

Implementation of Child-friendly Schools in Elementary Schools

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Abstrak: This article aims to learn about implementing a child-friendly school program in SD Negeri Kalicari 2 Semarang City. The results showed that the performance of child-friendly schools is carried out with two programs: child-friendly programs integrated into classroom learning and programmed counseling service programs. The child-friendly program that is integrated into classroom learning by the teacher is to provide habituation material to children. Second, the use of child-friendly learning materials and tools in education. Third, the teacher assists children who are slow in learning material. The implementation of the following program is the implementation of programmed counseling. The implementation program consists of scheduled counseling guidance programs and unconditional guidance and counseling programs. One of the crucial things is to create a conducive and child-friendly school environment, including security so that children's rights are well fulfilled.

Keywords: implementation; Child-friendly school; elementary school

INTRODUCTION

Education in Primary Schools (SD) or Madrasah Ibtidaiyah (MI) has a very urgent position in ensuring the development cognitive, attitude and, psychomotor of students run by their developmental stages so that they are ready to face various challenges of the world as future successors and generations of the nation and can meet the problems that will come at the next level of education. In this case, the implementation of education aims to assist students in achieving optimal development in academics and personality. The performance of child-friendly schools is critical at the level of education at the elementary school/madrasah Ibtidaiyah level because, in practice, not a few of the students in schools experience conditions of physical and non-physical violence (Na'imah & Dwiyantri, 2015), including acts of bullying or bullying to children. In addition, the school environment's lack of friendly can cause children to be injured and interfere with their health (Saryanti, 2023). Therefore, implementing child-friendly elementary schools aims to provide security to children so that students will feel comfortable and create trust and provide students' rights (Saryanti, 2013).

Make early preparations to tackle more complex tasks in the future (Batubara & Ariani, 2018). Second, the condition of elementary-aged learners shows a lack of understanding or insight into themselves and their environment, which means that they need supervision and guidance (Kamaluddin, 2011). Third, the unwise use of information and communication technology can have a negative impact on students. It can cause them to become individualistic, immobile and witness adult content that children can imitate, which can lead to physical or verbal violence, and even abuse (Nurdiyanti & Suryanto, 2010). Fourth, students need a safe and conducive learning environment for successful learning (Saryanti, 2023). Fear and inability to complete subsequent developmental tasks are caused by an unsafe environment (Batubara &

Ariani, 2018) Child-friendly schools should be implemented in elementary schools based on the description of the problem. This will help learners gain rights and overcome difficulties (Sari, 2016).

Child-friendly schools are an attempt to improve school structures by emphasizing children's physical and mental health and paying more attention to the quality, equity, and access to education. Therefore, teachers have complete control over children and their school environment to create a safe learning environment, free of violence and harassment and maintain children's dignity (Abdullahi et al., 2017). Therefore, a child-friendly school is a systematic, objective, logical, and sustainable effort to help students (counselors) to develop optimally and fully.

A school is considered "child-friendly" if it considers aspects of protecting children's health and safety. According to (Cobanoglu et al., 2018), schools provide children with a safe, clean, healthy, and protective environment. Children's rights are protected, and all children, including those who are poor, disabled, ethnic or religious minorities, are treated equally. In addition, schools should create harmonious relationships with the local community so that children can learn about social norms and interactions (Abdullahi et al., 2017). Child-friendly schools, also known as community-based schools, recognize the rights of every child, no matter their religion, family status, gender or ability (Ekemezie & Stella Chinasa, 2015). Untuk mencapai tujuan pelaksanaan sekolah ramah anak, maka kepala sekolah, guru dan tenaga kependidikan, orang tua serta pihak terkait harus memiliki pemahaman dan koordinasi secara masif. kepala sekolah dan tenaga kependidikan sebagai pengelola di bidang layanan administrasi dan manajemen, guru sebagai pelaksanaan pembelajaran yang mendidik, dan orangtua peserta didik, Puskesmas dan Polsek sebagai mitra sekolah (Irfham, 2015).

SDN 2 Kalicari, Semarang City, is one of the primary schools that provides child-friendly education. Interviews with teachers and the school principal showed that SDN 2 Kalicari Semarang City. Not all teachers are able to create a child-friendly school atmosphere. Therefore, it is necessary to conduct in-depth research on the implementation of child-friendly schools in elementary schools as a basis for developing a child-friendly school concept that is safe and conducive to learning activities. Based on this description, the author is interested in empirically examining the implementation of child-friendly school programs at SDN 2 Kalicari, Semarang City.

METHODS

This research uses a descriptive qualitative approach to obtain an overview of the implementation of the Child-Friendly School Program at SDN 2 Kalicari Semarang City from the teacher's aspect in the performance of the Child-Friendly School service program. The data source of this research consists of primary and secondary data. Primary data sources selected in this study are principals, teachers, education personnel, and students of SDN 2 Kalicari Semarang City. Secondary data sources are documents that can complement the results of this research. Field observation, documentation, and open-ended interviews were used to collect data. In this study, the Miles and Huberman model (Sugiyono, 2011) was used to analyze the data, including data reduction, data presentation, and conclusion drawing. Credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) are all factors that determine data validity in this study (Batubara & Ariani, 2018).

RESULT AND DISCUSSION

Profile of SDN 2 Kalicari, Semarang City

Kalicari 2 State Elementary School (SDN) was established on January 8, 1951 and has School Statistic Number (NSS) 101036313005 and School Identification Number (NIS) 102830. SDN 2 Kalicari Semarang City is a piloting school for child-friendly school education providers located at Jalan Sendangsari Utara Raya RT.(06) RW.(03) No.14), Kalicari Village Kec. Pedurungan Semarang, Central Java Province.

In 2013, SDN Kalicari 02 Semarang City began to establish and publicize itself as a child-friendly school committed to serving students and ensuring the safety and rights of students. SDN Kalicari 02 Semarang City is led by Mrs. Sartini, S.Pd.SD with the public is accredited A and has implemented the 2013 curriculum. The vision of SDN 2 Kalicari Semarang City is to excel in achievement and skills with national insight and environmental culture based on imtaq and noble personality. The missions taken by the school to realize this vision are: (1) Realizing academic and non-academic achievements. (2) Realizing a sense of love for the homeland. (3) Realizing a culture of loving the environment (4) Realizing an attitude of faith, devotion, tolerance, independence, responsibility, and emotional skills. (5) Realizing the basics of noble character and personality.

Based on data from the 2022/2023 academic year, SDN Kalicari 02 Semarang City has thirteen teachers and educators: nine civil servant teachers, two non-civil servant teachers, one guard, and one operator. The number of students at SDN Kalicari 02 Semarang City is two hundred and fifty students divided into nine classes. Of these students, there are two hundred and fifty average students and 0 students with special needs, with the most common types of disabilities being learning difficulties, ADHD, and CIBI (School Documents, October 2023).

SDN Kalicari 02 Semarang City in carrying out teaching and learning activities is supported by adequate facilities and infrastructure, such as 1 Principal's Room (Very Good), 1 Teacher's Council Room (Very Good), 9 Classroom (Good), 1 UKS Room (Good), 1 Sports Field (Good), 2 Teacher's WCs (Good), 1 Office House (Mildly Damaged) Student WC 6 Good, 1 Warehouse (Mildly Damaged), 1 Musholla (Not Good), 1 Cooperative/ Honesty Shop (Good), and 1 Library (Good). 2 children's playgrounds (Good), 1 Gazebo (Good) at SDN 2 Kalicari Semarang City.

Implementation of Child-friendly School Service Program

The implementation of the Child-Friendly School Program at SDN 2 Kalicari Semarang City consists of a service program integrated into classroom learning and a counseling service program. The service program that is integrated into classroom learning is carried out by teachers in an integrated manner with the learning process. Among the materials delivered to students are materials for maintaining health, maintaining personal hygiene and clothing, praying, being helpful, being honest, and being polite. In addition, the teacher provides handling of students.

The method used by teachers in implementing an integrated service program in the classroom (Barus, 2015) learning at SDN 2 Kalicari Semarang City is integrating the material into the learning process in the form of habituation material to ensure and use learning materials and tools that are safe for children and provide assistance to children who have limitations. The first is to provide habituation material. The habituation material referred to in this case is the habit of washing hands after urinating, then the habit of washing hands

before eating; besides that, students are also given material and appeals to refrain from snacking carelessly.

Second, the use of child-friendly learning materials and tools. Using materials that are friendly to learners is one part of the child-friendly program at SDN Kalicari 02. The use of child-friendly materials considers learners' interests and developmental levels, actively involves them in using these materials, and creates an environment that supports exploration and fun learning. The learning process also involves observing learners and evaluating the impact of using these materials on learning and learner engagement. The approach taken by teachers is also creative and adaptive; child-friendly materials can provide positive benefits in the learning process at school. In addition, teachers also prohibit children from carrying and using sharp objects such as knives, razor blades, and other sharp objects. Usually, checks are carried out every Monday of each week (Saryanti, 2023). This is done to create security for students.

Third, teachers assist children who are slow in learning materials. SDN Kali Cari 02 does not have children with special needs, but several children are slow to grasp learning materials, or known as slow liners, approximately 18 people (saryanti, 2023). Class teachers/subject teachers, in understanding children's learning difficulties, collaborate with parents to understand the needs of children and the follow-up that must be done, for example, given additional hours outside of learning time.

Implementation of Programmed Counseling Services

The implementation of programmatic counseling programs is carried out to ensure the safety and protection of children, for example, victims of sexual violence, victims of physical violence against children, and bullying. This is very important to create a safe and friendly environment for children. The implementation of guidance and counseling at SDN 2 Kalicari Semarang City is carried out programmatically twice a week and unconditionally for individual counseling. The schedule for guidance and counseling has different times in each class, and the one who carries out guidance and counseling is the respective class teacher.

Class teachers usually take action according to the problems faced by students. Related to the problem of children who are slow or slow learners, when teachers face children's issues, teachers usually convey these problems to the principal, other class teachers who are considered senior, and the parents of students, both incidentally and on a scheduled basis at the monthly activities of the teacher council and at the time of receiving report cards.

Examples of guidance and counseling carried out by teachers in daily activities include inviting students to read the Quran, reflecting on parents' love for them, showing the consequences of their wrong actions, giving sanctions for their wrong actions, and encouraging students to read storybooks in the reading corner or in the Gazebo during breaks.

During breaks, teachers conduct individual guidance and counseling. Counseling usually starts with the teacher asking students to read the Quran. Then, the teacher invites students to think about how their actions impact their parents, the people around them, and themselves. In some cases, guidance and counseling can also be done by inviting learners' parents to school to discuss their learning problems. In addition, in their spare time, teachers also visit learners' homes to create a common perception between teachers and learners' parents on how to solve their learning problems (Saryanti, 2013). In the area of security and administration, implementing the child-friendly school program, as described above, still needs to be well documented. The class teacher who plays a role in the child-friendly school program admitted that she had yet to make a written program regarding implementing the

child-friendly school program. Usually, she only records some cases experienced by students on the teacher assessment sheet and submits it to the teachers' council meeting to get the best solution (Saryanti, 2023). In terms of security, a school security guard still needs to be in charge of monitoring. The school temporarily leaves the task to the picket teachers, who act as supervisors during school entry, break, and dismissal hours.

CONCLUSIONS

Based on the description above, the implementation of the Child-Friendly School Program at SDN 2 Kalicari, Semarang City, is implemented with two programs, namely child-friendly programs that are integrated into classroom learning and programmed counseling service programs. The child-friendly program that is integrated into classroom learning by the teacher is to provide habituation material to children, such as habituation to wash hands and throw garbage in its place. Second, the use of child-friendly learning materials and tools in learning. Third, the teacher assists children who are slow in learning material. The implementation of the following program is the implementation of a programmed counseling program. The implementation program consists of scheduled counseling guidance programs and unconditional guidance and counseling programs. The planned guidance and counseling program is carried out every two weeks. Absolute guidance and counseling programs are carried out during breaks, except for some requiring special handling. So the action is taken as soon as possible. The interview results also show that the implementation of the Child-friendly School Program at SDN 2 Kalicari, Semarang City, needs to be better programmed. This is because some teachers need help understanding the performance of the Child-friendly School Program. Therefore, it is recommended that teachers attend training to improve their knowledge in providing Child-Friendly School Program services in elementary schools.

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