

# The Child-Friendly School Program for Developing a Character School in the Primary Schools of Binjai City, Indonesia

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## ABSTRACT

*This research is a qualitative research in the form of a case study. This research is conducted at Binjai State Elementary School, Indonesia. The purpose of this study is to implement a child-friendly school program and develop student character programmed in the Primary Schools of Binjai Ciy, Indonesia. The respondents of this study are principals and teachers. The results of this study are child-friendly school policies at Primary Schools of Binjai City encourage all school residents to care about the school environment and be anti-violent so that the atmosphere at school becomes healthy, safe and comfortable. The formation of the character of students through child-friendly schools Primary Schools of Binjai City is going well because the teachers at the school have formed the character of students including students who are diligent and diligent in learning, respect for teachers, discipline, respect each other so as to form a community friendly study. Child-friendly school programs are very effective in forming a safe and conducive school environment and supporting the development of student character, in addition to encouraging schools to develop infrastructure to support learning. The study also found that some schools still have obstacles in developing a school culture for the direction of child-friendly schools. In general, Primary Schools of Binjai City has implemented child-friendly education, where the school has attempted various programs and activities in implementing child-friendly education.*

## KEYWORDS

*child-friendly school; character school; character of students*

## INTRODUCTION

School, is a formal educational institution as a place for student learning or is called a learning building. According to Prasetia, et al (2020) school is a vehicle or institution for learning and teaching as well as a place to receive and give lessons. School is a place where education takes place as well as a place where people hope for a better life in the future. School is a unique social system with many different individual cultures blending into one school system. Therefore, schools cannot be separated from the beliefs and values of the surrounding community.

The open intersection between a school and its external environment, community values and beliefs impact how school culture develops. The cultural integration system of the social system is very important, because it affects various reactions, activities, and behaviors. According to Sagala, (2010) suggests that, school is an organizational system, where there are a number of people who work together in order to achieve school goals. Schools are formal institutions where the learning process takes place, the process of planting and developing the potential of students, so that they will form human beings with noble character. Furthermore, Wahjosumidjo (2011) suggests that schools are complex and

unique institutions. Complex nature shows that the school as a social system in which there are various dimensions that are interrelated with each other. While it is unique, it shows that the school as an organization has certain characteristics that are not owned by other organizations such as the place where the learning process and the civilizing of human life occur. Schools are made up of people who have a relationship with each other. Everyone in the school has a role, which must be carried out so that the interaction system is maintained. The roles that can be identified in schools are teachers, students, principals, staff, librarians, school guards, and school security guards. Education cannot be separated from the social system, because it is a product that is born and grows in the community of development.

Schools have two important aspects, namely individual aspects and social aspects. On the one hand, school education is tasked with influencing and creating conditions that allow optimal development. Schools as formal education are required to be able to record all phenomena that occur in society. Furthermore, the school provides information and explanations to students on the ontological aspect of an event. Gunawan (2004:73) says that humans as individuals cannot live and live their existence naturally unless they live together with others. They need each other, because human beings are social creatures. Society is made up of individuals who interact with each other. The interaction relationship between individuals gives birth to various activities to meet the needs of the community, one of which is the need for education. The school environment is an important environment for students. Students spend most of their time, in a day studying at school. So it is not wrong if the school is dubbed as a second home for children. Schools, child-friendly, are important considering that eight hours a day children are at school. Therefore, the program from the ministry, namely school-based, is very supportive of the desired school environment, namely child-friendly schools, has become one of the solutions in preventing violence against children. Friendly schools build a new paradigm in educating and teaching students, to create a new generation without violence, to foster adult concern and fulfill rights and protect children from unwanted things. Considering the problems surrounding children's lives has been a concern for a long time. Especially in the current era of globalization, along with the shift in social institutions that result in rampant immoral acts and violence, it is necessary to protect the rights of children, especially Indonesian children.

One of the focuses of the Child Protection Law Number 35 of 2014 is the prevention of violence and school-based child protection. Child-friendly schools are an effort to resolve the elimination of school-based violence. Child-friendly schools are formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination and other mistreatment and support participation children, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and obligations in education (PPA Regulation Number 8 of 2014 concerning Child Friendly School Policies, Article 1 Point 3). Child-friendly schools are not building new schools, but making a school comfortable for children, as well as ensuring that schools fulfill children's rights and protect them, as a second home for children after their own homes. The occurrence of violence against children in Indonesia is increasingly concerning. Ironically, violence actually occurs in schools which should be a safe and comfortable place for children's learning and development. Based on research results. conducted by UNICEF (2006) in several regions in Indonesia shows that around 80% of violence that occurs against students is carried out by teachers. Reports about violence against children are widely reported, such as about students who commit violence

against other students, for example the IPDN case, MOS case, OSPEK, and others. Data from the Indonesian Child Protection Commission sourced from [Kemdikbud.id](http://Kemdikbud.id) (accessed, 14/9/2020) shows that during January 2011 to July 2019 there were 1,880 cases of violence that occurred in the educational environment. In 2011, 276 acts of violence occurred in schools. This number increased in 2012 to 552 cases of violence. However, in the following year, the number of violence in schools decreased to 371 cases. In 2014, there was another increase in violence in schools with 461 cases, and in 2015 it rose to 478 cases. Meanwhile, cases of children who are bullies in education units are increasing. Children who became bullies in 2014 were 67 reports, and in 2015 increased to 93 reports. There was an increase of 39% (26 cases). In addition, in particular, the level of bullying against children is also rampant in Binjai City. Data from the Education Office of Binjai City in 2017 showed an increase in bullying against children by 10% from the previous year, namely 2016 from 43% to 53%. This condition causes the importance of implementing the children's school program in Binjai City. In particular, in 2016 the child-friendly school program in the city of Binjai was intensively programmed by the Education Office of Binjai City. One of them is SD Negeri (Primary School) 028266 Binjai City which implements a child-friendly school program. Through this, the Binjai City Education Office appointed SD Negeri 028266 as a pilot for the establishment of child-friendly schools, as part of the work program of the Ministry of Women's Empowerment and Child Protection. Through this child-friendly pilot school program, SD Negeri 028266 Binjai has programmed 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.

The implementation of this child-friendly school, not only at school, at home and in the community also needs to be created a safe and comfortable environment for children. However, in reality, in the course of the child-friendly program implemented in several Binjai Elementary Schools, it is considered that there are still problems. Many schools are still not ready to provide child-friendly education. As assessed by researchers in the field, the learning environment and schools are still not conducive to supporting child-friendly school programs. Some of the problems seen in the field include the school has not been able to create an orderly, safe and comfortable environment in learning for students, because the school is in an environment that is densely populated, noisy, crowded, and seems unhealthy due to the large amount of garbage around the school environment. Furthermore, the potential for crime against students is also quite high because the school is in a market environment. Prone to violence, discrimination, bullying has a very high potential. The threat is identified with the condition of the school that is not conducive, because the school environment is close to traditional markets. In addition, school buildings are considered inappropriate, infrastructure facilities that do not meet standards, are dirty, smelly, or arid, social environment is not friendly, acts of violence are still being maintained, principals, teachers, students, and parents who do not understand children's rights, as well as various other vulnerabilities that are at risk of threatening the security, safety, and comfort of children to learn and grow optimally at school. Child-friendly education is an approach in the learning process that prioritizes the so-called humanistic values, also educating children with an affectionate approach. Children are no longer used as objects of learning but as subjects of learning, where parents and teachers only act as guides and guides for them. In other words, child-friendly education is the development of humanistic learning in children and seeks to change the learning atmosphere to be more enjoyable by fulfilling or supporting children's rights and combining children's physical,

psychological and mental potential with a loving approach both in family, school, community, and country. According to Nurdin and Sibaweh (2015) the components of child-friendly schools include: (1) Child-friendly oriented school policy programs; (2) Educators and education personnel are trained in children's rights; (3) The implementation of a child-friendly learning process, the application of non-violent discipline; (4) Complete facilities and infrastructure, as well as a safe, comfortable and clean school environment; (5) Student participation in learning; (6) The participation of parents, community institutions, the business world, other stakeholders, and Alumni. Therefore, this study aims to determine the effectiveness of child-friendly schools and how schools develop a friendly school environment in developing student character.

## **RESEARCH METHODS**

This research is a qualitative research with a case study approach. According to Creswell (2015); Sigiyo (2016) case study research is research that focuses on a particular case, tends to explain the meaning (subject perspective), takes the meaning, and understanding of a case. The researcher also observes in depth the phenomena that occur related to the focus of this research. This research was conducted at Primary Schools of Binjai City, Indonesia, North Sumatra Province, Indonesia. Research data were collected through in-depth interviews sourced from teachers, school principals and students, as well as data sourced from observations and documentation. Data analysis followed the model of Miles and Huberman (1992) through several stages, namely data collection, data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### ***Child-Friendly School Policy Program***

The success of Primary Schools of Binjai City in implementing child-friendly schools in developing student character is largely determined by the policies and the role of the principal in implementing child-friendly school programs in schools. The child-friendly school program in schools is a program to create safe, clean, healthy, caring and cultured schools in the environment, to ensure the fulfillment of rights and protection of children from violence, discrimination, and other mistreatment while children are in school, and to support children's participation, especially in planning, policy, learning and supervision because school is the second home for children after their own home. The activity plans prepared by Primary Schools of Binjai City are contained in a program designed in child-friendly school planning which includes 12 indicators, namely the location of the school, the existence of a child-friendly curriculum, the use of active, creative and fun learning methods, namely learning according to the needs of children. , school conditions that are in accordance with the child's condition, the existence of educational support facilities, a large, green and friendly school yard, the availability of learning resources, educators and education personnel in accordance with their fields, transparent school management and appropriate school strategies. The activity plan was prepared jointly by the school development team and alumni who are very concerned with the development of education in Binjai City. These roles include educators, administrators, managers, supervisors and leaders. The principal carries out his role as a manager by providing training and socialization about child-friendly schools to teachers, as an administrator who coordinates students with teachers, a supervisor who controls the implementation of child-friendly school programs and as a leader in the implementation of ongoing school policies. In this case there is a support system such as the awareness and motivation of school residents in realizing child-friendly schools. Stichter (2008) the nature of child-friendly schools has the

advantage of balancing the treatment of children with various differences. Makwarela, et al (2017) the policy that needs to be taken by the school is the policy of developing a caring, safe and friendly school program. Tubb & Garner (2008) besides that in child-friendly schools there needs to be a reconstruction of learning programs based on character values.

### ***Educators and Education Personnel are Trained on Children's Rights***

To achieve the effectiveness of child-friendly schools and student character development, teachers have played a good role in realizing child-friendly learning in order to realize school programs, besides that teachers have started from a positive attitude and friendly treatment of children from all elements of the school. The positive attitude of the teachers is to always provide opportunities for children without violence and pressure. A teacher is someone who has demands to do good by providing knowledge that has been mastered and possessed. Teachers directly have a great responsibility to students, not only during the teaching and learning process, but during learning outside the classroom. It can be said that teachers are educators who have a responsibility to their students to convey their knowledge through the learning process. Professional educators and education personnel are required to be able to carry out the learning process by providing facilities for students to apply the learned behavior, the learning process is also child-friendly, educators and education personnel are trained in terms of children's rights, children participate and have a complaint SOP for children who are experiencing violence or crime. This is strongly supported by the commitment of the school community with the availability of adequate infrastructure, there are other supporting activities for children and the participation of parents who take part in it.

Milner & Khoza (2008) are essentially child-friendly school programs aimed at providing welfare to students in schools by prioritizing children's rights which include the right to life, the right to grow and develop, the right to protection, and the right to education. In implementing the program, school management must be friendly to students by involving students in making school regulations to be mutually agreed upon; classroom management tailored to the development and psychological needs of students; friendly school governance and buildings for student safety; make the program a culture that is reflected in the behavior of school residents by building good relations between school members through a friendly attitude and not using violence on students; in the learning model the teacher applies active, creative and fun learning equipped with universal values through a motivational approach, is democratic and educates students with love. With this program, it is hoped that schools with their duties and functions will still be able to provide help and support to students with a friendly nature as education implementers. Leman (2000) that child-friendly school programs must of course be supported by the readiness of teachers or education personnel regarding the implementation of child-friendly schools. Komara (2018) the ability of teachers to manage child-friendly education is certainly a measure of school success in running child-friendly school programs. Rusyan (2000) that success is that teachers have the ability or are trained in prioritizing the rights of students in schools.

### ***A Comfortable and Conducive Learning Environment***

In creating a comfortable and conducive school environment various kinds of roles are carried out by teachers in schools, including the role of the teacher as a facilitator. Although in the atmosphere of the COVID-19 pandemic, the implementation of education in schools is carried out in the form of group learning, namely students attend school starting at 08.00 and study until 10.00 WIB. Teacher activities in schools provide learning

to students in accordance with child-friendly school programs. The teacher designs and provides child-friendly learning media using materials from used goods, which are safe for students. The teacher communicates and interacts with children from the beginning of school to when students are about to go home from school. Each class has provided learning aids for students that are stored in the classroom cupboard, as well as learning outside the classroom. The teacher's role also pays attention to health protocols, where every student in learning is required to wear a mask and wash their hands. Schools also apply discipline in learning, but students who violate discipline do not get physical punishment but are given educational punishments, such as sweeping the classroom, picking up trash or filling the water tank in the school toilet. Matters related to physical law and violence are very important prohibited by the school, as far as possible the teacher provides guidance and guidance to introduce students to children, including the Madurese language itself. Given the characteristics of early childhood, namely learning while playing, teachers also teach traditional games to children. In environmental care activities, the teacher invites children to go green or reforestation by planting plants at school with their respective parents. Various activities regarding the teacher's culture and environment are applied to children so that children have diverse learning experiences, and can direct and guide children to be more concerned about their own culture and the surrounding environment.

In classroom learning activities, the learning process shows the teacher's teaching activities in the classroom in a comfortable and conducive atmosphere, the teacher in explaining the material always makes a friendly smile to all his students. The teacher shows non-discriminatory behavior during the learning process. In the learning process, the teacher always gives time for students to ask questions about the material or parts they do not understand. The teacher reviews the material patiently. In addition, the teacher always checks students' homework, and pays attention to the uniforms worn by students and the equipment brought by students including the use of masks by students. While in school the teacher shows a sense of comfort to students while studying. Child-friendly schools that are managed in Primary Schools of Binjai City are well implemented, among others, schools can prevent violence against students, and have a high level of student discipline, schools can prevent students from littering, create an unhealthy environment, prevent accidents in the community. schools caused by infrastructure or because of clashes between students when carrying out activities, creating better, closer and quality relationships between school members, facilitating monitoring of children's conditions while children are in school, facilitating the achievement of educational goals, creating an orderly school environment and orderly and green and organized schools, so that students become more comfortable at school, and students are accustomed to positive habits. Hoffman, et al (2009) child-friendly schools are an effort to improve school organization that emphasizes the physical and mental health of children and pays more attention to access to education, equity and quality. Fitri (2012) the role of teachers in child-friendly schools has full control over children and the environment to create an appropriate learning environment, without violence, harassment and maintaining dignity. Nurdin and Sibaweh (2015) explain that several studies have proven that character education in early childhood can be carried out using various methods and approaches.

### ***Student Participation in Learning***

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming

attitudes and beliefs can occur in students. In other words, learning is a process to help students learn well. The learning process is experienced throughout human life and can occur anywhere and anytime. In the implementation of child-friendly schools at SD Negeri 028266 Binjai City, schools implement learning that must pay attention to four things, namely how students learn, remember, think, and motivate themselves, in any kind of learning, learning must be effective and meaningful, and learning is not enough just to hear and see but must do activities such as reading, asking, answering, commenting, working, communicating, presenting, discussing... doing learning that puts students forward to ask questions, answering, discussing, and presenting as well as investigating, identifying, guessing, inferring, discovering, and applying, using, utilizing, or developing.

Child-friendly schools are an ideal concept for school-age children. At Primary Schools of Binjai City, all educational and learning activities have been directed at child-friendly and child-centered learning, a positive reward and punishment system, a healthy and safe school environment, namely the school develops a child rights-based school system that has "inclusive" characteristics. , healthy and protective for all children, effective with children, and engaging with families, communities and children. The results achieved by the school in developing child-friendly schools, namely the form of educated behavior shown by students during the implementation of student-friendly schools are the achievement of good academic achievement, showing a behavior that is in accordance with ethics or morals, showing noble character, high learning motivation, the ability to be more creative, apply disciplined behavior, be responsible, and show a good character. Gunbayi (2007); Pretorius & Villiers (2009) schools should be educational units that provide comfort to students, by showing schools that are anti-violent by friends, classmates, as well as teachers and other educators, so that children feel comfortable, safe, and fun at school. Frank and Sydney (1999) in order for a child-friendly school to become a better school model, teachers must be trained in providing student-oriented educational services and give a lot of prejudice to students, and teachers must be aware of the different potentials of all students so that in providing opportunities for students to choose activities and play activities that match their interests and talents.

## CONCLUSION

Based on the research findings, it can be concluded that several public elementary schools in Binjai City have implemented child-friendly education, schools have also sought various programs and activities in implementing child-friendly education so that the results achieved are optimal. The formation of the character of students through child-friendly schools has gone well because teachers at schools have formed the character of students who were lazy to study and do assignments, lack discipline in doing assignments, become even more active in doing school assignments. The school has developed a child-friendly school environment and supports the development of student character, has sufficient infrastructure facilities but still needs further development for the direction of child-friendly schools. Teachers in schools spend more time with students, have full responsibility in education in schools to create child-friendly schools, so that students' rights are protected, students feel comfortable and their potential can easily develop. Schools have launched and implemented child-friendly school programs, and schools have fulfilled students' rights to protection from violence and discrimination.

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