

THE EFFECTIVENESS OF CHILD FRIENDLY SCHOOL PROGRAMS IN DEVELOPING SCHOOLS WITH CHARACTER

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ABSTRACT

The aim of this research is to describe the implementation of the Child Friendly School program and develop the character of students at SDN 1 Pulau Panggung Tanggamus. This research provides a comprehensive picture of child-friendly school programs. Child-friendly programs are not just programs at SDN 1 Pulau Panggung, but rather the importance of child-friendly school programs for building students' character from elementary school. This research aims to find a description of the child-friendly school program in terms of both supporting and inhibiting factors at SDN 1 Pulau Panggung. This type of research is descriptive qualitative in examining field phenomena that occur. This research was conducted on 10 December 2023 - 1 March 2024, this research was conducted on the principal, deputy principal for curriculum, deputy principal for student affairs, deputy principal for infrastructure, teachers, TU staff both in the field and indoors, student guardians and students of SDN 1 Pulau Panggung. Implementation of child-friendly school programs is carried out by collecting data by means of interviews, observation and documentation. Implementation of child-friendly programs is carried out in 4 steps, namely: (1) Child-friendly oriented school policy program; (2) Educators and education personnel trained in children's rights; (3) Implementation of a child-friendly learning process, application of discipline without violence; and the school environment is safe, comfortable and clean; (4) Student participation in learning. Child-friendly oriented school policy programs include programs carried out in collaboration between teachers and students in class, for example teachers as role models must not be violent towards students or set examples in front of students. Educators and education staff must understand the rights that students must obtain. If educators do not understand, educators must take part in related training. Implementation of child-friendly learning processes both in the classroom and outdoors must comply with the rules and policies of child-friendly school programs. Student participation in learning will increase because students feel safe and comfortable when studying so that students' achievements will be highlighted.

Keywords: School Program, School with Character

INTRODUCTION

School/Madrasah is an educational organization (Badrun, 2021). Schools have become formal educational institutions as places where education takes place as well as places where

people hope for a better life in the future (Kholik, 2017). Learning is almost the same as the process of changing behavior which is the result of experience, and it is not associated with temporary circumstances (Sofwan, 2023). The learning process that occurs

in school is useful for instilling and developing the potential of students, so that it will form humans with noble character. Apart from being a place to develop competence, school is also a place to develop social sensitivity in the environment so that interactions in the environment run well. A student's character can be seen and assessed when a person interacts with other people. One of the characteristics of humans, apart from being individual creatures, is that they are also social creatures.

Implementing education is not only about improving academic skills in the school environment, but also forming strong character and moral values in the younger generation (Na'imah et. al., p. 2020). In this context, the concept of character schools emerged as an effort to form individuals who are not only intellectually intelligent, but also have good personalities and high ethics.

Several research results show that current educational practices have not been fully successful in forming individual students with character as per the goal of national education, namely to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, and knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This is shown in research by Andini (2019) and Agustin, Saripah, & Gustiana (2018) who found that there were many cases of violence against children at school. This type of violence against children includes physical violence, such as the use of physical force to hurt or injure a child, either directly or indirectly, verbal violence, such as the use of words or utterances that hurt or demean a child, emotional violence, such as the use of actions or behavior which aims to hurt or injure the child's feelings, up to sexual violence. In addition, these two studies

also found that violence against children in schools is caused by several main factors, including family factors, due to authoritarian parenting, disharmonious family conditions, and poverty, school factors, due to a school environment that is not conducive, bullying, and sexual violence by teachers, as well as community factors, due to negative stigma towards victims of violence, a culture of violence, and a lack of knowledge about violence against children.

The research findings above show that violence in schools is a serious problem that can have a negative impact on children's development. Therefore, character schools are becoming increasingly relevant in a complex global era, where moral and ethical challenges are increasingly complex. Values such as integrity, empathy, responsibility, and respect for oneself and others are increasingly important to help individuals face various situations and make the right decisions (Nurfalah, 2016). Therefore, schools with character play an important role in preparing the young generation to become highly cultured, ethical citizens who contribute positively to society.

One effective effort to minimize violence in schools and help create a safe and comfortable school environment for all students is through a child-friendly school program, which is a concept that aims to create a safe, inclusive and fair school environment for all students. Child-friendly schools are based on human rights principles, such as the right to life, the right to be free from discrimination, and the right to receive quality education (Adhim, 2021).

The effectiveness of child-friendly school programs in creating a learning environment with character is strengthened by research results (Chabbott, 2016) which found that children who study in child-friendly

schools have higher levels of self-confidence, higher levels of self-esteem, and higher levels of motivation, higher than children studying in non-child-friendly schools. Children studying in child-friendly schools have higher levels of empathy, higher levels of tolerance, and higher levels of social engagement than children studying in schools that are not child friendly.

The description above explains that child-friendly school programs can create conducive learning for children to develop their potential at school. The school environment is an important environment for students. Students spend almost all their time a day studying at school. So it is not wrong if school is called a second home for children. Child-friendly schools are important considering that children are at school eight hours a day. Therefore, child-friendly school programs are one solution in preventing violence against children (Ministry of Women's Empowerment and Child Protection, 2015). Child-friendly schools can build a new paradigm in educating and teaching students, to create a new generation without violence, foster adult concern and fulfill the rights and protect children from unwanted things.

Considering that issues surrounding children's lives have been a concern for a long time. Especially in the current era of globalization, along with shifts in social institutions which have resulted in rampant immoral acts and violence, it is necessary to protect children's rights, especially Indonesian children (Amrina et. al., 2022). Child-friendly schools have been proven by various studies to be effective in improving character and are a solution to eliminating school-based violence. Apart from that, child-friendly schools can also help children to develop social and emotional skills that are important for building strong character.

A child-friendly school is not building a new school, but making a school comfortable for children, and ensuring that the school fulfills children's rights and protects them, as a second home for children after their own home. Child-friendly schools are also a long-term investment for children. Child-friendly schools can help children grow and develop into healthy, happy and successful individuals.

SDN 1 Pulau Panggung is one of the elementary schools in Tanggamus Regency that implements a child-friendly school program. Through this, the Tanggamus Regency Education Office appointed SDN 1 Pulau Panggung to be a pioneer in establishing a child-friendly school, as part of the work program of the Ministry of Women's Empowerment and Child Protection 5 (PP-PA). Through this child-friendly pilot school program, SDN 1 Pulau Panggung is programming a school with a humanistic learning environment, namely a learning environment that realizes that learning is not an automatic consequence but requires mental involvement, and changes the learning atmosphere to be more enjoyable by combining physical and psychological potential learners.

However, in its progress, the child-friendly program run by SD Negeri 1 Pulaupanggung is considered to still be causing problems. Pulaupanggung 1 Elementary School is considered still not ready to provide child-friendly education. The results of researchers' observations in the field found that the learning environment was still not conducive to supporting child-friendly school programs. Schools have not been able to create an orderly, safe and comfortable learning environment for students, because the school is in a densely populated, noisy, busy environment and seems unhealthy due to the large amount of rubbish around the

school environment. Apart from that, school buildings are considered inadequate, infrastructure does not meet standards, is dirty, smelly or barren, the social environment is hostile, acts of violence are still maintained, school principals, teachers, students and parents do not understand children's rights, as well as various other vulnerabilities that pose a risk to children's security, safety and comfort for optimal learning and growth and development at school.

Child-friendly education is an approach to the learning process that prioritizes humanistic values, as well as educating children with a loving approach. Children are no longer used as objects of learning but as subjects of learning, where parents and teachers are only directors and mentors for them.

The objectives of this research are: 1) to describe the implementation of the Child Friendly School Program in developing schools with character at SDN 1 Pulau Panggung Tanggamus; 2) analyze the supporting and inhibiting factors of the Child Friendly School Program to develop the character of students at the SDN 1 Pulau Panggung Tanggamus; and 3) knowing the perceptions and experiences of students, teachers and parents regarding the implementation of the Child-Friendly School Program at SDN 1 Pulau Panggung Tanggamus.

METHOD

This type of research is descriptive qualitative in studying field phenomena that occur, and does not test hypotheses. Then the researcher took primary data sources and secondary data. Based on Sugiyono (2020), primary data is a source of data obtained directly by collectors without going through intermediaries, including interviews, observations and documentation. This research was conducted at SDN 1 Pulau

Panggung on 10 December 2023 – 1 March 2024. In order to collect valid data for this research, researchers used several techniques. This research was conducted in a school environment, using primary data, and data collection techniques focused on participant observation and in-depth interviews. Interviews were conducted face-to-face with the principal, head of student affairs, head of curriculum, head of infrastructure, class teacher, subject teachers, student guardians and students.

The data analysis technique used in this research is carried out in two activities, namely: 1) Testing the validity of the data; and 2) Data analysis. In testing the validity of the data, a technique for checking the validity of the data is required. The data validity techniques used by researchers are source triangulation and method triangulation techniques. The data validity techniques used by researchers are source triangulation and method triangulation techniques. After testing the validity of the data, data analysis is then carried out before entering the field, during the field, and after completing the field by means of data reduction, data presentation, and drawing conclusions. Data reduction (involves summaries, main information, focus on significant things, identification of themes and patterns and removal of irrelevant elements). Presentation of data (carried out by presenting data through descriptive text in the form of charts and tables according to the researcher's needs). Drawing conclusions (this process includes drawing conclusions or verifying data, where researchers draw conclusions from data that has been processed).

RESULTS AND DISCUSSION

A. Results

1. Implementation of the Child Friendly School Program at SDN 1 Pulau Pangung

Schools as implementing agents for the educational process must have a friendly culture in carrying out their functions to achieve educational goals. Various news of violence at school has often occurred among students recently, from elementary school to middle school. Violence is committed by students against students, students against teachers, teachers against students and parents against teachers. Based on the various problems of violence

and conflict that students receive at school, it is necessary to develop child-friendly school programs. This program aims to provide protection for students as children at school by prioritizing children's rights which include the right to life, the right to growth and development, the right to protection, and the right to education.

Based on the explanation above, this research explains the components of child-friendly schools including the following:

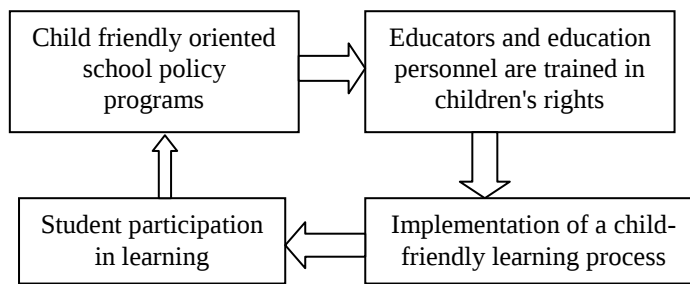


Figure 1. Child Friendly Components

Based on the description above, schools need to implement child-friendly management, namely a management unit (planning, organizing, directing and supervising) that can develop children's potential, participate and be protected from acts of violence and discrimination and create a conducive and educative environment, or in other words, schools must be child-friendly. In its implementation, it is hoped that child-friendly schools will be able to create schools that are enjoyable for students, can form the behavior of educators and education staff who have a perspective on children, be able to apply positive discipline that can help children to behave correctly in accordance with their

obligations without giving sanctions or punishments, and able to increase student participation in the learning process at school.

The child-friendly school run by SDN 1 Pulau Pangung Tanggamus is implemented well, among other things, the school can prevent violence against students, and the level of student discipline is high, the school can prevent students from throwing rubbish carelessly, creating a healthy environment, preventing accidents at school caused by infrastructure or due to clashes between students when carrying out activities, creating better, closer and better quality relationships between school members, making it easier to monitor children's conditions while

they are at school, making it easier to achieve educational goals, creating a disciplined school environment, orderly and a school that is green and organized, so that students feel more at home at school, and students get used to positive habits.

By looking at the research results, it can be seen that the school has implemented child-friendly education through various forms of school activities. Forms of child-friendly education that have been implemented in schools include; availability of facilities and infrastructure needed by students, such as those related to student health, namely the availability of UKS rooms, clean Friday programs, community service, little doctors, BIAS and toga plant programs. Meanwhile in other areas such as the availability of latrines, water sanitation for washing hands. If seen from classroom observations, teachers have implemented child-friendly forms of education such as providing a sense of love for the system and caring for their students. In terms of participation, forms of child-friendly education that have been implemented include school activities to commemorate holidays, as well as extracurricular activities

that all students participate in. student involvement in various things such as arranging benches and decorating the classroom.

A school is considered "child friendly" if it pays attention to the health protection system and maintains children's safety. Schools provide a safe, clean, healthy and protective environment for children, children's rights are respected, and all children including children who are poor, disabled, from ethnic and religious minorities are treated equally (Cobanoglu, Tuncel, & Ordu, 2018). Child-friendly schools are inclusive, healthy and protective for all children, effective with children, and involve families and communities. Teachers are appropriate character educators, especially the character components of justice, responsibility, volunteerism and group harmony. This component is internalized in the school system so that it becomes school culture (Watz, 2011), including the moral feeling dimension with a behavior action approach (Na'imah & Pamujo, 2014).

The differences in acts of violence before the child-friendly program and after the child-friendly program were implemented are as follows.



Figure 2. Before Child Friendly Implementation

Data taken from guidance and counseling teacher documentation on January 8, 2024



Figure 3. After Child Friendly Implementation

Data taken from documentation of guidance and counseling teachers on February 12, 2024

B. Discussion

The child-friendly school run by SDN 1 Pulau Panggung Tanggamus is implemented well, among other things, the school can prevent violence against students, and the level of student discipline is high, the school can prevent students from throwing rubbish carelessly, creating a healthy environment, preventing accidents at school caused by infrastructure or due to clashes between students when carrying out activities, creating better, closer and better quality relationships between school members, making it easier to monitor children's conditions while the children are at school, making it easier to achieve educational goals, creating a disciplined, orderly and green school environment and organized, so that students feel more at home at school, and students get used to positive habits.

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service, little doctor, BIAS and toga plant program. Meanwhile in other areas such as the availability of latrines, water sanitation for washing hands. If seen from classroom observations, teachers have implemented child-friendly forms of education such as providing a sense of love for the system and caring for their students. In terms of participation, forms of child-friendly education that have been implemented include school activities to commemorate holidays, as well as extracurricular activities that all students participate in. student involvement in various things such as arranging benches and decorating the classroom.

Child-friendly schools are efforts to improve school organizations that emphasize children's physical and mental health and pay more attention to educational access, equity and quality. Therefore, the role of teachers in child-friendly schools is to have full control over children and the environment to create an appropriate learning environment, without violence, harassment and maintaining children's dignity (Abdullahi, 2017). Several studies have proven that character education in early childhood can be done using various methods and approaches. The characters of polite, creative, forgiving, brave, cooperative, creative, courageous, disciplined and hard working can be

internalized through 60yste story content for children (Juanda, 2019). Character can also be internalized through the Beyond Centers and Circle Time learning model. (Iswantiningtyas & Wulansari, 2019). Teachers also internalize character education in religious education through worship activities and establishing good relationships with the 60 system (Abu et. al., 2015).

A school is considered "child friendly" if it pays attention to the health protection system and maintains children's safety. Schools provide a safe, clean, healthy and protective environment for children, children's rights are respected, and all children including children who are poor, disabled, from ethnic and religious minorities are treated equally (Cobanoglu, Tuncel, & Ordu, 2018). Schools must also create harmony between the school and the surrounding community so that children can learn about norms and interactions (Abdullahi, 2017). So child-friendly schools, also called community-based schools, recognize the rights of all children, regardless of gender, religion and ethnic differences, family status, abilities (Ekemezie & Chinasa, 2015).

Child-friendly schools are inclusive, healthy and protective for all children, effective with children, and involve families and communities. Teachers are appropriate character educators, especially the character components of justice, responsibility, volunteerism and group harmony. This component is internalized in the school system so that it becomes school culture (Watz, 2011), including the moral feeling dimension with a behavior action approach (Na'imah & Pamujo, 2014). Child-friendly school management is also related to the development of curriculum content and learning processes that are value-laden-values of life (Abdullahi, 2017). The policy that needs to be taken by the school is the policy of developing

caring, safe and friendly school programs. In addition, there needs to be a reconstruction of learning programs that are based on values (Makwarela, Mammen & Adu, 2017).

Apart from fulfilling children's rights, child-friendly schools have the advantage of balancing the treatment of children with various differences (Cobanoglu et. al., 2018). The problem is, not all teachers are able to create a child-friendly school atmosphere. For this reason, it is necessary to carry out in-depth research on the implementation of child-friendly schools in elementary schools as a basis for developing the concept of child-friendly schools based on character values.

CONCLUSION

Based on research regarding the implementation of the Child-Friendly School Program in developing schools with character at SDN 1 Pulau Panggung Tanggamus, it is carried out in 4 steps, namely: (1) Child-friendly oriented school policy program; (2) Educators and education personnel trained in children's rights; (3) Implementation of a child-friendly learning process, application of discipline without violence; and the school environment is safe, comfortable and clean; (4) Student participation in learning.

For this reason, it is recommended that teachers spend more time with students and have full responsibility for education at school to create child-friendly schools so that students' rights are protected, students feel comfortable and their potential can easily develop, schools must continue to launch programs child-friendly schools so that every student has the right to continue comfortable learning, growth and development and has the right to protection from violence and discrimination. To implement a child-

friendly school program there needs to be a written commitment in the form of rules or a decree regarding the implementation of child-friendly schools. This commitment is the basis for teachers and school principals implementing educational programs based on children's needs, and schools need to optimize student character by developing school management and school culture that guarantees children's

physical and psychological safety. The implications of child-friendly learning are implementing inclusive learning, maintaining harmonious relationships between teachers, school principals and students, organizing physical and mental health promotion programs in schools and character education.

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