THE EFFECTIVENESS OF CHILD-FRIENDLY SCHOOLS ON THE CHARACTER OF LEARNERS

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Abstract (Indonesia)

Latar Belakang: Efektivitas sekolah ramah anak terhadap karakter peserta didik menarik minat penulis untuk melakukan kajian pustaka. Penyelenggaraan pendidikan bertujuan untuk mendidik dan meningkatkan taraf hidup anak agar menjadi manusia yang beriman, saleh, bertanggung jawab, bermulia, bahagia, dan sejahtera sesuai dengan hak asasi manusia. Sekolah ramah anak sebagai lembaga yang menghormati hak anak atas pendidikan, kesehatan, perlindungan dari kekerasan dan diskriminasi.

Tujuan: Penelitian ini bertujuan untuk memperoleh landasan teori yang dapat digunakan untuk mendukung pemecahan masalah terkait efektivitas sekolah ramah anak terhadap karakter peserta didik.

Metode: Metode penelitian yang digunakan adalah kajian pustaka. Tinjauan pustaka ini bertujuan untuk memperoleh landasan teori yang dapat digunakan untuk mendukung pemecahan masalah terkait efektivitas sekolah ramah anak terhadap karakter peserta didik. Hasil penelitian sekolah ramah anak menunjukkan bahwa sekolah ramah anak berdampak pada pembentukan karakter positif bagi siswa. Sekolah ramah anak memberikan ruang bagi siswa tanpa diskriminasi untuk mengembangkan potensi dan bakatnya dalam rangka mewujudkan pendidikan karakter.

Hasil: Hasil penelitian sekolah ramah anak menunjukkan bahwa sekolah ramah anak berdampak pada pembentukan karakter positif bagi siswa.

Kesimpulan: Sekolah ramah anak memberikan ruang bagi siswa tanpa diskriminasi untuk mengembangkan potensi dan bakatnya dalam rangka mewujudkan pendidikan karakter. Harapan pengembangan potensi tersebut tanpa diskriminasi adalah mahasiswa memiliki karakter yang baik untuk menjadi mahasiswa yang beriman dan bertakwa, kritis, kreatif dan bertanggung jawab.

Kata kunci: Efektivitas, sekolah ramah anak, pendidikan karakter.

Abstract (English)

Background: The effectiveness of child-friendly schools on the character of students attracted the author's interest in conducting a literature review. The implementation of education aims to educate and improve the lives of children in order to become human beings who are faithful, pious, responsible, noble, happy, and prosperous in accordance with human rights. Child-friendly schools as institutions that respect children's right to education, health, protection from violence and discrimination.

Objective: This study aims to obtain a theoretical foundation that can be used to support problem solving related to the effectiveness of child-friendly schools on the character of learners.

Methods: The research method used is a literature review. This literature review aims to obtain a theoretical foundation that can be used to support problem solving related to the effectiveness of child-friendly schools on the character of students. The results of the study of child-friendly schools show that child-friendly schools have an impact on building positive character for students. Child-friendly schools provide space for students without discrimination to develop their potential and talents in order to realize character education.

Results: The results of a study of child-friendly schools showed that child-friendly schools had an impact on building positive character for didi k participants.

Conslusion: Child-friendly schools provide space for students without discrimination to develop their potential and talents in order to realize character education. The hope of developing this potential without discrimination is that students have good character to become students who have faith and piety, are critical, creative and responsible.

Keywords: Effectiveness, child-friendly schooling, character education.

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INTRODUCTION

Education is a learning process that aims to develop the talents of students, personality, intelligence and spirituality in order to become human beings who are devoted to God Almighty, capable, creative, independent, and become democratic and responsible citizens (Juliya & Herlambang, 2021). Educationessentially helps humans to be intelligent, smart and good. Making human beings intelligent, smart and good is very easy to do, but making human beings of good character and wise seems much more difficult (Sudrajat, 2011) . Di Indonesia itself, education is not spared from some problems that are so complex and difficult to handle, both in terms of learning, human resources, infastructure to focus on the problems of mass education now. The complexity of issues around character or morality has become both a common thought and a common concern. The crisis of character or morality is characterized by an increase in violent crimes, drug abuse, pornography and pornography, as well as promiscuity that has become a pathology in society.

Indonesia needs adequate human resources in quantity and quality as the main support in development. Based on the functions and objectives of national education, it is clear that education at every level must be held systematically in order to achieve goals related to the formation of the character of students so that they are able to compete and be moral in the life of society Currently, (Saifurrohman, 2014). students are required to have character values including components of knowledge, awareness and willpower. In reality, the character values demanded are not well realized because students have not been able to apply them in their daily lives.

Character education is a system of instillation of character values to school residents which includes components of knowledge, awareness or willpower, and actions to carry out these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so as to become our human beingsl(Suriadi et al., 2021). Character is a differentiator between one human being and another, on a large scale the character can distinguish between one nation and another, even character can characterize the progress of a nation (Musthafa & Meliani, 2021) . The kind of character to be instilled in students, as recommended by the Ministry of National Education, is the character of God's love and all His creation; second, independence and responsibility; third, honesty/trust, diplomatic; fourth, respect and courtesy; fifth, benefactor, like tolong help and mutual aid; sixth, confident and hardworking; seventh, leadership and justice; eighth, kind and humble, and; Ninth, the character of tolerance, peace and unity (Jalil, 2016) .

In Indonesia, there are still many character problems that we encounter, such as corruption, violence, sexual crimes, destruction, mass fights, consumptive economic life, unproductive political life, and so on, which are hot topics of discussion in the mass media, seminars, and on various occasions. Schools as implementing agents of the educational process must have a friendly culture in carrying out their functions to achieve educational goals. News of school violence is common among students these days, from elementary to high school. Violence is committed by learners to learners, learners to teachers, teachers to learners and parents to teachers. Departing from the various problems of violence and conflict that students receive in schools, it is necessary to develop a child-friendly school program (Yosada & Kurniati, 2019). The school has a great role in educating the morals and character of the learners . Of course, the role of the teacher as a driving force is very vital and fundamental in instilling moral values to participants in didik. (Interest, 2022) The role of the teacher is very important in educating and shaping character so that the required character values can be realized in everyday life. Teachers must be able to teach, educate and train participants to become children with character like the demands of education today. Teachers can provide reinforcement through material from activities in the ecolah environment such as school culture, extracurriculars, vision and mission of the school and the surrounding environment (Kholifah, 2020).

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To minimize the occurrence of violence in the education unit environment, it is necessary to have the role of various parties in the implementation of education. The involvement of various related parties can unravel the problem of violence in the educational unit environment and each of these elements can take a role in solving problems according to their portion. Child-friendly schools are a policy program of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia which has currently been implemented at various levels from Early Childhood Education (PAUD), Elementary Schools (SD), Junior High Schools (SMP), to Senior High Schools (SMA), but the program has not been implemented thoroughly in education units in Indonesia. Through this literature review, it will be reviewed how the effectiveness of child-friendly schools on the character of students.

RESEARCH METHODS

The research method used is a literature review. The purpose of this literature review is to obtain a theoretical foundation that can support the solution of a problem. The review process starts with a search engine, google scholar, to search for articles with keywords: "child-friendly school and learner character". Searches range from articles published on 20 11-202 2, and identify 200 studies and articles related to those keywords. The criteria for articles that can be used as literature in this study are:

    a. Qualitative and quantitative results of "child-friendly schools and the character of learners"
    b. Research articles are written in English and Indonesian
    c. Dissertations and theses excluded

The steps in Literature Review are

Step 1: Formulate the Problem
- Choose a topic that fits the issue
- The problem must be written completely and accurately

Step 2: Search for Literature
- Search for literature relevant to the study
- Get an overview of the research topic
- Research sources will be very helpful if they are supported by knowledge related to the topic being studied.
- Sources should provide an overview/summary of previous research.

Step 3: Evaluate the data
- Pay attention to the contributions made by the article to the topic
- Pay attention to the contributions of articles related to the topic
- Data can be quantitative data, qualitative data or a combination of both

Step 4: Analysis and Interpretation
  Discuss and summarize the literature

RESULTS AND DISCUSSION

   A. Child-Friendly Schools
Child-friendly schools can be interpreted as units of educational institutions that can facilitate and empower children's potential. Child-friendly schools are safe, clean and

healthy schools, caring and cultured, environmental, able to guarantee, fulfill, respect the rights and protection of children from violence, discrimination, and other unfair treatment, as well as guarantee the participation of children in planning, policy, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection, the cultivation of character values which include knowledge, awareness or willpower, and actions to carry out the values of goodness and virtue, to God, oneself, others, environment and nationality in order to become a moral human being (Nuraeni et al., 2019). (Juanda, 2019) The education unit in implementing child-friendly schools needs good management or management to achieve the desired goals. Child-friendly school management is a series of processes of planning, organizing, implementing, and supervising the implementation of a school that is safe, comfortable, healthy, free from violent and discriminatory acts, free to express opinions, and participate in making decisions in accordance with the capacity to achieve educational goals effectively and efficiently (Kurniyawan et al., 2020).

B. Character of Learners

Character education is education that develops cultural values and national character so that students have values and character as their own character, applying values in their lives as members of a religious, nationalist, productive, and creative society (Ainiyah, 2013). Character education aims to improve the quality of education implementation and outcomes in schools that lead to the achievement of the formation of karak ter and noble morals of students as a whole, integrated, and balanced, according to graduate competency standards. The implementation of character education in education units currently still needs to be improved, not a few findings of attitudes and behaviors of students and educators that do not reflect the practice of character education. The Indonesian Child Protection Commission (KPAI) received 153 complaints of physical and psychological violence in the school environment throughout 2019, KPAI data shows that 44 percent of perpetrators of violence are teachers or principals to students, then 13 percent of violence by students to teachers, 13 percent of violence by parents of students to teachers or students, and 30 percent of violence between fellow students. Many factors that cause violence in the education unit environment include the lack of discipline enforcement in carrying out the rules as applicable regulations, lack of knowledge of character education, lack of self-awareness in implementing character education, lack of supporting infrastructure for supervision such as the installation of cctv in various locations as needed, lack of good coordination between related elements in the implementation of education (Nugraha & Hasanah, 2021).

C. Discussion

Based on the results of the review of various articles obtained, the results of the analysis show that most of the articles focus on child-friendly schools and the character of students. Research related to this topic has been conducted in various educational institutions. The results of the study largely indicate that it is difficult to find literature that combines the two variables so that the authors will explain the findings for each of the variables.

The rationale of this article is to find out the effectiveness of child-friendly schools on the character of learners. The world of education is believed to be able to instill character values in students. Education is one of the pillars that become the foundation in supporting the establishment of a national civilization. For this reason, various kinds of approach strategies are needed that need to be known so that the cultivation and development of the desired character can be achieved. The results of the study of child-friendly schools show that child-friendly schools have effectiveness on the character of students.

It is explained by **Farida Deni Indriana and Rudi Salam** that Child-Friendly School is an ideal concept for school-age children. A safe, clean and healthy school, caring and cultured environment where education is student-centered that guarantees and fulfills the rights of learners in every aspect of learning to instill character values in learners (Indriana & Salam, 2022). The same thing was also conveyed by Asri, child-friendly

schools are a place to improve the morale and character of the knowledge taught not stopping at the transfer of knowledge to students but how students can live and utilize the knowledge that has been gained in daily actions and behaviors. Character building is important so as not to experience a moral decline so that it requires an action as early as possible. This research supports Rezkiana & Toro's research that throughchild-friendly school programs, in this case, can be used as an action to shape and improve the morality of the nation that can be instilled in families, schools and communities (Rezkiana & Torro, 2019).

Other findings in this study related to child-friendly schools by Yosada and Kurniati show that schools as implementing agents of the educational process must have a friendly culture in carrying out their functions to achieve educational goals. News of school violence is common among students these days, from elementary to high school. Violence is committed by students to students, students to teachers, teachers to students and parents to teachers. Departing from the various problems of violence and conflict received by students in schools, it is necessary to develop a child-friendly school program. This program aims to provide protection for students as children in schools by prioritizing children's rights which include the right to life, the right to grow up, the right to protection, and the right to education (Yosada & Kurniati, 2019).

Based onHakim's research, character education in schools is closely related to school management or management, namely how to carry out planning, implementation and control in school activities. Management includes curriculum content, learning, assessment, educators and education personnel and other related components. The effectiveness of child-friendly schools can be seen in research conducted by Nuraeni that good and effective learning is able to provide ease of learning to students in a fair and equitable (non-discriminatory) manner, so that they can develop their potential optimal. Thedevelopment of child-friendly education is carried out systematically and continuously. Educators and education staff in schools are expected to organize education and learning that facilitates children with learned behavior. The learned behavior is displayed in the form of achieving academic achievement, showing ethical behavior and noble character, having high learning motivation, creative, disciplined, responsible, and showing self-character as a citizen, citizen and bangs a (Nuraeni et al., 2019).

CONCLUSION

The implementation of child-friendly schools has a positive impact on the formation of the character of students. Child-friendly schools as educational institutions facilitate the development of students to develop potential according to their talents and interests without the influence of discrimination from parties involved in the implementation of education. The hope of developing this potential without discrimination is that students have good character to become students who have faith and piety, are critical, creative and responsible. Every education provider in a child-friendly school has a big role to play. Principals, teachers, parents, and outsiders have a role in implementing child-friendly school programs both in the management and implementation of child-friendly schools.

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