

IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL POLICIES TOWARDS BUILDING THE CHARACTER OF STUDENTS IN SD BANTUL DISTRICT

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ABSTRACT

This child-friendly school program provides an openness for children to participate in every social activity so that children grow up and get their welfare as children. To promote this child-friendly school, the school or madrasah must have a safe, clean, comfortable, inclusive environment so that children can develop properly, especially children who need special services. The pnting elements that can encourage the implementation of child-friendly school programs are families, schools and communities. The research method used is a qualitative method, by conducting interviews and observations with the results of the research as follows, elementary schools in Bantul Regency have implemented a child-friendly school policy. The implementation of child-friendly schools in elementary schools is supported by school residents and also the surrounding community. Teachers in bantul district elementary schools have implemented education with a child-friendly environment. This is evidenced by, several habituation activities carried out by teachers and students. Habituations in this school can indirectly shape the character of students. The obstacle experienced by several elementary schools in Bantul Regency is the lack of adequate facilities and infrastructure, especially facilities and infrastructure to support an inclusive environment, so as to create comfort for students, especially students with special needs. To meet the needs of these facilities and infrastructure, it can be handled by cooperating with outside institutions.

Key Words: Character Education, Child Friendly Schools, Elementary Schools.

1. INTRODUCTION

Child-friendly schools are programs organized by the Ministry of Women's Empowerment and Child Protection (KemenPPPA). Child-friendly schools in educational units have the aim of fulfilling the rights and needs of children. This is stated in Law No.23 of 2002 concerning Child Protection, that every child has the right to be able to live a life of growth and development and is entitled to protection from violence and discrimination. This child-friendly school program provides openness to children to participate in every social activity so that children grow and develop and get their welfare as children. To promote this child-friendly school, the school or madrasah must have a safe, clean, comfortable, inclusive environment so that children can develop properly, especially children who need special services. The pnting elements that can encourage the implementation of child-friendly school programs are families, schools and communities. The family is the element that supports the implementation of this ank-friendly school program, because the family is the first education for children. Schools are supporting elements that serve the needs of children in the field of education. Then the community is a place of education after the family, and also the one that will receive the results from the school.

Child Friendly Schools are often abbreviated as CFS. Schools that implement this CFS program will help to fulfill the rights of children and also provide quality education, in addition to the objectives of the CFS program, namely protecting children and fellow citizens from violence, preventing children from drug use, creating a healthy, safe and comfortable school atmosphere, creating a good relationship between the school and the community so that it can make it easier to achieve educational goals [1]. Child-friendly schools in Indonesia have principles that have been stated in the PerMen of Women's Empowerment No. 8 of 2014 between nondiscrimination and guaranteeing children education without description, attaching importance to the interests of children in decision making, survival and ensuring holistic and integrated child development, respecting every view of children in the school environment, and good school management, namely with transparency and accountability [2].

With the implementation of this child-friendly school program, it can form a good child's character. The character of the child can be formed by instilling the values of his daily life [3]. Educational institutions, one of which is schools, have an important role in shaping the character of students. By providing small habituations such as giving greetings at the time before and after the start of learning, paying attention to the order of the child such as the uniforms worn, homework etc. [4]. In this case, the teacher who is one of the components in the learning process and who educates children, the teacher has a great responsibility to create a friendly and safe school atmosphere as a place for children to learn [5].

2.METHOD

This research was conducted using qualitative methods. Researchers will conduct research with a case study approach related to the Child-Friendly School policy in Elementary Schools in Bantul District.

The data collection technique used by researchers in digging for information is the interview and documentation method. Interviews are used to obtain primary data, complement data collection techniques, and test other data collection results. The interview was conducted with question instruments that were pre-arranged and in accordance with data needs. The researchers will explore information about the child-friendly school policies implemented in Bantul District Elementary Schools in shaping character education.

3.THEORY STUDY

3.1Child-Friendly School Policies

Child-friendly schools are programs that will ensure the realization of clean, safe, healthy, caring, and cultured schools with the environment so as to be able to meet the needs of children's rights and protection from various acts of criminality [6]. This is in line with [3] Child-friendly schools are programs used to create an environment, atmosphere for children or students while they are in an educational institution environment with an atmosphere that is comfortable, clean, safe, limited, caring, and cultured to the environment so as to be able to guarantee the fulfillment of the rights and protection of children from various crimes.

Child-friendly schools consist of 6 important component indicators, including: 1) Child-Friendly School Policies, 2) Curriculum Implementation, 3) Education and Education Personnel trained in children's rights, 4) Child-Friendly School Facilities and Infrastructure, 5) Child Participation, and

6) Participation of Parents, community institutions and other stakeholders [1]. Meanwhile, according to [7] child-friendly schools have the following five characteristics 1) fair treatment for the rest of the men and women, 2) there is a learning process with varied methods so that students do not feel bored during the lesson, 3) learning using supportive teaching media, 4) in class arrangement students are always involved, and 5) giving freedom to the rest to convey their ideas.

3.3 Character Education

The character comes from the Greek "to mark" which means to mark. Character education is an education that includes moral values of goodness either in real actions or from the daily behavior of learners [8]. This is in line with what was stated by Zubedi (2011) that character education is basically the development that exists in the institution regarding the process, atmosphere or environment that builds a person to easily develop good habits in everyday life. So it can be concluded that character education is a process to form good habits that are embedded in each student so as to realize good behavior and become intelligent learners.

According to [10] character education can be applied in schools with a very large influence of the school environment. This is also in line with the statement from [11] that character education as a value to build the student's personality then good character is formed from the influence of heredity and also from the environment. Meanwhile, according to [12] the character of students can be formed from several factors, both internal and external factors, including the values instilled in the student's person, the example of the student's idol, good habituation, rewards and punishments, and needs,

4. RESULT AND DISCUSSION

At this time all primary level educational institutions in Bantul District, have implemented Child Friendly Schools (CFS). The implementation of the CFS policy in elementary schools throughout Bantul Regency began with a declaration implemented by the Bantul District Education Office simultaneously. In implementing this CFS policy, teachers have an important role. The role of the teacher in the school is not only to teach, to deliver the material to the students. However, in schools, teachers have a role as parents for students. At the time of teaching, the teacher must be able to create an interactive classroom atmosphere, so that students are not saturated during classroom learning. This is in accordance with what is explained in the National Education System Law article 40 paragraph 2 which reads "education and education personnel are obliged to create an educational atmosphere that is meaningful, creative, dynamic and dialogical."

Teachers in bantul district elementary schools have implemented education with a child-friendly environment. This is evidenced by, several habituation activities carried out by teachers and students. In one of the primary schools in Bantul district, they have implemented the habituation of "Dhuha Prayer" before entering the teacher-guided learning hours. This habituation has the purpose that students are accustomed to carrying out dhuha prayers until tomorrow is old wherever they are. In one of the elementary schools also implemented the habituation of "One Day One Coint" habituation does not yet exist in other schools. This One Day One Coint habituation is a habituation that aims to invite students to learn to infaq with the one-day-one-coin method. Habituations can indirectly shape the character of students. This is in accordance with an expression that character education can be formed through good habituations to students [12].

Based on the results of observations and interviews, it can be seen that the implementation of child-friendly schools in Bantul District Elementary Schools has gone well, but there are still obstacles in its implementation. The implementation of child-friendly schools in educational institutions must also be supported by adequate facilities and infrastructure. So that this policy can run effectively. This child-friendly environment is also related to inclusive schools, that with this child-friendly school policy, it will automatically make schools to implement inclusive education. Because child-friendly schools are schools that can protect children from violence, provide safety to children and provide safety and comfort for children's growth and development by providing an inclusive environment [1]. The obstacle experienced by several elementary schools in Bantul Regency is the lack of adequate facilities and infrastructure, especially facilities and infrastructure to support an inclusive environment, so as to create comfort for students, especially students with special needs. To meet the needs of these facilities and infrastructure, it can be handled by cooperating with outside institutions.

5. CONCLUSIONS

Primary schools in Bantul District have implemented a child-friendly school policy. The implementation of child-friendly schools in elementary schools is supported by school residents and also the surrounding community. Teachers in bantul district elementary schools have implemented education with a child-friendly environment. This is evidenced by, several habituation activities carried out by teachers and students. Habituations in this school can indirectly shape the character of students. The obstacle experienced by several elementary schools in Bantul Regency is the lack of adequate facilities and infrastructure, especially facilities and infrastructure to support an inclusive environment, so as to create comfort for students, especially students with special needs. To meet the needs of these facilities and infrastructure, it can be handled by cooperating with outside institutions.

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