood Education, Basic Education and Secondary Education Directorate of Early Childhood Education 2020.
- Dwi Anggraini, D. (2015). Increasing the Development of Religious and Moral Values Through the Storytelling Method (Vol. 2, Issue 2).
- Google translation. (n.d.). Retrieved February 8, 2023, from <https://translate.google.com/?hl=id&sl=en&tl=id&text=bully&op=translate>.
- Hafni Sahir, S. (2021). Research methodology. www.publisherbookmurah.com.
- Harfiani, R., & Fanreza, R. (2019). Implementation of the Lesson Study Learning Model for Tourism Practicum in an Effort to Improve Concept Understanding and Creative Thinking of Students in Media and Learning Resources Subjects in Early Childhood Islamic Education Study Program, Faculty of Islamic Religion, UMSU. Intiqad: Journal of Religion and Islamic Education, 11(1), 135–154. <https://doi.org/10.30596/intiqad.v11i1.2041>.
- Hasan, M., Milawati, Mp., Darodjat, Mp., & DrTuti Khairani Harahap, Ma. (2021). Meaning of Media Role in Communication and Learning | i Learning Media (Dr. F. Sukmawati, Ed.; pp. 1–270). Throne Media Group.
- Khadijah, H., & Ag, M. (2015). Early Childhood Learning Media Early Childhood Learning Media Early Childhood Learning Media Perdana Mulya Sarana Publisher Group.
- Hasinah, S. (2015). Extratextual Interaction in the Process of Storytelling to Early Childhood. In March (Vol. 1, Issue 1).
- Mahmuda, S. (2018). Arabic Learning Media. An-Nabighoh, 20, No. 01, 1–10.

- Muzdalifah, T., Rahman, M., & Rahman, MM (2013). Storytelling Methods Form Muslim Personalities in Early Childhood. *Storytelling Methods Shaping Muslim Personalities in Early Childhood*, Vol. 1, 1–5.
- Nasir, A. (2018). Behavioral Counseling: Alternative Solutions to Overcoming Child Bullying at School. In Amin Nasir (Vol. 67, Issue 2).
- Noviana, L. (2013). The Influence of the Storytelling Method on Listening Ability in Tunas Bangsa Play Group Children at DS. Wontasari, KEC. Balongpanggang, KAB. Gresik. 1–20.
- Nurrita, T. (2018b). Development of Learning Media to Improve Student Learning Outcomes. *Journal of Al-Quran Sciences*, 03, 171–187.
- Pahlevi, R. (2022). How Many Victims of Bullying Are in the Indonesian School Environment. *Databoks*, 1–1. <https://databoks.katadata.co.id/datapublish/2022/07/29/berapa-LOT-korban-bullying-di-environment-school-indonesia>.
- Teacher Education, Y., & Elementary, S. (2018). Overcoming Bullying Through Character Education. In *Creative Journal* (Vol. 9, Issue 1).
- President of the Republic of Indonesia*. (2002). <https://www.dpr.go.id/dokjdi/document/uu/322.pdf>.
- Sidiq, Dr. U., Choiri, Dr. MM, & Mujahidin, Dr. A. (2019). Qualitative Research Methods in Education. In *Qualitative Research Methods in Education* (pp. 1–228). CV. NATA WORKS.
- Suardi Wekke, I. (2019). Social Research Methods. In I. Suardi Wekke (Ed.), *Social Research Methods* (pp. 1–182). Create a Book. <https://www.researchgate.net/publication/344211045>.
- Tri, L., & Swastyastu, J. (2020). Benefits of Learning Media in Acquiring a Second Language in Early Childhood. *Early Childhood Education*, Vol. 5, 1–8. <https://www.ejournal.ihtdn.ac.id/index.php/PW/issue/archive>.
- Us Djuko, R. (2019). Implementation of Storytelling Learning Strategies in Group B of Patriotic Kindergarten, Suwawa District, Bone Bolango Regency.
- Visty, S.A. (2021). The Impact of Bullying on Youth Behavior Today. In *Journal of Social Intervention and Development (JISP)* (Vol. 2). <http://jurnal.umsu.ac.id/index.php/JISP>.
- Yosada, KR, & Kurniati, A. (2019). Creating Child Friendly Schools. *Journal of Basic Education Perkhasa: Journal of Basic Education Research*, 5(2), 145–154. <https://doi.org/10.31932/jpdp.v5i2.480>.
- Yulianto, A. (2016). Child Friendly Education: A Case Study of SDIT Nur Hidayah Surakarta. July-December, 1(1).

- Yunika, R., Alizamar, & Sukmawati Indah. (2013). Efforts of Guidance and Counseling Teachers in Preventing Bullying Behavior at State High Schools in Padang City. *Journal of Counseling Science*, Vol. 2 No. 3, 1–5.
- Zahroh, L. (2015). Approaches to Classroom Management (Vol. 22, Issue 2). <http://carapedia.com>.
- Zakiyah, EZ, Humaedi, S., & Santoso, MB (2017). Factors Influencing Adolescents In Bullying By (Vol. 4, Issue 2). <http://repository.usu.ac.id>.