



Child-Friendly School in Building Students Character: A Literature Review

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Receive: 19/09/2022

Accepted: 28/09/2022

Published: 01/10/2022

Abstrak

Saat ini, adanya program pengembangan karakter dari setiap lembaga pendidikan perlu diterapkan mengingat setiap peserta didik pasti belum terbentuk karakter yang baik sehingga perlu diupayakan. Penulisan ini bertujuan untuk mengumpulkan dan menganalisa artikel yang berhubungan dengan penerapan Sekolah Ramah Anak dalam membentuk karakter peserta didik. Metode yang digunakan adalah literature review, artikel dikumpulkan melalui mesin pencari google scholar dan Directory of Open Access Journals. Kriteria artikel yang digunakan adalah artikel 5 tahun terakhir. Berdasarkan artikel yang dikumpulkan oleh peneliti, didapatkan hasil bahwa Sekolah Ramah Anak merupakan konsep pendidikan yang sangat baik untuk diterapkan terutama dalam pembentukan karakter bagi peserta didik.

Kata Kunci: Karakter, Sekolah Ramah Anak

Abstract

Nowadays, many students are still lack of good character and there should be a character-building program from school. This paper aimed to collect and analyze articles that are related to the implementation of a Child-Friendly School in building students' characters. The method used was a literature review, in which articles were collected from Google Scholar and the Directory of Open Access Journals. The criteria of articles used were from the last five years. Based on the articles that were collected, it can be concluded that Child-Friendly School is a very good educational concept to be implemented especially in building students' character.

Keywords: Character, Child-Friendly School

Introduction

The key to a nation's success can be indicated by the success of its education (Nurunnisa, Nuraeni, & Andrisyah, 2020). Education is a need that should be fulfilled to improve the quality of life of humans (Wahdah & Mujiwati, 2020) and a good tool to develop their talents and skills (Andriyan & Trihantoyo; Nuraeni, Andrisyah, & Nurunnisa, 2019). Through education, people's personalities or characters will be formed so that they can interact well with their social environment (Kusdaryani, Purnamasari, & Damayani, 2016; Mardiyah, 2021).

It should be noticed that one of the keys to individual success is character, a study shows that 80% of a person's success in a society is determined by their character (Maulida, 2020). Positive

education, feelings, and behavior are the basis for character education (Wahyuni & Putra, 2020). Character education is the goal of education itself. This is in line with the goals of national education which state that students should grow to be individuals who are faithful and obedient to God Almighty, have noble characters, fit, knowledgeable, creative, independent, democratic, and responsible (Apriliyanti, Hanurawan, & Sobri, 2021).

It should be noted that a family is a place for the formation of children's character. In a family, parents are the role model in forming and developing children's character (Apriliyanti et al., 2021). By the school age, teachers are then becoming the driving force and continuation of character builder of the traits that have been formed in the children's family.

In schools, teachers have a very important role in educating and forming students' character (Kholifah, 2020; Wahdah & Mujiwati, 2020). Teachers are the proper character builder, especially in fairness, responsibility, voluntary attitude, and group harmony components (Na'imah, Widyasari, & Herdian, 2020). This is because teachers are the role model of students. A teacher is someone who has responsibilities in building characters so that the characters that should be present can be actualized in everyday life.

However, recently there are many cases of abuse towards children in schools (Arnal & Jaliah, 2020; Fajriah, 2019; Subur, Nugroho, & Qasim, 2019; Yosada & Kurniati, 2019). A great number of abusive cases towards students can be an obstacle to the improvement of the quality of education (Wati, Suyatno, & Widodo, 2021). A study by UNICEF in some regions in Indonesia shows that in 80% of the schools, children are still prone to get abused by their teachers (Gustiana, 2019). Based on the data of the National Commission for Child Protection (KPAI), there are 2.473 reports of bullying for nine years, from 2011 to 2019 (Putri & Iswari, 2021), and the numbers of cases continue to increase every year (Dewi, 2020).

Abuse towards children does not only happen in schools but also inside their families. This incident will affect children's characters negatively, for instance, the children will be stubborn, irritable, and apathetic in things they do. Therefore, to handle such situation there should be an innovation in educational institutes including schools (Arnal & Jaliah, 2020). In this case, schools have to have programs to build students' characters comprehensively (Na'imah et al., 2020).

Noticing such case, the government has seriously dealt with education and constantly tries to improve the quality of education, because a good system of education will be resulting in a better generation that qualifies and can transform positive changes in civilization. The goal of education is related to changes that are expected from students after going through an educational process, whether related to personal development or social life wherever these individuals are. Realizing the importance of education in elevating the dignity of humans and preparing individuals that will have intellectuality, spirituality, and noble behavior, then such education needs an effort and a serious thorough thought for making it a realization (Mardiyah, 2021).

In dealing with the lack of good character in children, then it is necessary to improve the quality of education, one way is to provide an educational method that is child-friendly so that the children will feel comfortable in school and can learn optimally (Wati et al., 2021). A child-friendly education can be actualized by creating an effective learning environment that will affect children's comfort and motivation in participating well in the process of education (Andriyan & Trihantoyo).

Child-Friendly Schools are formal, non-formal, and informal educational institutions established to provide a sense of safety, cleanliness, and health, care for the environment and awareness of culture, can guarantee, fulfill, respect children's rights and protect them from violence, discrimination, and abuse, also encourage children's participation, especially in policy planning, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (Andriyan & Trihantoyo; Nurunnisa et al., 2020; Rismayani, Afiif, Alwi, & Ishmael). In addition, in its implementation, the child-friendly school program pays great attention to children's rights, so that children's rights to education can be fulfilled (Cheruto, Allida, & Amimo; Dewi, 2020).

Based on the explanation and problems above, child-friendly education is a very good educational concept to be applied, especially in character building for students. Therefore, the author was interested in doing a literature review on child-friendly schools in building the character of students.

Metode

The objective of this paper was to collect and analyze articles related to the application of child-friendly schools in forming the character of students. The method used was a literature review. A literature review is a description of theories, findings, and researches obtained through a variety of references that can be used as the basis for further research (Priasmoro, 2016).

A literature review is one of the data collection methods used in social research methodology to search for historical data. In addition, a literature review is a record of events that have happened in the form of writing, pictures, or monumental works of someone (Andriyan & Trihantoyo). Although it is a form of research, research with a literature review method does not require the researchers to meet the respondents directly. The data needed in this research can be obtained from a variety of references

or papers. The data analysis technique used was literature analysis research. Literature analysis is a study that focuses on the analysis or interpretation of writings based on their context.

In searching for literature review articles, the author used the Google Scholar search engine and the Directory of Open Access Journals. Articles that fulfilled the criteria were the ones that discussed child-friendly schools and the character of students. The articles that the author chose were from the last 5 years so that the data obtained would be more relevant. The author obtained 22 articles that were relevant to child-friendly schools and the character of students. The authors examined and analyzed the obtained articles in this paper

Results and Discussion

Based on the author's analysis of the articles that were collected, it can be concluded that a good school can create comfort for its students. However, this is not reflected by the current situation, where schools are ideally supposed to provide comfort, they instead put a lot of pressure on students (Andriyan & Trihantoyo). Such conditions will affect the psychological condition of these students.

The education management process should have clear goals, where one of the goals is to be able to develop the positive character of students. Education that aims to improve the character of students must have a humanism characteristic and can encourage tolerance, responsibility, and respect for the rights and obligations of students.

In actualizing character education, the government is committed to actualizing the vision of Indonesian children who are knowledgeable, fit, civilized, and able to become individuals who love their nation, the government established the Child-Friendly School (SRA) program. Child-friendly schools are schools that are competent to manage schools well and can provide the rights of children in the education process (Dewi, 2020). Schools are considered "child-friendly" if they are aware of health protection factors and can maintain children's safety (Na'imah et al., 2020). The Child-Friendly School Program implements the 3Ps, namely provision, protection, and participation (Andriyan & Trihantoyo).

It can be concluded that a child-friendly school is a school that can fulfill student rights. The main principle as the basis for implementing child-friendly schools is the principle of "non-discrimination" that is by respecting students not only as objects of

education but also respecting their needs in education.

The aim of child-friendly schools implementation is to be able to create conduciveness in learning by creating a learning atmosphere that is safe, comfortable, productive, healthy, and able to be an ideal place so that students can develop their potential to the fullest and form positive characters within themselves. Additionally, schools must be able to manage education as well as possible, so that in the end it can have good implications for the quality of the education.

Child-Friendly School

Child-Friendly Education is the implementation of education that follows the 3Ps principles, namely provision, protection, and participation. Provision means the fulfillment of the rights that meet the needs of students, such as affection, respect, comfort, and so on. Protection means the fulfillment of students' rights to protection from fear, threats, bullying, or excessive pressure. Participation means the right of students to have an active role in participating in the educational process.

Child-Friendly Education has the goal of enabling children to learn effectively in an atmosphere that provides a feeling of safety, rewards without threats, and motivation. In addition, child-friendly education can maximize the potential of the children and can maximize the character education process (Andriyan & Trihantoyo).

Character Building

A character can be defined as a differentiator of humans by their traits, attitude, and behavior. Etymologically, the word character originates from the Greek *ehrassein* which means to mark and to inscribe. Character is divided into two, namely positive character and negative character. Examples of positive characters are religious attitude, independence, patriotism, cooperation, and integrity. While the example of negative characters includes bullying, stealing, drug abuse and so on (Amanah, Arifin, & Utaya, 2020).

Character education can be defined as education that is related to the character of students that are well embedded, and are dynamic in accordance to the latest developments or trends, and in line with the aims and goals of the nation. Character education itself was developed because the true purpose of education is not only to transfer knowledge but beyond that, the importance of

character education was stated in the purposes of education (Andriyan & Trihantoyo).

The goal of education itself is not only to come up with individuals who have broad knowledge, but also the ones who are intellectual and able to practice moral values, cultural values, and religious values that they believe in and can position themselves well in society, and also able to be the meet the needs of the society.

Based on the references that had been collected and analyzed by the author, the author found that there are several character values taught in the character education process, namely values of honesty, religious, morals, nationalism, literacy, and other positive values.

Child-Friendly Schools in Forming Students' Character

Based on the references that were collected and analyzed by the author, it can be concluded that the child-friendly school program is very suitable to be implemented in every school in forming the character of students. As mentioned earlier, child-friendly schools are schools that can provide a feeling of comfort, safety, cleanliness, and health, encourage awareness for the environment and culture, can guarantee, fulfill, respect children's rights, and protect them from violence, discrimination, and abuse. It also supports children's participation, especially in policy planning, learning, monitoring, and following complaint mechanisms related to the fulfillment of children's rights and protection in education.

Child-friendly education can be actualized by creating an effective learning environment which ultimately affects the comfort and motivation of students in taking part in the educational process properly. There are several ways of managing child-friendly schools based on various references that had been analyzed by the author, which include: 1) By habituation, such as the habit of praying before learning, this makes students practicing religious values as a habit; 2) The obligation of reading books every morning before the class starts, it makes the students accustomed to practicing literacy values; 3) Serving as role models, where the school staff provides good examples to students such as examples of honesty, cleanliness, sharing and so on so that students can take after such good characters in their daily lives.

Conclusions

Based on the author's description and analysis, it can be concluded that:

1. Character education is defined as education that is dependent on the good character of students that are well embedded, is dynamic in accordance to the latest developments or trends, and in line with the aims and goals of the nation.
2. Child-friendly education can be actualized by creating a conducive learning environment which ultimately affects the comfort and motivation of students in participating well in the educational process.
3. Child-friendly school is a very good educational concept to be implemented, especially in character building for students.

Recommendations

Based on the data that had been analyzed, discussed, and concluded, there are two recommendations the author suggests:

1. The implementation of child-friendly education requires a strong commitment from the school and should be supported by the entire school personnel so that it can be optimally implemented.
2. All school staff should be able to implement the principles of Child-Friendly Schools namely Provision, Protection, and Participation.

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Profile

My name is Elsy Triyana. I was born in Bandar Lampung in March 1996. I am the youngest child and have two older brothers. My life motto is the best human being who is useful to others. I really like studying. I have taken my undergraduate education at UIN Randen Intan Lampung majoring in physics education. I am currently studying at the Postgraduate University of Lampung. And currently I am also actively teaching at an elementary school in Bandar Lampung. I am very happy to be a teacher.