Implementation of Character-Based Child-Friendly Schools in Fulfilling Student Rights at SDN Gembongan

[1]Ismi Nurazizah[*], [2]An-Nisa Apriani

[1,2]Universitas Alma Ata, Indonesia

[*]Corresponding author: ismin822@gmail.com

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ABSTRACT

Education is a right for all citizens, especially in Indonesia. The state itself has a legal basis to guarantee the rights that must be obtained while in an educational environment, one of which is avoiding violence, both physical and verbal. The facts in the field are that there are still many cases of rights violations, such as bullying, which can threaten children's safety. This requires every educational institution to have a program anticipating rights violations. This research aims to determine the implementation of character-based, child-friendly schools and their impact on fulfilling students' rights, especially in grade 5 at SDN Gembongan. This research was carried out using a qualitative approach, which used data collection techniques in the form of observation, interviews, and documentation. The data sources were primary and secondary, with research subjects being principals, teachers, students, and parents. The data analysis technique was carried out in three steps, namely data reduction, data presentation, and drawing conclusions. The results of this research explained that the implementation of child-friendly schools at SDN Gembongan is carried out through preparation, planning, implementation, and evaluation steps. The implementation of character-based, child-friendly schools has been carried out quite well and positively impacts fulfilling students' rights. This can be seen in the emergence of mutual respect among students, which can reduce bullying and violence at school. There is adequate infrastructure, educators trained in children's rights, and schools implementing anti-violence policies. Child-friendly schools are a very suitable program that can be used to guarantee students' rights during learning activities.

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INTRODUCTION

Education is an activity that plays an important role in molding the nation's generation into a generation of character and achievement (Rosidatun, 2018). Education is the right of every citizen whose function is to develop interests and talents according to their potential. In accordance with Law Number 23 of 2002, Article 9 paragraph (1) concerning Child Protection explains that every child has the right to receive education in order to develop their personality and intelligence according to their interests and talents. Children's rights are human rights that must be guaranteed, protected, and fulfilled by parents, families, educators, peers, society, and the government (Chairiyah et al., 2021). Based on this law, the Indonesian government has strived for the safety of children, in addition to children being a gift and trust from Allah SWT, who have inherent honor, dignity, and rights as human beings, which must be upheld. Children are also the next generation of ideals and the future of the nation. Education can be carried out through the family, community, and school environment. The environment, especially schools, should be a place that can guarantee children's needs. Schools, as formal institutions that function as places for teaching and learning, should be able to provide the best service for students.

A good school will make students feel safe, comfortable, and happy when participating in the teaching and learning process. The fact is that on the ground, there are still many students who feel unsafe at school. This happens because there are still cases of violence committed by teachers and other students. There are still teachers as educators and adults in the school environment who commit physical violence by hitting rulers, giving severe punishments to students, and scolding students with harsh words (Cahyani, 2020). As children who do not yet understand right and wrong, students will imitate the behavior of the adults around them. This will have a negative impact on student development, one of which is giving rise to bullying at school.

Bullying itself is an act carried out intentionally by someone more powerful to hurt other people continuously. Bullying can take the form of physical or verbal violence, both of which can be a real threat, especially in the educational environment. For example, a case of bullying had caused the loss of life of a 9-year-old elementary school student in Sukabumi. This allegedly happened due to beatings by his friends and upperclassmen. Chairman of Commission X DPR RI, Syaiful Huda, stated that throughout 2022, KPAI recorded a significant increase in bullying cases. These cases increased 4 times from 2021 (Marstyasih, 2023). This proves that the educational environment is still far from safe, and many cases have not been published.

Based on existing cases, the factors that cause bullying are very diverse. One of the most influencing factors is the differences between individuals. Differences occur due to individual responses to the environment, society, and culture where the individual lives (Rigby, 2018). Basically, differences are not only related to language, religion, ethnicity, and culture. Differences include many things, including economic status, parenting patterns, physical

form, and much more. Based on this, education plays a very important role in instilling character values in students.

Character is the character, nature, mental quality or morals of an individual (Nuraeni et al., 2020). Individual character can be formed through character education in schools and other educational institutions. Character education itself is an effort educators make to instill character values in students. Good character education includes understanding or being able to know good things, awareness or wanting good things, and habits or doing good things. This can be created by cooperation between all parties and the existence of safe and comfortable school conditions so that it can support character cultivation. One of the efforts made by schools to create these conditions is by implementing child-friendly schools.

Child-friendly schools have been the idea of various parties since 2015 to provide positive benefits for students, educators, parents, and the community. Child-friendly schools are a model developed by UNICEF to develop a child-friendly concept into schools that are safe, comfortable, able to protect students, educators who understand children's rights, and supportive facilities and environments (Rohmawati & Hangestiningsih, 2019). This program is closely related to student character education, where students will get used to applying the character values taught to ensure the rights of other students. On the other hand, it will be easier for students to develop character in a conducive environment.

Therefore, researchers conducted research to determine the fulfillment of students' rights, especially class V, in implementing character-based, child-friendly schools at SDN Gembongan. The character that is the focus of this research is the character of tolerance. The character of tolerance is a very important character to teach students, considering that Indonesia is a country that has many differences. Fulfillment of rights here focuses on the right to receive protection from acts of violence and discrimination committed by teachers and friends. Through this research, it is hoped that we can find out the implementation of character-based, child-friendly schools and their impact on students so that the research results can be used by related parties to evaluate and improve activities that are not yet optimal.

This research refers to previous and similar research that discusses the implementation of child-friendly schools. Research written by (Sumarni, 2021) shows that good child-friendly school management can create a safe, comfortable and open environment to guarantee the fulfillment of children's rights and protection. In addition, the research results of (Chairiyah et al., 2021) state that child-friendly schools aim to fulfill, guarantee, and protect students' rights and ensure that each school is able to develop interests, talents, and good character. Research by (Wuryandani et al., 2018) shows that fulfilling students' rights in learning can be done with various efforts, the most important of which is preparing a learning plan appropriate to class conditions, taking into account the time and needs of students.

METHOD

The approach used in this research was qualitative with a descriptive qualitative research design. Descriptive qualitative research aims to obtain field data and present it in words. This research was conducted at SDN Gembongan from 8 May to 8 July 2023 in the 2022/2023 academic year. The subjects involved in the research included the school principal, 5 teachers, 5 fifth-grade students taken at random, and representatives of 3 parents. Participants were taken randomly to find out the condition of the school without any influence from other parties. This research does not involve all school residents because data obtained from school community representatives will be easier to process and can already describe school conditions, especially class V. Apart from that, this research refers to the efficiency and effectiveness of the process, which can produce the expected findings.

The data collection techniques used in this research are observation, interviews, and documentation. Observations were carried out directly by observing school activities, environment, supporting infrastructure, and student behavior. Interviews were conducted by asking questions prepared according to SRA indicators, but the researcher did not restrict the interviewees' answers. Documentation is carried out by taking written data and images with permission from the school.

The data analysis techniques used in this research are data reduction, data presentation, and drawing conclusions. Meanwhile, the data validity technique used is source triangulation, namely checking data obtained from several sources, and technical triangulation, namely checking data from the same source through different techniques (observation, interviews, documentation).

RESULT AND DISCUSSION

1. Implementation of Character-Based Child-Friendly Schools in Fulfilling Student Rights at SDN Gembongan

SDN Gembongan is one of the schools appointed by the Department of Education, Youth, and Sports in order to implement the child-friendly school program in Kulon Progo Regency. The designation of the child-friendly school program has been carried out since 2018. Child-friendly schools aim to fulfill students' rights so that a feeling of safety and comfort can be created during teaching and learning activities. This is in accordance with the statement (Rohmawati & Hangestiningsih, 2019) that child-friendly schools are programs that condition schools to be comfortable as a second home and ensure that children's rights are fulfilled and there is protection in them.

Research conducted at SDN Gembongan obtained results that were studied based on SRA indicators. The SRA indicators used are the existence of an anti-violence policy in any activity and by anyone, the existence of learning that prioritizes children, educators, and education staff having understanding and skills in fulfilling children's rights, adequate

school infrastructure and support for program implementation, and the involvement of students and parents in an effort to realize SRA. This is in line with the Ministry of (Kementerian PPPA, 2015), which states that SRA is implemented with 6 indicators, including 1) SRA policy, 2) implementation of learning, 3) educators and educational staff trained in children's rights, 4) SRA facilities and infrastructure, 5) involvement students, and 6) parent participation. Implementing SRA requires commitment and good cooperation in order to achieve the real goals.

The indicators above are included in the stages of implementing SRA. The stages taken by SDN Gembongan are preparation, planning, implementation, and evaluation. At the preparatory stage, schools form a commitment from teachers and education staff to realize a school program without violence. The class II teacher made a similar statement:

"There is a commitment, sis, always to carry out the SRA program without violence and always make improvements to activities that are not optimal." (Mrs Sy).

The school also held outreach regarding child-friendly programs attended by school principals, teachers, parents, committees, and resource persons. It is hoped that the socialization will provide understanding for all parties regarding what SRA means and what steps must be taken to realize the program. The fourth-grade teacher (Mrs. Nt) said that the introduction of the program starts with the socialization of the school's vision and mission and school programs at the beginning of each school year. Several child-friendly programs will be presented without violence and coercion. Forming an implementation team to facilitate coordination and cooperation of all parties in implementing the program is no less important in preparation. As stated (Yosada & Kurniati, 2019), SRA preparation includes commitment, socialization, and team formation.

The facilities and infrastructure are also well-prepared. This can be seen from the functions of the infrastructure, which can guarantee the needs and safety of students in line with (Yosada & Kurniati, 2019), who stated that child-friendly facilities and infrastructure can provide student security. There is a suitable classroom as a place for students to study. UKS, healthy canteen, running water, and hand washing facilities are efforts from a health perspective. Security efforts can be seen in the existence of separate toilets for men and women, road access for students with special needs, school gates, and traffic parks.

At the planning stage, schools prepare teachers who are trained in student rights. Teachers have the understanding and skills to fulfill students' rights, such as not carrying out physical or verbal violence against students who make mistakes. The implementation of SRA must have an anti-violence policy (Putri, 2020). This relates to schools that implement anti-violence policies. Teacher understanding can also be seen when students are not forced to choose extracurricular activities. Students are free to develop their talents and interests while at school. Schools do not require students to be smart but are expected

to be able to develop into better individuals. Educators always provide motivation to learn, build closeness with students, and always remind them of things related to character building, such as respect and anti-bullying.

This policy is intended for all parties, including principals, teachers, employees, and students. Teachers also organize child-based learning by prioritizing children's comfort in participating in class activities. Learning outside the classroom is also carried out as an effort to increase insight into the surrounding environment and eliminate boredom while studying in the classroom. Another statement (Ambarsari & Harun, 2018) believes that students need to be facilitated to study outside the classroom so they don't get bored from studying in the classroom. Apart from that, all school activities, such as extracurriculars and other programs, are integrated with child-friendly values. This planning aims to form activities that guarantee children's rights and create a sense of security and comfort without any violence.

At the implementation stage, the school involves students in decision-making and participation in activities held by the school. Students make decisions through deliberation and voting, such as selecting class presidents and student picket schedules. Students are also involved in making agreements during class that contain positive things. As in the results of interviews with class V homeroom teachers:

"In the new school year, there is always an election for class administrators carried out by voting, including a picket schedule. From the start, a mutual agreement was made, agreed upon, and adhered to together for my class. So, if someone violates it, there are also sanctions that have been made together. "Thank God for class V, and you are actively participating, sis" (Mrs. Ds).

Teachers and students make this agreement, agree to it together, and adhere to it together. If there are students who violate, they will receive sanctions that have been determined together. This is in accordance with (Ambarsari & Harun, 2018), who stated that teachers and students together make an agreement on rights and responsibilities during class, which must be carried out for positive activities.

Parents collaborate with the school to provide healthy food in the canteen and in the children's lunches. Parents always pay attention to student comfort; this can be seen in how students dress and their cleanliness. Parents also actively communicate with the homeroom teacher regarding student progress at school. Parents and teachers work together to provide harmonious school and home education. As (Wati et al., 2021) stated, good collaboration between teachers and parents will form synergy in home and school learning.

Teachers at SRA enforce discipline without violence. This can be seen when students

get into the habit of leaving on time and not leaving the classroom during lessons. If a student violates it, the teacher does not immediately use violence by hitting, belittling the student, or saying harsh words. The interaction between teachers and students plays an important role in achieving effective educational goals (Apriani & Ariyani, 2017). The teacher will give advice so students to not repeat it and provide examples from the teacher. In accordance with the opinion expressed by (Fahmi, 2021), the school's habituation efforts include providing direction and good role models. The teacher also shows anti-violence videos as a medium for awareness so that students will know the impact of violence.

Character education, especially tolerance, is also taught in every student activity. In line with the statement of (Wati et al., 2021), character education is included in learning activities according to the values of child-friendly schools. This character is related to the implementation of SRA, where students carry out no violence or bullying. The existence of mutually respectful tolerance will help reduce bullying behavior at school. Character education is very important for elementary school students to instill on an ongoing basis because it will be useful for protecting themselves from the influence of violence and ideology, which can damage the generation (Apriani & Ariyani, 2017). Students are taught to respect their elders and respect everyone's differences. The school also instills cultural values by holding dance extracurriculars and wearing traditional clothing every Pahing Thursday. This is supported by the principal's statement through the following interview results:

"Here, we instill character in every lesson and outside of learning, for example, by holding dance extracurriculars, and there will be information related to differences to strengthen tolerance among students." (Mrs M).

At the evaluation stage, the school carries out an overall evaluation. SDN Gembongan has not carried out a structured evaluation. The school does not yet have written questionnaires and evaluation results but still carries out the evaluation. Only it is discussed in its entirety, and conclusions are drawn, which are then used for improvement.

2. Impact of Implementing Character-Based Child-Friendly Schools on Fulfilling Student Rights at SDN Gembongan

Impact is the result caused by something and can be positive or negative. From the results of interviews, observations, and research documentation at SDN Gembongan, it can be concluded that implementing character-based, child-friendly schools positively impacts fulfilling students' rights. With the SRA, students' rights while at school are fulfilled. Students' rights are to receive a decent education, have teachers trained in children's rights and quality learning, avoid violence, and receive adequate facilities.

The impact of implementing character-based SRA that can be seen is that student

character can be formed. This impact arises from the character habituation carried out during teaching and learning activities at school. Habituation occurs because SRA is against violence or bullying, so it is necessary to anticipate this by getting children to behave well and respect each other. (Apriani, 2019) explains that character education is a conscious and systematic effort to help develop children's potential in understanding and caring about character values. While at school, students receive good treatment from teachers, making it easier for students to imitate teacher behavior. Students will get used to the good behavior exemplified by their teachers and apply it in everyday life at school and home. The results of interviews with Islamic religious teachers explained that:

"Even though there have been fewer cases of bullying, sis, with social media and character education in schools, children are slowly understanding their rights and being tolerant of differences." (Mr Aa).

Students apply character education through an attitude of tolerance by respecting individuals, working together without discriminating between friends, and having a sense of responsibility to maintain harmony so that cases of bullying at school are reduced. Students who appreciate the difference in physical appearance of a fat friend will certainly not call him fat. This is able to guarantee students' rights, namely to avoid violence. Accordingly, research (Rohmawati & Hangestiningsih, 2019) stated that child-friendly schools can shape students' character because they contain rights that must be guaranteed.

Gembongan Elementary School itself still has mild levels of bullying. The bullying occurred between students and students who were initially joking. This falls into the category of bullying because calling parents by their names, calling them nicknames, and harsh words that not everyone can accept can hurt someone's feelings. The implementation of the SRA program has a positive impact on students. This happens because child-friendly values teach students to have an attitude of mutual respect. An attitude of mutual respect can reduce bullying at school so that it has a good impact on the safety and comfort of other students and creates a pleasant environment for learning.

Character education for children in elementary school is difficult and requires special attention (Rusiyono & Apriani, 2020). Teachers provide role models for students by respecting students' opinions, accepting criticism and suggestions from students, being fair with all students, having no favoritism in giving grades, always providing motivation, and establishing good relationships with students. This proves that students receive good treatment from teachers so that they feel comfortable and cared for by teachers. Students close to their teachers will find it easier to imitate the teacher's behavior and tend to listen to the teacher's advice. Teachers try to instill character in students by always reminding them with constructive advice.

While at school, students receive good treatment from teachers, do not experience acts of violence, and are a priority in learning to create a sense of security and comfort. One of the fifth-grade students stated that he felt happy at school:

"Yes, I'm happy because we have lots of friends at school, and the teachers always look after us." (Kh).

This is supported by a statement from one of the student's parents that:

"He was happy when he told me, like yesterday, he got a certificate from the teacher's assessment. "Actually, it's not much, but the children are really happy, sis." (Mrs. Nn).

All students receive the same education and learning opportunities. Teachers and education staff at schools understand children's rights by not committing violence if a student makes a mistake. Teachers also provide good learning with methods and media that suit student characteristics. The school implements an anti-violence policy for all school members so that there is no physical violence, such as pinching or pulling by teachers or other students. School facilities are also adequate and support the teaching and learning process.

Students will be happy at school once their rights are fulfilled and they feel safe and comfortable. This will help students focus on learning. This is in line with (Yosada & Kurniati, 2019) statement that child-friendly schools aim to protect children's rights and make children feel comfortable so that children's potential can easily develop and produce maximum output.

CONCLUSION

Based on the description of data from research conducted at SDN Gembongan relating to the implementation of character-based SRA in fulfilling student rights, it can be concluded that:

The SRA program implemented is running well according to indicators that can be seen from students who feel safe, comfortable, and happy at school. The school implements an anti-violence policy in an effort to realize SRA. This is supported by tolerance education so that students get used to respecting each other so that cases of bullying are reduced. Educators and educational staff provide equal opportunities to students, give students the freedom to develop their talents, always give advice to students who violate their rights, and set examples of good behavior. Learning is carried out using varied methods according to needs. There is space for asking questions or opinions. Teachers treat students equally without discriminating, conveying learning without physical and verbal violence.

Availability of infrastructure that supports SRA, such as UKS and collaboration with community health centers to carry out examinations every semester, separate toilets for men and women, sufficient running water, hand washing facilities, and trash cans in front of each class as part of PHBS efforts and a healthy canteen. Apart from that, students are always involved in making decisions in class, such as selecting class leaders by voting and establishing picket schedules by deliberation. Parent participation also really supports the implementation of the SRA program. SRA was created with good cooperation between all related parties.

Character-based SRA has a positive impact on the fulfillment of student rights. Students can adopt an attitude of tolerance and not discriminate between friends so that cases of bullying at school are reduced. While at school, students receive good treatment from teachers, there is no violence, and priority is given to learning, creating a sense of security and comfort. This proves that students' rights while at school are being fulfilled properly and makes students happy to take part in learning.

This research can provide information regarding the implementation of child-friendly school programs at SDN Gembongan. The results can be used as evaluation material to improve program quality and correct deficiencies still found. This research can also be used as constructive input to improve quality in implementing child-friendly schools to fulfill children's rights in other schools.

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