



Cultivating inclusion: measuring safety in Indonesia early childhood education environments for every child

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Introduction. Safety holds paramount importance in inclusive school environments that accommodate all students. The UNICEF report emphasizes that, regrettably, both peers and teachers may engage in physical abuse against children in early childhood education (ECE). *Objective.* This paper aims to assess early childhood education teachers' perspectives on school safety, their strategies to ensure a safe environment, and the supporting rules for school environmental safety. *Method.* This research employed a quantitative descriptive approach, gathering numerical data through a survey questionnaire. The study included 52 ECE teachers who had undergone anti-violence education training in Banjarmasin and Banjarbaru, two inclusive cities in South Kalimantan, Indonesia. *Results.* Findings reveal that teachers reported instances of physical aggression, cyberbullying, verbal insults, and sexual harassment as infrequent occurrences. However, addressing social manipulation and physical aggression through corrective measures is recognized as necessary. Teachers implemented diverse strategies to maintain a safe and respectful classroom atmosphere, including reinforcing norms, promoting civility, teaching non-violent conflict resolution, and acknowledging students who intervened to protect victims. Importantly, teachers affirmed their commitment to transparency by refusing to conceal unethical behaviors by staff or students, thereby strengthening school safety protocols. Nevertheless, the evaluation of school environmental safety activities and regulations identified significant opportunities for improvement. *Conclusion.* The majority of ECE institutions lack clear protocols for conflict resolution, diversity promotion, bullying prevention, parental involvement, teacher training, and safety assessment. Addressing these shortcomings is

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crucial to establishing a more secure and inclusive learning environment that meets the needs of all children.

Keywords: safety environment, teachers' strategies, school safety procedures, inclusive early childhood education

Introduction

Establishing a secure school environment is not only a foundational necessity but also a moral obligation within any educational context, with particular significance in inclusive schools (Haug, 2017). An inclusive educational institution surpasses mere acceptance of diversity and instead proactively welcomes students from diverse backgrounds, abilities, and needs (Qvortrup & Qvortrup, 2018). In such a context, prioritizing safety holds heightened significance, substantiated by numerous compelling justifications. Inclusive educational institutions are intentionally structured to offer equitable educational opportunities to all students, regardless of their individual characteristics. This entails the coexistence of students with diverse skills, cultural backgrounds, learning preferences, and physical or emotional needs within the same educational environment (Thomas, 2016). Ensuring safety within this heterogeneous environment cultivates an environment conducive to the holistic development of every student, promoting a sense of dignity, and addressing their unique requirements.

Ensuring a safe and supportive climate in inclusive school settings is a fundamental requirement to facilitate optimal learning outcomes (Gray et al., 2017). When students experience a sense of physical and emotional security, they are more inclined to actively engage in the learning process, effectively articulate their thoughts, and cultivate meaningful relationships with peers and teachers. A secure environment fosters emotional well-being, diminishes stress levels, and improves concentration, all of which are pivotal factors in attaining positive educational outcomes (Twum-Antwi et al., 2020). The initiative effectively conveys a stance against various forms of prejudice, harassment, and harm, cultivating an environment that promotes inclusivity and acceptance (Clark, 2020a). This environment enables students to freely express their true identities without fear of judgment or mistreatment.

Furthermore, inclusive educational institutions often accommodate students who may vary in susceptibility due to disabilities, cultural differences, or other factors (Hassanein, 2015). Demonstrating a commitment to equity and social justice is exemplified through the act of safeguarding individuals' well-being. This statement acknowledges the educational institution's responsibility to protect those who may be more vulnerable to harm and to ensure they have equitable opportunities for academic and social success (Darling-Hammond & Cook-Harvey, 2018).

The prevalence of abuse in institutional care settings has been illuminated by reports from UNICEF. These studies document instances where children have reported enduring physical harm, beatings, and mistreatment perpetrated by staff members (Unicef, 2014). Furthermore, it is important to note that these vulnerable children have also witnessed instances of mistreatment inflicted upon their peers by the staff members working within these establishments (Unicef, 2020).

School violence can have long-term effects on a child's learning (Lester et al., 2017). Students worldwide are vulnerable to educator and authority figure violence. Teachers use a variety of disciplinary tactics for student actions, some of which may appear minor. Punishments can cause bodily pain, emotional misery, and death. Contrary to popular opinion, corporal punishment hinders intellectual development. Gershoff (2017) accurately points out that using objects as punishment in schools would be considered assault if done to adults. According to Menesini and Salmivalli (2017), classroom members also contribute to aggressive activities like bullying. They underline that schools that reinforce bullies and leave victims defenseless increase the risk of vulnerable children being targeted.

In the local context, incidents of violence perpetrated by unethical teachers against autistic children at an Early Childhood Education (ECE) facility in Banjarmasin have brought broader concerns within the realm of early childhood education to light. Several factors contributed to the occurrence and subsequent concealment of these incidents. Insufficient understanding of autism spectrum disorders, coupled with inadequate preparation to meet the unique needs of autistic children, can lead to misunderstandings and inappropriate behavior. Concerns about potential negative repercussions on one's professional reputation, as well as a strong emphasis on maintaining a positive institutional image, may create an environment where individuals hesitate to promptly report incidents. Additionally, the lack of effective monitoring and regulatory frameworks, alongside persistent societal biases against individuals with disabilities, may perpetuate the prevalence of mistreatment in the absence of appropriate interventions (Horner-Johnson, 2021).

The alarming reports of rising incidents of mistreatment in institutional care, underscored by UNICEF, underscore the critical need for a secure educational environment for young children with special needs within an inclusive school framework. The urgency arises from the vulnerability of these children, the profound impact of abuse on their physical and emotional health, the hindrance to their development and advancement, and the potential erosion of trust and emotional stability (Vizard et al., 2022). Moreover, the imperative to create a secure environment aligns seamlessly with the core tenets of inclusive education, which advocate for diversity, tolerance, and empathy. The lasting repercussions of neglecting to safeguard these children from abuse, both on a

personal level and for society as a whole, underscore the urgency of addressing this issue. This viewpoint also conforms to legal and ethical responsibilities, as addressing abuse is essential in preventing recurring incidents of mistreatment and violence within institutional settings (Finkelhor et al., 2015; Sorkos & Hajisoteriou, 2021).

Ensuring physical safety within an inclusive educational environment is a fundamental element that surpasses the mere avoidance of accidents (Palfrey, 2017). This involves adopting a comprehensive approach to ensuring the physical welfare of every student inside the school's facilities. In addition to prioritizing physical safety, it is imperative for these institutions to place equal emphasis on fostering an emotionally and socially supportive environment, particularly for children with special needs (Gregory & Fergus, 2017; Mahoney et al., 2021). Emotional safety encompasses the creation of a supportive atmosphere in which pupils are comfortable and confident in openly expressing their feelings. Inclusive educational institutions acknowledge the presence of students with special needs who may have distinct emotional difficulties, and they actively foster an environment that promotes emotional well-being. Social safety is of equal importance, particularly within the framework of inclusive education. These establishments foster social inclusiveness through the deliberate discouragement of exclusionary behavior and the promotion of constructive social relationships.

Early childhood education institutions that prioritize inclusivity place significant emphasis on integrating social and emotional learning (SEL) as a fundamental component of their educational framework (DePaoli et al., 2017; Hayashi et al., 2022; Oberle et al., 2020). Social and emotional learning (SEL) programs are crucial for cultivating essential life skills, such as self-awareness, self-regulation, empathy, and responsible decision-making. These skills are particularly important for children with special needs, as they foster emotional resilience and enhance their ability to navigate social interactions effectively.

This research addresses a critical gap in early childhood education: ensuring the safety and well-being of children with special needs in inclusive schools. Several factors underscore the urgency of this research. Misunderstandings and inappropriate behavior can arise from a lack of preparedness to meet the unique needs of children with special needs. This knowledge gap jeopardizes the safety and developmental progress of these vulnerable children. The urgency of this investigation is further underscored by UNICEF reports of abuse in institutional care settings. Children with special needs are particularly susceptible to maltreatment, which can have severe physical and psychological impacts on their development. Inclusive education promotes diversity, tolerance, and empathy, making a safe school environment crucial for fostering their well-being.

Aim

This paper aims to investigate early childhood education teachers' perceptions of school environment safety, their strategies to ensure school safety, and the supportive regulations for maintaining a safe school environment.

Methods

The present study adopted a quantitative descriptive methodology, utilizing a survey questionnaire as the primary instrument for collecting numerical data. Subsequently, statistical analysis methods were employed to derive comprehensive findings from the gathered data. The study involved a sample of 52 teachers specializing in early childhood education. Participants in this research underwent a rigorous selection process based on specific criteria, involving the recruitment of teachers from both inclusive early childhood education institutions and conventional institutions serving children with special needs in Banjarmasin and Banjarbaru. These cities are designated as inclusive cities in South Kalimantan, Indonesia. Each participant has received specialized training in anti-violence education, a common background that enriches the significance of their personal perspectives and insights regarding the research topic.

Table 1

Early childhood education teacher respondents

Variable	Category	Freq	%
Age	20-30 years	32	61.54
	31-40 years old	19	36.54
	41-50 years old	1	1.92
Education	Senior High School	8	15.38
	S1 ECE teacher education or psychology	27	51.92
	S1 another study program	17	32.69
Teaching experience	< 5 years	11	21.15
	5-10 years	35	67.30
	11-15 years	4	7.69
	16-20 years old	2	3.85
Gender	Woman	50	96.15
	Man	2	3.85

To gather data, an effective approach was utilized: a Google Form questionnaire sent electronically via the Google Forms platform. This methodology ensured an efficient and organized strategy for data collection, eliminating the need for physical distribution and facilitating the smooth aggregation of responses in a digital format. This method not only streamlined data collection but also contributed to the organization and management of the collected data.

The survey questionnaire was meticulously structured and systematically designed to include a set of carefully crafted and clearly articulated questions. The primary areas of investigation in the research included a comprehensive assessment of the safety of the learning environment, exploration of innovative strategies implemented by teachers to enhance safety, and identification of activities and policies that collectively strengthen overall school safety. These inquiries were strategically aligned with the core domains of investigation.

Following the completion of the data collection phase, the gathered dataset underwent rigorous data analysis using a method known as “descriptive analysis”. This intricate process involved synthesizing and consolidating the collected data in a logical and coherent manner. Utilizing statistical measures such as percentages, averages, and frequency distributions facilitated the extraction of key insights from the dataset, revealing significant trends, patterns, and correlations inherent in the numerical data. This analytical approach aimed not only to uncover substantive insights but also to make the collected data comprehensible and accessible to a broader audience, thereby enriching discussions on safety protocols in early childhood education.

Results

Early childhood education teachers’ assessment of school environment safety

The results of early childhood education teachers’ responses to the school environment assessment can be seen in Table 2.

Table 2

Early childhood education teachers’ assessment of school environment safety

School Environmental Safety Assessment	Always	Often	Sometimes	Rarely	Never
Hurting someone by hitting, pushing, slapping, or shoving	0	0	7.7	19.2	73.1
Threatening verbally and in writing against other students with violence or other actions to intimidate them, both directly and on social media (cyber-bullying)	0	0	1.9	11.5	86.5
Insulting other students with lies, gossip, or insults, both directly and on social media (cyber-bullying)	0	0	0	7.7	92.3
Sexual harassment of other students (e.g., public sexual comments, unwanted touching)	0	0	0	0	100
Carrying out social manipulation to exclude certain children	0	0	1.9	7.7	90.4

Physical Harm

The data obtained from the study reveals a positive trend, with approximately 73.1% of participants reporting that they have never witnessed any instances of physical harm within the school premises. This significant finding underscores the prevailing perception of safety and security within the educational environment, indicating that a substantial percentage of individuals have neither encountered nor observed any incidents of physical assault. Furthermore, the statistical analysis indicates that a smaller proportion of participants, around 19.2%, reported a few occurrences of physical injury, while approximately 7.7% reported infrequent instances of bodily harm. Collectively, these statistics suggest that incidents of physical aggression within the school setting are infrequent. This underscores the effectiveness of existing measures implemented to safeguard the welfare and security of individuals within the school community.

Threats of Violence

The study results provide confidence, as a significant majority of 86.5% of participants affirmed that incidents of violent threats, whether communicated verbally or through digital means, are rare within the school environment. This overwhelming consensus underscores the prevailing perception of safety and security within the educational domain, indicating that a substantial proportion of individuals have not encountered or been exposed to instances of violence, whether physical or virtual. Further analysis of the data reveals a smaller proportion, approximately 11.5%, who reported sporadic instances of witnessing such threats. An even smaller fraction, comprising only 1.9% of participants, acknowledged occasional occurrences of threats through verbal or electronic channels. These findings illustrate that incidents of violent threats within the school setting are relatively infrequent. This suggests that interventions targeting verbal and cyber-based harassment appear to be reasonably effective, thereby fostering a sense of security and protection against these forms of violence and intimidation among individuals in the school community.

Verbal and Cyber-Bullying

The survey data reveals a significant trend: a substantial majority, 92.3% of participants, indicated that occurrences of insults, falsehoods, and gossip, whether in personal encounters or on digital platforms, are not prevalent within the educational institution. This overwhelming evidence strongly supports the perception of a safe and supportive environment within the school setting. The research suggests that a considerable proportion of individuals have not encountered or engaged in behaviors involving verbal insults, false statements, or gossip, whether face-to-face or online. Additionally, statistical data shows

a smaller proportion, approximately 7.7%, reported infrequent occurrences of such instances. Importantly, none of the participants reported facing insults, falsehoods, or rumors on a frequent or continuous basis. The dataset collectively paints a compelling picture of a school environment characterized by a notable absence of abusive language, dishonesty, and gossip. This suggests that interventions aimed at mitigating and discouraging such behaviors are effectively contributing to fostering an environment where individuals can experience emotional well-being and reduced vulnerability to verbal abuse and online harassment.

Sexual Harassment

According to the survey findings, all participants unequivocally reported no occurrences of sexual harassment, regardless of the number or characteristics of such incidents. The notable absence of documented instances of sexual harassment, including inappropriate remarks and unwelcome physical contact, underscores the institution's commendable commitment to fostering a secure and respectful atmosphere for all stakeholders. The lack of reported cases of sexual harassment serves as evidence of the effectiveness of preventive measures and educational programs aimed at addressing and eliminating such misconduct within the school community. This outcome underscores the institution's dedication to maintaining a safe educational environment and instills confidence among students, parents, and staff that proactive measures have been implemented to mitigate potential risks associated with sexual harassment. The absence of documented instances of sexual harassment indicates a positive safety climate within the educational institution, enabling students to engage actively in their academic pursuits without concerns related to such misconduct.

Social Manipulation

Based on the data analysis, it is evident that a significant majority of participants (90.4%) expressed the belief that instances of social manipulation aimed at excluding specific children from the school setting are nonexistent. Conversely, a minority of respondents (1.9%) indicated that such manipulation takes place occasionally, while an even smaller minority reported rare instances of such manipulation (7.7%). None of the participants indicated frequent or consistent occurrences of this manipulation.

The data also suggests that the school environment largely fosters a safe atmosphere characterized by infrequent occurrences of physical harm, threats of violence, verbal insults, weapon-related threats, and incidents of sexual harassment. The survey findings revealed that a substantial majority of participants reported rare or nonexistent occurrences of these detrimental behaviors. While there are areas that can be improved in addressing specific

types of bullying and intimidation, the results indicate a positive trend toward enhancing the overall safety and well-being of all children.

Early childhood education teachers' strategies to ensure the safety of the school

Early childhood education teachers' strategies for ensuring school safety can be seen in Table 3.

Table 3

Early childhood education teachers' strategies to ensure the safety of the school

Early Childhood Education Teacher's Strategy	Always	Often	Sometimes	Rarely	Never
Remind children of classroom rules that promote respectful and supportive interactions	38.5	46.2	5.8	1.9	7.7
Provide examples or teach strategies for non-violent conflict resolution	34.6	42.3	13.5	1.9	7.7
Reward children who are active in preventing violence or defending victims	23.1	26.9	28.8	7.7	13.5
Give children the opportunity to confidentially report aggressive actions	15.4	13.5	28.8	7.7	34.6
Ask for explanations from children who demean or abuse other children	21.2	26.9	26.9	5.8	19.2
Work with aggressive children to correct their behavior	23.1	48.1	15.4	0	13.5
Participate in silence or cover up violence perpetrated by unscrupulous teachers or students	0	0	0	7.7	92.3

Remind Children of Classroom Rules

The analysis of survey data on the use of reminders for children regarding classroom rules highlights teachers' proactive and commendable approach to maintaining a secure and respectful learning environment. According to the results, a significant majority of instructors (84.7%) indicated that they routinely or frequently remind children about the established regulations within the classroom setting. This proactive reinforcement of rules, which promotes respectful and supportive interactions, demonstrates a commitment to cultivating a positive and conducive learning environment.

Additionally, a minority of teachers, comprising approximately 5.8% of the sample, reported occasionally reminding students about classroom rules. This suggests periodic reinforcement of behavioral expectations within the educational setting. In contrast, a combined proportion of 9.6% of teachers

indicated infrequent or nonexistent use of strategies aimed at reinforcing these regulations to students. Despite this minority, it is crucial to acknowledge that the vast majority of teachers actively uphold these rules, thereby enhancing the overall effectiveness of fostering a secure and respectful atmosphere within the educational setting.

The data presented illustrates teachers' collaborative efforts in creating an environment where students are consistently encouraged to adhere to behavioral norms, fostering improved interpersonal dynamics and a heightened focus on academic engagement. The significant number of teachers who consistently reinforce classroom rules underscores their dedication to establishing a classroom environment that prioritizes respect, collaboration, and mutual understanding. Consequently, this enriches the overall educational experience for all students involved.

Non-Violent Conflict Resolution

The data on the implementation of non-violent conflict resolution strategies underscores teachers' commitment to imparting students with essential skills to manage disagreements positively and constructively. According to the findings, a significant majority of teachers, specifically 76.9%, indicated that they routinely or frequently teach non-violent dispute resolution skills to their students. This proactive approach in teaching conflict resolution strategies demonstrates a dedication to fostering a secure and peaceful educational environment where disagreements and conflicts can be effectively addressed through constructive means.

Furthermore, approximately 13.5% of teachers reported occasionally implementing non-violent conflict resolution procedures, suggesting periodic integration of these approaches into their teaching practices. In contrast, a combined 9.6% of instructors indicated infrequent or nonexistent implementation of these tactics. While this represents a minority, the substantial number of teachers actively integrating non-violent conflict resolution practices underscores their commitment to promoting communication, empathy, and problem-solving skills among students. The presented data illustrates teachers' collaborative efforts in equipping students with skills that enhance their ability to resolve disagreements without resorting to violence or aggression. Prioritizing non-violent conflict resolution tactics reflects a dedication to nurturing emotional intelligence and fostering positive interpersonal relationships.

Rewarding Children Who Prevent Violence

The provided data illustrates an effective and supportive approach adopted by teachers to promote positive behaviors among children by acknowledging and praising those who actively prevent violence. According to the statistical findings, a significant portion, totaling 50% of teachers, routinely or frequently

participate in recognizing and incentivizing students who demonstrate proactive behaviors in preventing violence or intervening on behalf of victims. Implementing this proactive strategy serves as a motivator for students to exhibit qualities such as empathy, courage, and a sense of responsibility within the educational environment.

Moreover, it was noted that a substantial proportion of teachers, specifically 28.8%, engage in the practice of praising and rewarding desirable behaviors on occasion. This indicates periodic reinforcement of these positive actions within the teaching profession. Conversely, a combined proportion of 21.2% of teachers indicated infrequent or nonexistent participation in this activity. While this is observed among a minority, the significant number of teachers who actively acknowledge and incentivize students for their efforts in preventing violence underscores a commitment to fostering a culture of intervention and support within the educational setting.

The findings underscore teachers' unwavering dedication to promoting positive behaviors that contribute to a safe and respectful educational environment. Through the systematic recognition and incentivization of students who demonstrate a commitment to preventing violence and advocating for victims, teachers foster a collective spirit and nurture the development of conscientious and compassionate individuals. This approach is instrumental in cultivating a school climate where students actively participate in promoting a culture characterized by kindness, empathy, and support.

Confidential Reporting of Violent Behaviors

The analysis of the implementation of confidential reporting of violent behaviors by children to teachers indicates both successful implementation and areas for improvement. According to the research findings, approximately 28.9% of teachers consistently or frequently provide children with the opportunity to discreetly report instances of aggressive behavior. This practice reflects a commitment to cultivating an environment where students feel secure and empowered to express their concerns without fear of negative consequences, thereby fostering a culture of transparent communication.

However, it is noteworthy that a similar proportion, around 28.8% of teachers, reported occasionally offering this opportunity, suggesting sporadic use of this strategy. In contrast, a combined proportion of 40.4% of teachers indicated infrequent or nonexistent implementation of confidential reporting mechanisms for students to report instances of aggression. This indicates the potential for enhancing the promotion of reporting aggressive activities while maintaining confidentiality.

The data illustrates the commendable efforts made by teachers to establish a climate of trust while also highlighting opportunities for improvement to ensure that students consistently feel secure in reporting any instances of

aggression they witness or experience. Promoting greater adherence and broader utilization of confidential reporting systems could enhance perceptions of safety and facilitate prompt and effective resolution of aggressive behavior. Teachers play a crucial role in fostering a secure and respectful school environment by cultivating an atmosphere that actively supports and protects the act of reporting.

Understanding the Roots of Bad Behaviors

The presented data underscores the proactive and engaged approach undertaken by teachers in addressing bad behaviors displayed by children who engage in acts of belittling or abusive nature towards others. Based on the results, a significant proportion of teachers, specifically 48.1%, exhibit a consistent or frequent tendency to request explanations from students who display insulting or abusive conduct. This approach exemplifies the teachers' dedication to directly confronting these bad behaviors and endeavoring to comprehend the underlying motivations behind them, thus fostering the development of a more respectful and supportive milieu.

Furthermore, it was shown that a significant proportion of teachers, specifically 26.9%, reported occasionally implementing this strategy, indicating a sporadic use of soliciting explanations from students engaged in undesirable activities. Conversely, a cumulative proportion of 25% of teachers indicated infrequent or nonexistent utilization of this approach. Although this pertains to a small portion, the data suggests that there is room for improvement in the effectiveness of this method for dealing with derogatory or harmful actions.

The findings underscore the importance of proactive measures and effective communication in nurturing a climate of responsibility and personal development among students. By engaging children in discussions about their problematic behaviors, teachers not only address immediate concerns but also create opportunities for reflection and educational growth. This approach instills in students a mindset that encourages them to consider the impact of their actions, thereby fostering a school environment characterized by empathy and respect.

Proactive Strategy in Addressing the Violent

The evidence presented underscores teachers' proactive and engaged approach in addressing violent behavior among students with the aim of correction. According to the findings, a significant majority of teachers, specifically 71.2%, demonstrate regular or frequent dedication to engaging with aggressive students to address and rectify their conduct. This proactive strategy exemplifies teachers' commitment to directly addressing negative behaviors and implementing measures to guide students toward more constructive interactions. In addition, approximately 15.4% of teachers reported occasional

implementation of this strategy, indicating sporadic use in addressing violent behavior. Conversely, a combined 13.5% of teachers indicated infrequent or nonexistent utilization of this approach. While this minority exists, the data suggests opportunities for improvement in increasing the consistency of these efforts.

These findings underscore the importance of teachers' involvement not only in correcting problematic behaviors but also in fostering students' understanding of the consequences of their actions and promoting personal development. Through direct engagement with students displaying violent behavior, teachers play a critical role in creating a secure and supportive educational environment where students learn conflict resolution skills, emotional regulation, and constructive interpersonal interactions. This approach emphasizes the values of empathy, understanding, and skill development, ultimately promoting a culture characterized by respect and collaboration within the school.

Furthermore, the data reveals a commendable commitment to transparency and safety within the educational setting, particularly in addressing or preventing acts of violence. A significant 92.3% of teachers indicated that they do not engage in suppressing or concealing instances of violence committed by either unethical instructors or students. This majority reflects a strong dedication to maintaining open communication channels and prioritizing the safety and well-being of all members of the school community. Conversely, only 7.7% of teachers acknowledged occasional, infrequent, or frequent engagement in such behaviors, suggesting that incidents of concealment or suppression of violence within schools, while present, are rare.

The available evidence indicates that teachers exhibit a proactive approach in implementing various measures aimed at enhancing the safety of the educational setting. Teachers frequently reinforce classroom norms to children, offer tools for conflict resolution, incentivize positive behaviors, address instances of aggression, and collaborate with children to rectify their conduct. Significantly, the evidence indicates a robust dedication to abstaining from engaging in the suppression or concealment of acts of violence. Nevertheless, there is potential for enhancing the promotion of confidential reporting in relation to aggressive behaviors.

Supporting rules for school environmental safety

Supporting rules for school environmental security can be seen in Table 4.

Table 4

Supporting rules for school environmental safety

Activities and Supporting Rules for School Environmental Safety	Exists and implemented	Exists, not implemented	drafting process	considered for drafting	None
School rules & policies promote and reward non-violent conflict resolution	42.3	1.9	19.2	28.8	7.7
School rules & policies promote and reward supportive and respectful behavior among children of all abilities and racial/ethnic groups.	48.1	3.8	15.4	25	7.7
Schools have a pathway for handling violence or bullying that occurs to children	30.8	1.9	23.1	26.9	17.3
Parenting that involves all children's parents and experts in aligning anti-violence education programs at home with schools	19.2	3.8	25	42.3	9.6
Training programs/workshops/etc. for teachers to improve classroom management strategies to promote mutual respect & non-violence	34.6	3.8	19.2	32.7	9.6
Evaluation with school principals, teachers, and parents of children in creating a school environment that is safe from physical, psychological, and sexual violence	44.2	1.9	17.3	30.8	5.8

School Policies of Non-Violent Dispute Resolution

The present study investigates the current status of school policies regarding the promotion of non-violent dispute resolution. A significant portion of educational institutions, specifically 42.3% of participants, have implemented and effectively enforced regulations aimed at promoting peaceful conflict resolution. This finding underscores the substantial emphasis placed by many schools on fostering harmonious resolutions to disputes.

Conversely, a small percentage of respondents (1.9%) reported having guidelines in place but noted deficiencies in their application, indicating a need for improvement in this area. Additionally, approximately 19.2% of individuals are currently involved in formulating these regulations, indicating ongoing efforts to enhance the use of non-violent conflict resolution methods. Moreover, a notable portion of respondents (28.8%) demonstrated forward-thinking

by considering potential future revisions, indicating a proactive approach to addressing this specific need. A subset of respondents (7.7%) indicated a lack of discussion on the formulation of regulations, suggesting that some educational institutions have yet to establish concrete guidelines for resolving non-violent conflicts.

The data presents a wide array of conditions observed in schools, encompassing both well-established and efficiently executed policies, as well as ongoing efforts in policy development and thoughts for future implementation. The statement highlights the ever-changing nature of conflict resolution tactics in educational environments, as most participants reported implementing effective measures to promote peaceful resolution of conflicts.

School Rules and Policies to Foster a Culture of Respect

A substantial number of respondents, specifically 48.1%, reported the existence of effective regulations promoting diversity and mutual respect. Conversely, a smaller percentage (3.8%) acknowledged the presence of regulations but noted implementation issues, indicating an area needing improvement. Moreover, a notable proportion (15.4%) is currently involved in formulating these regulations, underscoring ongoing efforts to establish structured principles for fostering constructive engagements among students from diverse cultural and social backgrounds. Additionally, a significant segment (25%) is considering future revisions, reflecting a proactive approach to policy evolution. A subset comprising 7.7% of respondents indicated a lack of engagement in discussions related to the formulation of regulations, suggesting that some institutions may have overlooked the development of explicit measures aimed at creating an environment conducive to supportive and respectful behavior.

This research underscores the importance of establishing inclusive and respectful educational environments. The findings reveal diverse circumstances in schools, with a notable portion indicating the implementation of measures aimed at promoting an environment conducive to supportive and respectful behavior among students of varied skills and racial backgrounds.

School Policies in Handling Violence or Bullying

The survey results reveal that a significant proportion of respondents, approximately 30.8%, reported having established effective pathways to address incidents of violence or bullying promptly. In contrast, a minority of respondents, 1.9%, acknowledged having pathways but encountered obstacles in their execution, highlighting the need for improvements. Furthermore, a substantial segment of respondents, namely 23.1%, are actively involved in developing these pathways, indicating ongoing efforts to establish comprehensive and efficient guidelines. Additionally, a significant proportion (26.9%) of respondents are

forward-thinking, contemplating potential future revisions, and demonstrating a proactive approach to addressing these concerns. A subset of respondents, comprising 17.3% of the sample, indicated a lack of engagement in discussions concerning the development of strategies for addressing instances of violence or bullying. This finding suggests that some situations may not have undergone thorough examination in terms of establishing explicit protocols.

The data underscores the diverse circumstances observed in schools, where varying levels of progress exist in implementing effective strategies for addressing violence or bullying. While a notable proportion of respondents indicated current implementation or contemplation of such pathways, the results also highlight ongoing efforts to establish comprehensive protocols ensuring a safe and respectful educational environment for all students.

Parental Involvement in Anti-Violence Education

The present study examines the extent of parental involvement in anti-violence education, specifically focusing on the effectiveness of tactics employed by 19.2% of respondents in fostering non-violent conduct among pupils. However, a notable proportion of respondents, 3.8%, exhibit deficiencies in executing parental participation, indicating room for improvement. Furthermore, a quarter of the participants are currently formulating strategies to enhance parental involvement, suggesting ongoing efforts to effectively include parents in projects focused on anti-violence education. A significant proportion of respondents, 42.3%, are considering future revisions, demonstrating a proactive stance in recognizing the importance of engaging parents in creating violence-free school environments. A subset of participants, comprising 9.6% of the total sample, reported not engaging in any discussions related to the formulation of strategies for parental involvement in anti-violence education.

This finding implies instances where exploration of this idea remains underdeveloped or unexplored. The presented data underscores the necessity of involving parents in initiatives aimed at fostering non-violence within educational institutions. The data also highlights a diverse array of strategies employed by schools, showing varying levels of progress in involving parents in anti-violence education initiatives. The results underscore ongoing efforts to develop efficient approaches for engaging parents in initiatives that promote a safe and respectful educational environment for all students.

Enhancing Classroom Safety Through Teacher Training Programs

Teacher training programs aimed at enhancing classroom management skills are successful for approximately 34.6% of respondents. These programs are designed to improve instructors' abilities in effectively managing their classrooms. However, a minority of 3.8% of individuals have encountered difficulties in executing these programs despite their presence. Moreover, it

is noteworthy that a significant proportion, specifically 19.2% of respondents, are currently involved in the development of training programs. This indicates ongoing efforts to establish organized and systematic initiatives aimed at enhancing teachers' skills and knowledge. Additionally, 32.7% of individuals are considering future revisions, emphasizing the importance of equipping teachers with effective instructional strategies to manage classroom dynamics.

A subset comprising 9.6% of participants indicated a lack of engagement in discussions regarding the development of training programs, suggesting that structured training initiatives may not have been thoroughly explored in certain instances. This research underscores the critical need to provide teachers with effective resources to foster and maintain healthy classroom environments. The findings illustrate diverse circumstances across educational institutions in terms of the development and implementation of teacher training programs for efficient classroom management.

Evaluation of the School Environment Safety Involving Various Parties

The evaluation of creating a safe school environment was conducted, with approximately 44.2% of respondents implementing successful evaluation methods. These processes involved active participation from school principals, teachers, and parents, who collaborated in analyzing the effectiveness of safety measures. However, a minority of 1.9% of the surveyed entities identified areas requiring enhancement in implementation. Furthermore, a notable proportion of 17.3% are currently engaged in developing evaluation protocols, indicating ongoing efforts to establish structured methods for safety assessment. Additionally, a significant proportion of individuals, specifically 30.8%, are considering potential future revisions. This underscores the critical importance of conducting systematic assessments to ensure a secure and conducive educational setting. A subset comprising 5.8% of respondents indicated no discussions regarding the development of evaluation protocols, suggesting that in certain instances, structured safety evaluations have not been thoroughly explored.

This data underscores the importance of comprehensive evaluations and enhancing safety protocols within educational institutions. It highlights the various approaches employed by different schools, each at different stages of progress in implementing effective evaluation procedures to foster a secure educational environment. The findings also underscore ongoing efforts to establish thorough assessment systems that ensure the security and well-being of all individuals involved, including students, staff, and other relevant stakeholders.

Discussion

This research data highlights a concerning trend within Early Childhood Education (ECE) institutions, indicating that a significant number lack established activities or regulations to effectively cultivate a safe learning environment for all students, including those with special needs. These findings provide a comprehensive perspective on the current state of efforts aimed at ensuring the well-being of students within these educational settings.

While reported incidents of violence in ECE settings may be infrequent, it is crucial to recognize that the absence of supportive activities or regulations designed to prevent and address acts of violence can have profound implications. Despite the rarity of such incidents, the absence of proactive measures can leave ECE institutions ill-prepared to manage unforeseen situations involving violence. The presence of supportive activities and regulations is essential in nurturing a secure learning environment for young children. These measures not only form the basis for preventing violent occurrences but also aid in anticipating and managing potential challenges. Without them, institutions may face various consequences.

Institutions lacking established protocols for prevention and management may struggle to handle unexpected situations effectively, resulting in confusion and delayed responses. Furthermore, the lack of clear guidelines on appropriate behavior and conflict resolution strategies can lead to uncertainty and ineffective improvised responses. This not only increases the risk of conflicts escalating but also disrupts students' learning experiences, compromising their sense of safety and hindering their educational progress. Additionally, perceived safety concerns may tarnish the institution's reputation, influencing enrollment rates and community trust. The absence of safety measures also raises legal and liability issues, potentially exposing institutions to risks in case of incidents. Considering these factors, the implementation of supportive measures that proactively address violence and foster a secure environment is crucial for cultivating an effective and nurturing learning atmosphere in early childhood education.

Emotional and psychological safety are pivotal aspects of inclusive schools, where the prevention and management of bullying are top priorities. These schools work diligently to combat all forms of bullying through comprehensive policies and strategies, fostering a culture centered on respect and kindness (Clark, 2020b). This environment nurtures confidence and active engagement in the learning process, enabling students to reach their academic potential. Inclusive schools also recognize the significance of addressing students' mental health needs, offering resources such as counseling services and mental health awareness programs. This holistic approach supports emotional and psychological growth alongside academic development (Kutsyuruba et al., 2015).

Social safety and inclusivity serve as cornerstones in inclusive schools, promoting a culture of respect for diversity and creating an atmosphere where every student feels valued and appreciated. Explicit rules and policies uphold respectful behavior, ensuring the dignity of all students is upheld. Peer relationships and teacher-student interactions play crucial roles in fostering a sense of belonging and emotional well-being. Inclusive schools nurture positive peer interactions and prioritize respectful connections between teachers and students (Mahoney et al., 2021). Customized support tailored to individual student needs ensures that no one feels marginalized.

Key factors in upholding a safe and inclusive environment include community engagement (Mapp et al., 2014), teacher professional development (Nishimura, 2014), authoritative school disciplines (Gerlinger & Wo, 2016), and ongoing assessment (Allen & Cowdery, 2014). Involving parents and caregivers as partners in safety efforts strengthens the school community. Teacher training equips teachers with the necessary skills to address diverse needs, while conflict resolution practices teach valuable life skills. Continuous evaluation ensures that safety protocols remain effective and pertinent.

Addressing childhood violence represents a global developmental challenge, acknowledged through the United Nations Sustainable Development Goals. While the detrimental effects of childhood violence on children's well-being are well-documented, its impact on educational outcomes has received limited attention. This research aligns with SDG education Target 4.a, emphasizing the importance of safe, inclusive, and effective learning environments for all (Boeren, 2019). It's crucial to link effective violence prevention approaches with SDG 4 (World Health Organization, 2019). The Global Partnership to End Violence Against Children, initiated in 2016, has developed evidence-based strategies highlighting the significance of safeguarding children through legal measures, nurturing positive social norms, establishing safe environments, offering support, empowering families, expanding access to services, and fostering life skills. These strategies must be connected to indicators associated with SDG Target 4.a, focusing on the creation of safe, inclusive, and effective learning environments (Unterhalter, 2019). Ultimately, the aim is to ensure that what transpires within these spaces promotes safety, inclusivity, and effective learning, benefiting children worldwide.

Conclusion

The data from this study indicates that early childhood education (ECE) institutions generally provide a secure environment where incidents of physical harm, threats of violence, verbal abuse, weapon-related intimidation, and incidents of sexual harassment are rare. Survey findings reveal that these detrimental behaviors are seldom encountered by most individuals within these educational settings. While there is room for improvement in addressing

specific types of bullying and intimidation, the overall trend suggests a positive trajectory toward enhancing children's safety and well-being.

This research underscores teachers' proactive efforts in implementing various safety initiatives within educational environments. Teachers consistently reinforce classroom norms, provide conflict-resolution strategies, promote positive behaviors, and actively address instances of aggression. Moreover, the data illustrates a strong commitment among teachers to refrain from suppressing or concealing acts of violence, fostering a transparent and supportive atmosphere for students.

However, there remains potential for enhancing the promotion of confidential reporting mechanisms for aggressive behaviors. The evaluation of school environmental safety initiatives and policies reveals clear areas for improvement, particularly in establishing more robust protocols for conflict resolution, promoting diversity, preventing bullying, engaging parents, training teachers, and conducting comprehensive safety assessments. It is imperative to prioritize these areas for assessment and enhancement to ensure that early childhood education environments are secure, inclusive, and conducive to the holistic development of all students.

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Negovanje inkluzije: merenje bezbednosti u indonezijskim sredinama za obrazovanje u ranom detinjstvu za svako dete

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Uvod: Bezbednost je od najveće važnosti u inkluzivnom školskom okruženju koje pruža usluge svim učenicima. Kao što je istaknuto u izveštaju UNICEF-a, u fizičkom zlostavljanju dece u obrazovanju u ranom detinjstvu (ECE), nažalost, učestvuju ne samo vršnjaci već i nastavnici i osoblje. *Cilj:* Ovaj rad ima za cilj da ispita procenu nastavnika angažovanih u procesu ranog vaspitanja i obrazovanja o bezbednosti školskog okruženja, strategije nastavnika u osiguranju bezbednosti škole, kao i prateća pravila za bezbednost školskog okruženja. *Metod:* Ovo istraživanje koristilo je kvantitativni deskriptivni pristup, prikupljajući numeričke podatke putem anketnog upitnika. Studija je uključivala 52 nastavnika ECE-a koji su prošli obuku o borbi protiv nasilja u Banjarmasinu i Banjarbaru, dva inkluzivna grada u Južnom Kalimantanu, Indonezija. *Rezultati:* Istraživanje je pokazalo da su, prema podacima dobijenim od nastavnika, slučajevi fizičke agresije, maltretiranja putem interneta, verbalnih uvreda i seksualnog

uznemiravanja u školama retki. Međutim, postoji potreba da se korektivnim merama obuhvate socijalna manipulacija i fizička agresija. Nastavnici koriste različite metode za održavanje bezbednog okruženja u učionici, uključujući poštovanje, podsećanje učenika na norme u učionici, promovisanje uljudnosti, podučavanje nenasilnom rešavanju sukoba i odavanje priznanja učenicima koji brane žrtve. Važno je da su nastavnici posvećeni tome, da ne prikrivaju neetičke radnje koje počine nastavnici ili učenici, čime se osigurava bezbednost škole. Ipak, procena školskih aktivnosti i propisa o bezbednosti školskog okruženja ukazuje da postoji značajan prostor za poboljšanje. *Zaključak:* Većini institucija ECE nedostaju jasne procedure za rešavanje sukoba, promociju različitosti, prevenciju maltretiranja, učešće roditelja, obuku nastavnika i procenu bezbednosti. Bavljenje ovim oblastima je imperativ za stvaranje sigurnijeg i inkluzivnijeg okruženja za svu decu.

Cljučne reči: bezbednosno okruženje, strategije nastavnika, bezbednosne procedure u školama, inkluzivno obrazovanje u ranom detinjstvu

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