

**Research Article**

# The Implementation of Roots Program in Overcoming Bullying in Schools: A Case Study in Jakarta

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**Abstract.**

The 2021 National Assessment showed that 24.4% of students potentially experience bullying in schools. The government decided on the Roots Anti-Bullying Program to prevent bullying in the school and to ensure a safe, comfortable, and enjoyable environment. Students are activated for this program as agents of change to enable better communication and interaction between peers. The Roots Program has been implemented since 2021 and will be implemented gradually in more than 15,000 schools by 2023. This study aims to determine the effectiveness of the Roots Program in solving the bullying issue at school, the factors that influence the implementation of the Roots Program, and the problems faced in implementing the program in Jakarta. This qualitative descriptive study used Van Meter Van Horn Policy Implementation Theory, focusing on size and policy objectives, resources, characteristics of agents of change, attitudes of implementors, communication between organizations and implementors' activities, as well as the economic, social, and political environment. The data collection techniques used were observation, interviews, and literature reviews. The results of this study describe that Roots has been appropriately implemented and marked by the fulfillment of all indicators in each dimension of Van Meter Van Horn implementation theory. To improve the implementation of the Roots in the following year, the Roots can be carried out face-to-face; the number of agents of change is adjusted to the number of students in the school; socialization regarding guidelines for implementing government assistance, dissemination of anti-bullying content to agents of change, and adjustment of delivery times for the learning module.

**Keywords:** policy implementation, education policy, bullying, roots program

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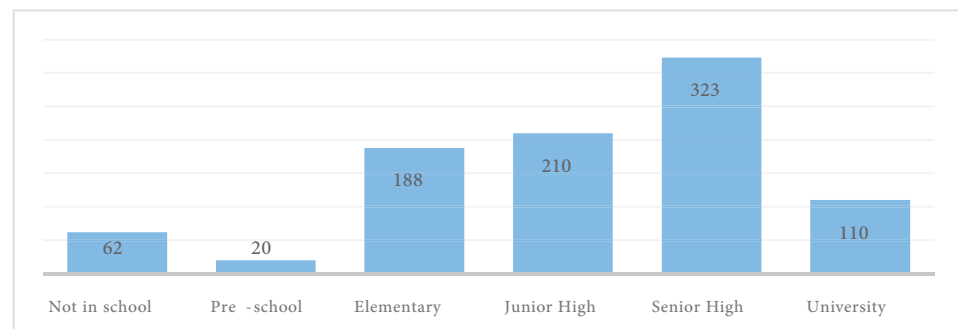
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## 1. INTRODUCTION

Schools, as educational institutions, should be able to create a safe, comfortable, and enjoyable learning atmosphere. This underlies the Permendikbud Number 82 of 2015 concerning the Prevention and Handling of Violence at Schools. Through the regulations, it is hoped that schools can create safe learning conditions and prevent school residents from acts of violence. However, the fact showed that Indonesia became the fifth country with the highest percentage of students experiencing bullying in 2018 [1]. 41% of 15 years old students have experienced bullying at least several times within a month [2]. In fact, throughout 2019, 153 physical and psychological violence were reported to the National Commission for Child Protection (KPAI) [3].

DKI Jakarta is one of the regions with the highest violence rate, with 881 reported cases in 2021 [4]. This should be our concern because DKI Jakarta is a province that has a population with the highest Human Development Index in Indonesia, which is 81.11 [5]. The current conditions in Jakarta showed that the higher education level is not accompanied by an understanding of violence and protection, as evidenced by cases of child abuse which are still a problem in DKI Jakarta. The Data from National Commission on Violence against Women noted that DKI was the area with the highest cases of violence against women and girls in Indonesia [6].



**Figure 1:** Case of Violence against women and children in DKI Jakarta.

Violence cases in education units in DKI Jakarta are increasing due to the intensity of internet use during the Covid-19 pandemic, which has increased the risk of cyberbullying until now [7]. One of the cyberbullying cases that has resulted in the loss of a student's life was the suicide case of a student at SMP Negeri 147 Jakarta who jumped from his school building. From the message found on the victim's cell phone, it could be seen that the victim feels depressed, which leads to suicide [8].

The impact of bullying on the victims does cause depression, anxiety, and even suicide [9]. Bullying also impacts health, the economy, social relations, and other illegal

behavior [10]. Besides having implications for victims, bullying also impacts the perpetrators, including fighting, lying, robbing, consuming alcohol and drugs, and engaging in early sexual activity [11].

Several factors that encourage adolescents to take acts of bullying include individual factors, peer groups, families, and communities [12]. Adolescents' aggressive behavior is strongly influenced by peer groups formed by their need for recognition of self-existence. There is a positive correlation between peer social support and adolescents' identity [13]. Teenagers tend to enjoy the pleasures of fellow teenagers to get the same power and circumstances [14]. They tend to have more trust in their peers rather than their parents or social teachers, so peer groups influence student attitudes [15].

Peers' relationships have a powerful influence on the student's character, which is 70.04%. Meanwhile, another study revealed that 67% of the 3,000 children in Chicago misbehave due to negative influence from peers. This made UNICEF (United Nations Children's Fund) launch the Roots Program to prevent school-based bullying. The Roots program is an intervention model used to prevent bullying by involving students as agents of change [16].

The Roots program was first conducted in Indonesia in 2017. It was piloted at the junior high school level in Central Java and South Sulawesi, with results showing a decrease in cases of up to 29.6% after the program was implemented. Seeing these positive results, in 2021, the Ministry of Education Culture, Research, and Technology in collaboration with UNICEF Indonesia and partners, will implement a school-based bullying and violence prevention program through the Roots Program to more than 574 SMP Penggerak, 382 SMA Penggerak and 881 SMK Pusat Keunggulan. During the implementation of the Roots Program, there were several problems faced in training, which then became a reflection of the implementation in the field. The same module given to the Agent of Change was a module that was also given to the teacher as a facilitator. So, problems at the stage of facilitator training are very likely to be experienced at the stage of activities with agents. Not to mention that in 2021, the implementation of the Roots Program will be held online due to the effects of the Covid-19 pandemic, which will undoubtedly be one of the inhibiting factors in the implementation of the Roots program. Besides that, although the roots Program has been implemented since 2021 but has never been monitored

This research aims to determine the effectiveness of the Roots program in solving the bullying issue at school, the factors that influence the implementation of the Roots Program, and the problems faced in implementing the program. In addition, this research can also provide recommendations to follow up the Roots Program for the following

years. Before the Roots Program is implemented in 15,000 schools in Indonesia in 2023, research related to the implementation of the Roots Program in solving bullying issues at schools, as one of the priority programs of the Ministry of Education and Culture, is necessary to do.

## 2. THEORETICAL STUDY

### 2.1. Public Policy Implementation

Van Metter and Van Horn argue that policy implementation is an action carried out by individuals or groups, both government and private officials, to achieve a goal in policy decisions [17]. One of the models for implementing public policy is the theory put forward by Van Metter and Van Horn. This model assumes that the implementation of the policy runs linearly from political decisions, implementers, and public policy performance. Problems that need to be studied in the implementation process include the problem that occurs when introducing changes in the organization, how effective the control mechanisms are at each level of the structure, and how vital the engagement of individuals in the organization is. There are six factors that affect the performance of public policies:

#### 2.1.1. Policy size and objectives

Implementation can be measured if the size and objectives of the program follow the ability of the implementer so that it will be easy to implement. In the implementation study, the goals and objectives of the program must be identified and measured.

#### 2.1.2. Resources

The success of a program depends on the implementer's ability to utilize the available resources, including budget and human resources.

#### 2.1.3. Characteristics of Implementing Agency

The characteristics of the implementing agency focus on the organization's bureaucratic structure, patterns, and relationships.

#### **2.1.4. Attitudes or Tendencies of Implementers**

The attitude or direction of the implementer's tendency has the potential to influence the implementation of a policy. Policies will only be implemented perfectly if they are accepted by the implementers. For example, they are caused by conflicts with personal values, organizations, and the tendency of implementers who are more selfish.

#### **2.1.5. Inter-organizational communication and implementing activities**

Inter-organizational Communication is essential in implementing a program so that all parties get the same information regarding the clarity of a program. The more intense the coordination carried out by the actors involved, the less possibility of errors occurring. In addition, effective communication will provide many inputs that can be used to improve the program and implementation process.

#### **2.1.6. Social, Political, and Economic Environment**

The influence of economic, social, and political conditions needs to be considered because it can encourage the success of a program or even cause failure in the implementation process.

Van Metter and Van Horn's theory of the policy implementation process were chosen based on several previous related studies. First, research on implementing Online Learning Policies in the Era of the Covid-19 Pandemic in Pekanbaru City, Riau [18]. This study uses a qualitative method with a descriptive model, which is aimed at analyzing and obtaining an overview of how the Implementation of Online Learning Policies in the Covid-19 Pandemic Era in Pekanbaru City, the supporting and hindering factors of implementation, as well as the efforts that can be made to optimize policies. The results of this study indicate that the implementation of online learning policies in the pandemic era was carried out well with the fulfillment of all indicators from each dimension of policy implementation. Another research used as a reference is the implementation of Child Parenting Policies in Improving Human Resources [19]. This study tried to explain the implementation of childcare policies using qualitative methods with its results in direct observations and interviews. This research is combined with the implementation theory of Van Meter and Van Horn that policy implementation is based on policy standards and objectives, human resources, organizational characteristics, executives, inter-organizational communication, and dispositions. The results of this study indicate

that the implementation of childcare policies can be seen from the implementation variables, according to Van Meter and Van Horn, combined with exemplary values.

## 2.2. Bullying

Bullying is an unpleasant behavior carried out by someone physically, verbally, or socially in the real world or virtual that can cause discomfort, hurt, and depression, whether carried out by a group of people or individuals [20]. Bullying is a conscious act that causes physical and psychological injury [21]. A person is considered to bully if that person consciously and intentionally does actions that make the victim of bullying feel uncomfortable and hurt. Bullying is divided into several types [22] including:

### 2.2.1. Physical Bullying

Physical bullying is the use of physical actions to intimidate and gain control over a target. The physical actions are unwanted by the victim and can cause damage to their body or possessions [23]. Some common types of violence classified as physical bullying include hitting, slapping, pushing, kicking, and other acts of physical harm [24]. The National Survey on Child and Adolescent Experiences (SNPHAR) conducted by the Ministry of Women Empowerment and Child Protection stated that 30-40% of boys and 20% of girls aged 13 to 17 years had experienced physical violence during their lifetime, and more than 70% of perpetrators were friends of the victim [25].

### 2.2.2. Verbal Bullying

Verbal bullying is an act of violence related to verbal language such as insulting, slandering, cursing, and giving unpleasant nicknames [24]. In collaboration with UNICEF, the Office of Integrated Services for Women's Empowerment and Child Protection (P2TP2A) in South Sulawesi revealed that 74% of students experience verbal bullying 4-5 times a week [26].

### 2.2.3. Relational Bullying

Relational bullying is an action that involves hurting someone's relationship or reputation through various actions such as ostracizing, ignoring, exclusion, or other actions that cause the victim to feel isolated from the social environment. Groups generally carry

out relational bullying against individuals and negatively affect adolescents' social development [22].

#### 2.2.4. Cyber-Bullying

Cyberbullying is repetitive aggressive behavior aimed at scaring, humiliating, and angering the victim. For example, spreading lies, sending threatening messages, impersonating or on behalf of someone, and other activities carried out in electronic media [27]. The Center for Digital Society and the Center for Lifespan and Development at Gajah Mada University revealed that 34.4% of students admitted that they had done cyberbullying. In comparison, 45.3% of respondents had been victims of cyberbullying [28].

Several factors cause children to bully, including family, school, peer groups, mass media, and culture or social conditions [29].

##### 1. *Family*

Parents play an essential role in shaping the children's characters so that they have an honest, kind, respectful attitude and obey the rules [30]. Lack of attention and an overprotective attitude cause child to be unable to socialize. The harmony of the child's family influences the level of child delinquency. Broken homes and authoritarian families often cause conflict in the family and tend to make teenagers into problems [31].

##### 2. *School*

School is where children spend most of their time, so it should be a safe and comfortable place. School is also a place to grow children's character. However, schools can be a place to trigger bullying behavior because schools are where children with various characters and backgrounds meet and interact with each other. Weak supervision and guidance from teachers, as well as inappropriate guidance and inconsistent regulations, can cause bullying behavior to occur in the school environment [32].

##### 3. *Peer group*

Close relationships with friends play a significant role in children, as the support of friends will give courage; likewise, the closeness formed with friends who misbehave will tend to make children involved in negative behavior [33].

##### 4. *Mass Media*

Adolescence is when people seek their self-identity, so they are easily influenced and imitated by what is seen in the mass media. Based on a survey by Kompas, 56.9% of children imitated scenes from the films they watched. As many as 43% imitate the words, while 64% state that they imitate their movements [34]. Watching television shows and harmful content on social media will indirectly negatively impact children who have not been able to filter out the good and the bad information displayed in the mass media. This is very vulnerable to trigger bullying among teenagers.

### 5. *Social and cultural conditions*

Social and cultural conditions are one of the triggers for bullying. Masdin (2013) states that the criminal factor is one of the triggers for the emergence of bullying. The chaotic economic atmosphere and environment encourage children to become teenagers who behave violently, thus triggering acts of bullying.

Several studies on handling bullying cases in schools have been carried out, including Adrian Ariesto's research on the Implementation of the Antibullying Teacher Empowerment Program in Schools. This study discusses implementing the anti-bullying program at school in the form of training for educators regarding values and forming an anti-bullying network and system at school. This research is a descriptive study using literature studies and in-depth interviews. The informants were training facilitators from the Semai Jiwa Amini Foundation, teachers, and students. Based on the research, it was recommended that the training facilitators provide training for students and parents and form student groups that can minimize the distance between seniors and juniors [35]. The second research is a study by Nursasari on implementing the Anticipation of Bullying in Elementary Schools in Tangerang City. This study aimed to determine the form, application, and barriers to and support anti-bullying programs using descriptive qualitative methods. The result of this study showed that the anticipatory surveillance and prevention anticipation program is successful by inculcating character values and other positive activities [36].

## 2.3. Roots Program

As one of the efforts to prevent bullying, especially in the educational environment, since 2017, UNICEF Indonesia, together with the Government of Indonesia and education practitioners, has developed the Roots program. It is an intervention model involving



students as agents of change to create a positive school environment. Initially, this intervention model was implemented in 24 schools spread across Central Java and South Sulawesi. From the evaluation report conducted by UNICEF, progress has been made in forming positive student behavior, including agents of change in South Sulawesi. Based on the data, acts of bullying decreased by 29%, and the incidence of victims decreased by 20% [2].

Considering the success of overcoming bullying in piloting schools in South Sulawesi, in 2021, the Ministry of Education and Culture, in collaboration with UNICEF Indonesia and its partners implement the school-based violence prevention program or the Indonesian Roots Program to more than 574 SMP Penggerak, 382 SMA Penggerak and 881 SMK Pusat Keunggulan in South Sulawesi throughout Indonesia which will involve teachers as facilitators in each school and students as agents of change.

Teacher facilitators play a role in facilitating discussions with Agents of Change in every Roots meeting, both in online and offline methods. Previously, the teacher facilitators had received technical guidance to prepare them in mastering the Roots Indonesia learning module, providing an understanding of how to deliver the Roots program to students as agents of change in schools, and providing understanding to teacher facilitators knowing child protection measures in the school environment. In addition, teacher facilitators will also play a role in facilitating students to report and follow up on reports of bullying that occur in schools.

Meanwhile, the agents of change were 30 students selected from each school to socialize and instill the values of kindness and non-violence, especially bullying in schools. The Roots program seeks to establish a safe environment in schools by activating the role of students as agents of change. The innovation in this program is that agents of change are selected using student social networks, where some of the students selected are the most influential students, and some are chosen randomly.

### 3. METHODS

The method used in implementing this research is a descriptive study with a qualitative approach. Primary data were obtained from interviews with 15 informants consisting of school principals, teacher facilitators, and agents of change. Secondary data are obtained from observation and documentation studies such as the report of the Pre-test and Post-test Implementation of the Roots Program in 2021 with agents of change as respondents, books, journals, and other supporting documents.

## 4. RESULT AND DISCUSSION

### 4.1. Implementation of the Roots Program in Overcoming Bullying at DKI Jakarta School

Implementing the Anti-Bullying Roots Program in DKI Jakarta starts from June until December 2021. It is attended by 46 schools from the junior high, high school, and vocational school levels. In 2021, the Roots Program was held with three methods: offline, online, and hybrid. The success indicator of the Roots Program can be seen from the improvement in understanding of change agents based on the pre-test and post-test. There was a significant improvement in post-test scores by 24% from pre-test scores during the implementation of Roots in Indonesian Schools. Meanwhile, in DKI Jakarta, from 545 agents of change that had participated in the pre-test and post-test, there was an improvement of 11% in their post-test scores.



\*) Note: 41,108 agents of change filled out the pretest while posttest was filled out by 34,809 agents of change. Pretest and Posttest were conducted in LMS <https://belajarbersama-cerdasberkarakter.kemdikbud.go.id/>



**Figure 2:** The improvement of agents of change in understanding based on the result of the pre-test and post-test.

Success indicators of the Roots Program can also be measured based on evaluations filled out by agents of change students when they feel a positive change in their thinking and behavior after joining the Roots Program.



#### Indicators of success can also be measured based on the evaluation\*

Students feel that there is a change in their way of thinking to be more positive	4,3 out of 5
Students feel that there is a change in behavior to be more positive	4,3 out of 5
Student satisfaction of the learning module	4,2 out of 5
Student satisfaction of the facilitator	4,5 out of 5

**Figure 3:** The changing of students' ways of thinking and behavior after following the roots program.

Aside from the results of the post-test and evaluations of agents of change, the Implementation of the Roots Anti Bullying Program was analyzed using the Van Meter and Van Horn Implementation theory, focussing on policy standards objectives, resources, characteristics of the agents, attitudes or tendency of implementers, communication between organizations and implementers', and economic, social, and political environment.

### 1. *Policy Standards and Objectives*

The success of Policy implementation can be measured by clear indicators and objectives so that it is easy to implement. In order to measure the success of policy implementation, it is necessary to have standards and targets that must be achieved by the policy implementers [37]. Based on the results, the Roots Program is beneficial and needed in DKI Jakarta nowadays, considering that DKI Jakarta is one of the areas with the highest number of violent cases. The Roots program has specific goals, objectives, and criteria for selecting teacher facilitators and agents of change. In 2021, the Roots Program was implemented in 1,800 Sekolah Penggerak and Sekolah Pusat Keunggulan that receive particular interventions, including the development of human resources (HR) in schools, learning with a new paradigm, data-based planning, school digitization, and consultative and asymmetric assistance [38]. To ensure the Implementation of the Roots Program is right on target and by the expected goals, schools are also expected to write reports on the implementation as well as the use of government funds to be accountable. Standards and clear policy targets enable schools in DKI Jakarta to implement the Roots Program and develop Work Programs that agents of change must carry out throughout the year.

### 2. *Resources*

The success of the implementation depends on the ability to utilize the available resources. Resources include all potentials possessed to optimize the implementation of a policy, including human resources and financial resources [39]. From the interviews, the principal selected the Teacher Facilitator based on the criteria: teachers who are close to students, have experience, have mastered the Roots Program material, and are highly dedicated to their task. The age of the teacher facilitators is not one of the criteria put forward by the Character Strengthening Center (Puspeka), but the ability of all the appointed facilitators to adapt to the students and to operate technology is taken into consideration. Meanwhile, the selected agents of change should meet the criteria, such as students who are

most influential based on social networking theory by prioritizing diversity among students. Some schools modify the mechanism for selecting agents of change, for example, by appointing class representatives who are active and have influence in the class. All selected agents of change are highly committed to preventing bullying in schools and are dedicated to implementing the Roots Program.

From a financial factor, the Ministry of Education and Culture has provided a budget of IDR 10 million to implement the Roots Program in 2021. With this budget, schools can carry out all stages of the Roots Program without collecting fees from students or school committees, nor do they use funds outside the official government fund devoted to the Roots Program.

### 3. *The characteristics of the Agents/ The Implementers*

The characteristics of implementing agencies include bureaucratic structures that impact policy implementation because a policy will not succeed if there are weaknesses in the bureaucratic structure [37]. The bureaucratic structure here is the extent to which the mechanism or program flow system can support the implementation of policies. Based on the results of observations and interviews, schools do not have their Standard Operating Procedures regarding the implementation of the Roots Program. However, they have been guided by the Roots Program Implementation Guidelines that have been prepared by UNICEF and the Ministry of Education, Culture, Research, and Technology. Therefore, it can be concluded that school principals, teacher facilitators, and agents of change already have a standard in the form of a Roots Program Implementation Manual. Besides following the implementation guidelines, schools as implementers have also followed the Financial Guidelines from the Ministry of Education and Culture regarding using government aid budgets for the Anti-Bullying Program.

### 4. *Attitude or Tendency of Implementing Agent*

The acceptance or rejection of the implementing agency toward the program will affect the success or failure of the Roots Program implementation. The attitude of the implementers of this program are their willingness, desire, and inclination to implement the program to achieve its objectives [40]. Based on the results of interviews with implementing agents of the Roots Program in schools, it was obtained that implementing agents understand the objectives of the Roots Program which is held in their schools, and are committed to realizing the program objectives in their schools. This can be seen from how serious the principal is in forming an implementing team for the Roots Program, which consists not only of teacher

facilitators who participate in technical guidance but also of school counselors and students in each school. The school also provides a fund for the internet quota while providing Roots materials. In addition to following the technical guidance, the teacher facilitators also provided the material to agents of change and help them to organize Roots Day. The attitude of the Agents of Change can be seen from their seriousness in obtaining materials, organizing Roots Day, and spreading anti-bullying messages through flyers, posters, videos, and other media. On Roots Day, the agents of change students invited all other students to make declarations and commitments against bullying in schools and followed by all school elements to show that all school elements were united to overcome bullying in the school environment.

##### *5. Interorganizational Communication and Implementing Activities*

Roots programs can be appropriately implemented if there is good communication between program implementers and school targets. On the other hand, if the interaction between implementing organizations does not support it, the chance of the Roots Program will experience problems and even fail. The communication between schools and Puspeka as the executor is well established. The school actively communicates with Puspeka when experiencing problems through the WhatsApp group of teacher facilitators who are still active nowadays. The information conveyed during the principal's socialization and the teacher facilitators' technical guidance had already been completed. Therefore, it could be carried out correctly during the implementation in schools. Teacher facilitators and agents of change students joined WhatsApp groups to communicate during the Roots Program implementation process. Meanwhile, regarding their influence and closeness with other students, agents of change maintain good communication with all school members to spread positive values of bullying prevention to all students.

Aside from communication between program implementers and school targets, schools maintain good communication and relationships with the education ecosystem, such as the Jakarta Education Authorities, parents, and the community. This is reflected during the implementation of Roots Day, where the school committee, as a representative of parents and the community, and Education Authorities, attends the students' presentation and performance about bullying prevention.

##### *6. Conditions of the Economic, Social, and Political Environment*

One thing that needs to be considered in assessing the performance of public implementation is how the external environment affects the success of the public policies that have been set. An unfavorable social environment can be a source of failure in policy implementation performance [37]. The environment where the Roots Program is implemented is very appropriate, considering that DKI Jakarta is one of Indonesia's areas with the highest levels of violence. Financial assistance from the government has strengthened the schools to implement the Roots Program.

Meanwhile, regarding the community's social conditions, both the school and the student's parents strongly support the implementation of the Roots Program, which is considered capable of bringing a positive impact on students. At the beginning of the program, parents have to permit to participate as agents of change through a Parental Permission Letter. During Roots Day, parents represented by the school committee were given support regarding the anti-bullying program being implemented.

Environmental conditions in the political context of the education unit in Jakarta based on the results of interviews and observations are very conducive where the relationship between the school leaders, teacher facilitators, school committees, Jakarta Education Authorities, and Character Strengthening Center itself is conducive and mutually supports the implementation of the Roots Program at schools in DKI Jakarta.

## 4.2. Problems in Roots Program Implementation

### 1. Network Problems During Online Implementation

The high cases of Covid-19 in 2021 have forced all schools in DKI Jakarta to implement online learning by Jakarta Governor Decree Number 1026 of 2021 concerning the Enforcement of Restrictions on Community Activities Level 3 Corona Virus Disease 2019, which also affected the implementation of the Roots Program. Schools must be done online. At the Teacher Facilitator Technical Guidance evaluation held by Character Strengthening Center, the perceived problem was the internet connection, which made it difficult for teacher facilitators to get the modules provided by the National Facilitator. It also happened when giving modules to students as agents of change, the limitations of devices and internet connections make the module's distribution a little disrupted.

### 2. Limited Number of Agents of Change

Based on the Implementation Guidelines for the Roots Program, the number of agents of change selected was 30 people and were selected based on social networking theory. However, 30 Agents of Change is considered insufficient for schools with more than 500 students. Meanwhile, of the 46 schools participating in the Roots Program in Jakarta in 2021, 85% of schools have more than 500 students [41]. Based on the interviews with the agents of change, all agreed that the number of 30 people was still insufficient to spread anti-bullying messages to other students.

### 3. Lack of Information regarding Funding

Funding for the Roots Program in 2021 comes from government assistance provided to each school that organizes the Roots Program. At the beginning of the implementation of the school program, it is necessary to prepare a budget plan for the use of funds. However, it needs to be better socialized on how to allocate funds in more detail, because schools still need to seek information about technical guidelines for using funds. In addition, schools also think they will be provided with government funds every year, so some schools need to rearrange their financial details to be able to organize the 2022 Roots Program even with minimal funds from School Operational Assistance (BOS).

## 5. CONCLUSION

The implementation of the Roots Program has been running effectively, judging from the formation of agents of change and collaboration of three educational centers in overcoming bullying in the educational environment at the Sekolah Penggerak. Meanwhile, the intermediate outcome also showed an understanding improvement of agents of change based on pre-test and post-test scores of 24% in schools that implemented Roots 2022 in Indonesia and 11% in DKI Jakarta.

In addition, the factors that implement the Roots Program in DKI Jakarta are 1) the clarity of standards and policy objectives of the Roots Program; 2) Good Human Resources (HR) in terms of quality, financial resources supported by government assistance, and adequate school facilities; 3) Characteristic factors of implementing agencies/agencies where schools have implemented the Roots Program with full responsibility and according to procedures; 4) The attitude of the Implementing Agent who already has an understanding of the program and is committed to realizing the program's objectives; 5) Good communication between program implementers and school targets as well

as with the Education Authorities, families, and communities; and 6) conducive social, economic, and political conditions in implementing policies.

Several problems were felt in the implementation of the Roots Program, including network constraints during online implementation, the limited number of agents of change, and the need for more information related to program funding. To improve the implementation of the Roots Program in the following year, the Roots program can be carried out face-to-face, the number of agents of change is adjusted to the number of students in the school, socialization regarding technical guidelines for implementing government assistance, dissemination of anti-bullying content to agents of change, and adjustment of delivery times learning module.

## 6. Recommendation

### 1. *Face-to-face implementation of the Roots Program*

Seeing the problems when online implementation, one of the recommendations to make the activities more enjoyable is face-to-face implementation either when giving modules or celebrating Roots Day. All respondents agree that face-to-face implementation of the Roots Program is more effective, fun, and enjoyable, although online implementation is more budget efficient. With a face-to-face mechanism, cooperation between agents of change in spreading positive values is more well-established.

### 2. *The number of Agents of Change adjusts based on the total number of students at the school*

In some schools with more than 500 students, it is necessary to readjust the number of agents of change because 30 agents of change are still limited to achieving the targets that they set out in the work program. Both agents of change and teacher facilitators felt they need for at least one representative for each class to become an agent of change. With one representative for each class, it is hoped that they will be able to maintain more conducive class conditions and create a positive environment in each class. The combination of agent selection mechanisms using social network theory and representatives of each class will make it easier for agents of change to create a safe, comfortable, and fun school environment.

### 3. *Socialization regarding the Technical Guidelines for the Implementing Government Funding*



One of the problems in implementing the Roots Program is that information regarding the use of government aid funds has yet to be massively disseminated. Even in schools with different levels, there are different perceptions regarding the honorarium of the resource persons. Seeing the amount of uncertain information regarding the use of government aid funds, it is necessary to conduct early socialization regarding the technical guidelines before implementing the technical guidance for teacher facilitators and agents of change activities.

Moreover, based on the interview with the school regarding the follow-up of the Roots program implementation in 2022, schools need to be informed about the resources for the coming year so they can provide a budget from the school if they do not get government assistance anymore. Schools faced problems during the implementation of Roots 2022 because they needed to plan the budget as they thought they were getting government funds like the previous year.

#### 4. *Dissemination of Anti Bullying Content on Agents of Change*

One of the activities carried out by agents of change is to disseminate anti-bullying content either through online or offline mass media. However, the content they can share is limited due to limited time and funds. Agent of Change hopes that Puspeka can give anti-bullying content so they can share it with their friends or on social media. Puspeka, as a unit that produces various content related to bullying, can actively campaign for anti-bullying messages through content distributed by agents of change. Puspeka can provide a telegram channel where teacher facilitators and agents of change can join and get various anti-bullying content such as videos, songs, infographics, and others. This step will encourage agents of change in each school to remain active in campaigning for anti-bullying.

#### 5. *Time allocated to deliver the module is added*

In the instructions for implementing the Roots Program, it has been designed that each session or meeting is held for 1.5 hours. However, in the implementation of Roots Technical Guidelines, time is often reduced so that the material presented by the national facilitator is not transferred optimally. Some activities that aim to form soft skills are often missed to pursue the delivery of all materials quickly. It is hoped that the module delivery time can be adjusted so the knowledge transferred to students as agents of change can be maximized. In giving material to agents of change, it is better to determine a maximum of 2 meetings in one week so that the material provided is manageable and students can still do the tasks in the module.

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