

Building a safe generation: The collaborative role of schools and families in child safety

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Background: Accidents among school-aged children, often linked to unsafe behavior, are a persistent issue. Safety knowledge among children, influenced by parents and teachers, plays a vital role in reducing these risks. This study explores the collaborative roles of parents and teachers in shaping children's safety behavior and addressing gaps in preventive strategies.

Method: The study was conducted in 2024 at Krajan Elementary School and Muhammadiyah Gunturgeni Elementary School in Srandakan, Bantul, using a mixed-methods approach with a convergent parallel design. Participants included 120 respondents (15 teachers and 105 parents) and 105 students. Data were collected through questionnaires, focus group discussions (FGDs), in-depth interviews, and observations using a safe behavior checklist.

Results: Findings indicate that 86% of teachers and 88% of parents possess good safety knowledge. However, unsafe behavior persists, with 75% of students displaying unsafe practices during classroom activities. Teachers primarily act as educators and role models, while parents serve as facilitators and motivators. Collaboration between parents and teachers remains reactive, focusing on incident management rather than prevention.

Conclusion: The study underscores the need for stronger collaboration between parents and teachers to promote preventive safety measures. By aligning safety practices at school and home through effective communication and shared responsibility, a safer environment can be established for children, fostering lifelong safety behaviors and reducing accident risks.

Keywords: Child Safety, Parental Role, Teacher Role, Collaborative Efforts, School Behavior.

INTRODUCTION

Children are at risk of having accidents both at home, school and public places. These accidents can occur when they are playing, walking or exercising (1)(2). Research conducted by Julaikah et al. (2023) on elementary school students in Srandakan Bantul District showed that students have good safety knowledge (70.3%), so that children have good behavior while in the school environment (75%). However, based on the questionnaire on accident experiences in the school environment that was distributed, as many as 76.8% of respondents had experienced accidents (falls) while in the school environment.

Accidents that occur in children can occur due to unsafe behavior, where the child's safety behavior is formed by their knowledge of safety. Children who have knowledge of safety will have a lower risk of

having an accident than children who do not have it (1). In fact, knowledge about safety that children have can come from the child's experience, parental factors, teacher factors and the surrounding environment (3).

Children who have good safety knowledge can improve their safety behavior, while parents with low to middle levels of education lack the knowledge of injury prevention that can be taught to their children and can increase the risk of accidents in children at home(4)(5). Research conducted by Kamel et al. showed that as many as 48% of accidents that occur at home to children are influenced by the level of education, knowledge, attitude and behavior of the mother (6).

Parents are the ones who have the greatest potential to be role models and children often imitate their parents' behavior (7) but there is no representative data and specific research that discusses the role of

parents and teachers in shaping children's behavior and the strength of the relationship between these roles and the safety behavior that is formed. The results of our previous research raise the question of how has the role of parents and teachers been in shaping students' safety behavior because >70% of students who were respondents have experienced accidents in the school environment.

In addition to the various data and problems above, we also generated a search for articles and research results related to the topic "the role of parents and teachers in the formation of safety behavior". As a result, we did not find a single article that had that topic. We only found one article that discussed the role of parents and teachers in the formation of children's character (8). Further search efforts, we did by trying to find similar articles using search keywords that were expanded to "the role of parents in child development", from the search results, we found 100 relevant articles, of which 100 articles on average focused on increasing children's academic capacity (9) while the number of articles specifically relevant to this research topic is 4 articles.

METHOD

This research is a mixed method research with a convergent parallel model. This approach model was chosen because previously this model approach had never been used for research on similar topics, besides that, this model has advantages in terms of comprehensive data collection, both subjective and objective data from respondents and informants which can then be further analyzed to obtain the most accurate results (10)(11).

The stages of the research procedure were carried out starting from data collection using a variety of questionnaire instruments, FGDs and in-depth interviews so that researchers would obtain comprehensive and in-depth data from the variables studied and sources of respondents and informants from two different schools so that the pattern of the role of parents and teachers in relation to child safety behavior.

This study was conducted in 2024 involving 3 groups of respondents, namely Teachers, Parents of students and students from 2 different schools, namely Krajan Elementary School and Gunturgeni Muhammadiyah Elementary School with a total of 15 Teacher respondents and 105 parents so that the total number of parent and teacher respondents was 120 respondents. Meanwhile, child or student respondents in the study were respondents for behavioral variables whose data collection process was carried out through observation activities (observations) of safe behavior while at school with a focus on students in grades 2, 3 and 4 totaling 105 students. This observation activity was carried out using a safe behavior checklist instrument at school.

This research activity has obtained an ethical approval letter from the Health Research Ethics Committee of Surya Global Health College Yogyakarta with the number: 5.02/KEPK/SSG/VIII/2024 on August 2, 2024.

RESULTS

In general, based on the gender of the respondents involved in the research are as follows

Table 1. Respondents by gender

	Gender	Amount	%
1. Parent Respondents	Man	20	16.6
	Woman	85	70.9
2. Teacher Respondents	Man	1	0.9
	Woman	14	11.6
	Total	120	100

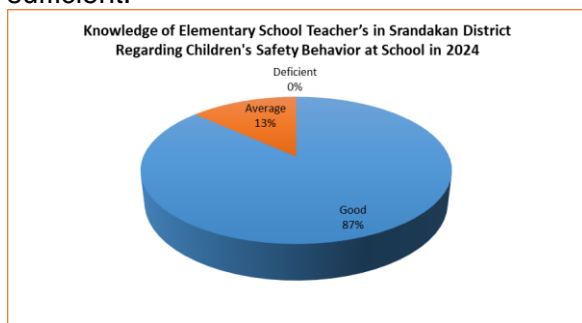
Based on the table above, the highest percentage of respondents in this study were female at 82.5%, while male respondents were 17.5%.

Based on the results of measurements of the last level of education of parent and teacher respondents, it is known that the respondents' education varies from elementary school graduates to postgraduate degrees. The details can be seen in Table 2.

Table 2. Respondent characteristics based on last level of education

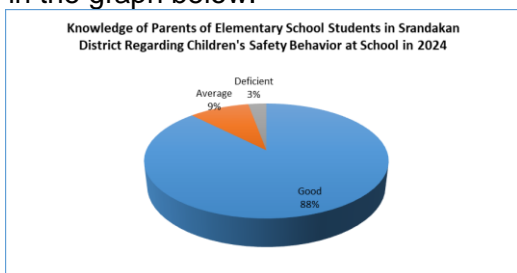
Category	Amount (f)	%
Parent's Education Level		
SD	4	3.33
JUNIOR SCHOOL	13	10.9
SENIOR SCHOOL	74	61.6
S1	8	6.66
S2	2	1.66
Other	4	3.33
Teacher Education Levels		
S1	14	11.6
S2	1	0.92
Total	120	100

Based on the results of measuring safety knowledge among teachers at elementary schools in Srandakan District, it is known that 87% are good and 13% are sufficient.



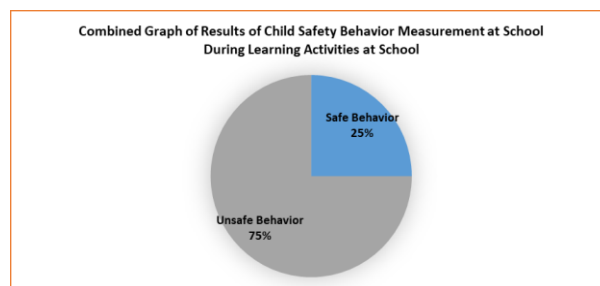
Picture 1. Knowledge of Elementary School Theacher

Based on the graph above, we can see that 86% of teachers have good knowledge about children's safety behavior at school, while 13% do not. Based on the results of measuring the safety knowledge of parents of elementary school students in Srandakan District, it is known that 88% are good, 9% are sufficient and 3% are lacking, as in the graph below.



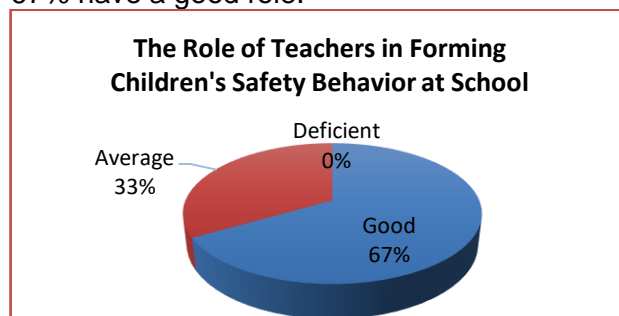
Picture 2. Knowledge of parents of elementary school students in Srandakan District

Based on observations of children's safety behavior measurements, it is known that 67% behave safely and 33% behave unsafely when outdoors. However, based on the results of measuring school children's safety behavior during children's learning activities, it is known that 75% behave unsafely and 25% behave safely, as in the graph below.



Picture 3. Combined graph of result of child safety beavior measurement

Parents and teachers have a very important role in the safety efforts of school children. Measuring the role of parents and teachers is seen from 5 aspects, namely as motivators, role models, partners, educators and facilitators (12). Based on the measurement of the role of teachers in child safety efforts, it is known that as many as 67% have a good role.



Picture 4. The Role of parents and teachers

In addition to measurement activities using quantitative instruments in the form of questionnaires, measurement of the role of teachers was also carried out through joint FGD activities in each school, the results of the FGD activities showed that there were efforts made by teachers in motivating students to behave safely at school during class learning activities. In this activity, teachers usually provide verbal direction and

motivation, but these efforts are admitted by teachers to have not been widely implemented by students, as conveyed by the following respondents:

"Sometimes, children are given examples and told and explained, sometimes some respond, but sometimes they don't listen, talk to themselves, sometimes they even tease others, so what the teacher says or gives examples to the students sometimes doesn't reach them... (R1)"

In addition to motivation, teachers and schools have also made efforts to support the enforcement of safe behavior in the form of anti-bullying policies and the implementation of a point system as a form of punishment for students who violate class agreements in the aspect of "disturbing friends" and also as an effort to implement safe behavior.

"...well, one of the school's strategies to overcome bullying in particular is that we create school regulations. Even the parents in the class have an agreement, each class agreement, one of the regulations in this school is related to bullying..actually we also implement a point system..."

In terms of the role of teachers as Role Models, teachers at school have the perspective of having implemented and provided examples of safety behavior to students, for example in activities in the school environment. Teachers provide examples of walking in an orderly manner or not running around in the hope that students will imitate or duplicate the teacher's behavior so that safe behavior is realized in children.

"...Later, during break time, I will walk. Calmly. The children will still run, ma'am. Even though I have given them an example of just walking. No need to run (hehehe)... (R10)"

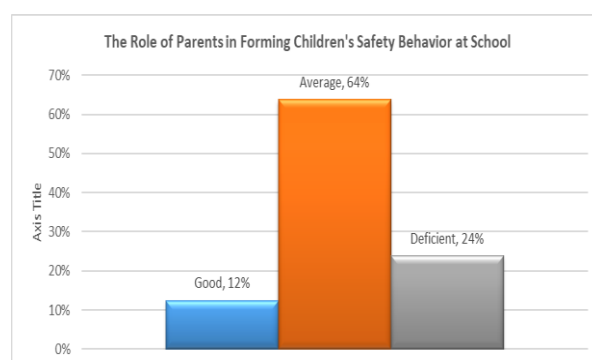
However, this effort has not had a positive impact on children's behavior. This can be found from the results of our observations, that many children are still running around in the classroom hallway.

"..even though I have given an example.."

Based on the results of the analysis of the FGD results, it is known that there are differences in the roles of teachers from 2 schools, in Krajan Elementary School the main role that emerged in the discussion about safety was the role of educator and role model, while in Muhammadiyah Guntur Geni Elementary School the role of teachers that emerged was as facilitators and motivators. An example of the role of teachers as educators is teachers explaining the dangers of running outside in hot weather and the importance of maintaining safety when exercising, as conveyed by the following respondents:

"...when it comes to sports lessons...usually there are a lot of sports, I tell them to be careful, especially when doing sports in this yard, in this yard if they do sports, the theory is not good because the floor is made of cement, not soil..."

In addition to teacher respondents, quantitative role measurements were also conducted on parents of students / children who attend elementary school in Krajan and Muhammadiyah Gunturgeni Elementary School. The following are the results of measuring the role of parents in the formation of children's safety behavior at school. Based on the results of measuring the role of parents using a questionnaire, it is known that overall the role of parents in safety efforts is sufficient, namely 64%.



Picture 5. The Role of parents in forming children

DISCUSSION

The involvement and role of parents is very important in the development of elementary school-age children, especially in

the formation of children's character to demonstrate good behavior in everyday life (13)(14)(15). Parents have the greatest influence on children's behavior, so parents should set an example of good behavior for their children (7). Parental involvement in children's education will affect students' learning success.(16). Research states that the level of education and knowledge of parents will have an impact on increasing safety efforts for children. Good parental knowledge of safety will reduce the risk of accidents in children (17)

Apart from parents, teachers at school and in the environment will also have an impact on the formation of children's character, so there must be good cooperation between parents and teachers in efforts to form safe behavior in children (18)(19). Students have 98% trust in teachers, so they have a strong position to influence students. In addition, with the trust of students in their teachers, students will dare to report incidents or experiences related to unsafe behavior or bullying that they experience. Although teachers cannot influence the demographic characteristics of their students, they can build trust with students to create a safe school environment (20).

In order to build good cooperation between parents and teachers at school, each party should have a culture of good behavior and professionally understand their roles and responsibilities (16). Communication can be done in two directions informally and unstructured, either from parents or teachers to discuss unsafe child behavior. This communication will provide a good understanding so that the expected goals can be realized (13). Based on the results of the FGD that has been conducted, it is known that cooperation between teachers and parents is still limited to handling after the incident, for example in the event of a child falling or fighting and the condition requires medical treatment, in such conditions the school will contact the parents and if the child's condition does not require medical assistance then the teacher will not contact the child's parents. Cooperation

between parents and teachers has not yet reached the level of preventing unsafe behavior. Although the school has initiated to provide information about the regulations in the school and implement a point system for children to prevent unsafe behavior in children.

In relation to the role of parents and teachers, there are 5 roles of parents and teachers as an effort to shape children's behavior, namely as role models, facilitators, motivators, educators and partners (12). Good knowledge of parents and teachers about safety must also be supported by good behavior in safety. This is an implementation of the role of parents and teachers as role models, so that children will imitate what their parents or teachers do, so parents and teachers need to provide examples of safe behavior because children will observe and imitate the behavior of adults around them (21).

One of the roles of parents and teachers that influence children is the role as a motivator, although extrinsic but this role can improve the intrinsic nature of the child. This role can be done through direct assistance to children with a practical approach (22). In addition, it can also be done through persuasive communication with students (23)at the same time teachers can build student confidence (13). Motivation given by teachers and parents properly will make students interested in learning so that good behavior is created (23).

The role of parents and teachers as educators is carried out by providing knowledge to students related to dangerous and non-dangerous behavior. This role is very important because it can improve children's safety knowledge. The educational background of parents varies from elementary school graduates to Bachelor's degrees, the majority are high school graduates. The educational background of parents will affect their knowledge, especially about safety, and again these parents get average knowledge based on personal experience and those of people around them. Although based on the results of the measurement, parental knowledge is good, it

needs to be improved more in terms of practical efforts, so that there is a match between the behavior that has been taught by teachers at school and the behavior of parents at home. Teachers as educators have provided good examples while children are at school, even when doing sports at school.

The role of teachers as facilitators is how teachers can facilitate the formation of safe behavior in children. This role can be done by providing safety facilities in schools, for example by providing information boards or warnings about evacuation routes, gathering points, repairing damaged facilities and infrastructure in schools so that they are not dangerous for students. Based on observations at school, the role of parents as facilitators can be done by providing safety facilities and infrastructure, for example providing helmets for their children.

CONCLUSIONS

The main role of teachers in efforts to form safe behavior in children is as a role model, educator, facilitator and motivator. The role of partners between teachers and parents has not yet emerged in efforts to ensure child safety.

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