Jurnal Penelitian Pendidikan

Implementation of Child-Friendly Madrasah Program

Sohani, Mashlihatul Umami*

Universitas Islam Negeri (UIN) Salatiga, Indonesia

*Corresponding Author: umamie@uinsalatiga.ac.id

Abstract

This study aims to describe the implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang including the implementation, obstacles found, and solutions applied in implementing this program. This study uses a qualitative approach, a descriptive research type. The subjects of this study were the Head of Madrasah, Deputy Curriculum, teachers of MIN 1 Semarang, Students and Parents of MIN 1 Semarang. Data collection techniques were obtained from interviews, observations, and documentation. Data analysis techniques are: data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang has been carried out well, starting from preparation, planning, implementation, and evaluation. Furthermore, the obstacles found in implementing the Child-Friendly Madrasah at MIN 1 Semarang include internal and external obstacles. Internal obstacles include policies that are still not fully understood, the implementation of changing curricula, lack of trained educators and education personnel, facilities and infrastructure that do not meet needs, lack of children's participation space, and participation of parents and other parties that is not yet optimal. While external obstacles include limited support from the government and the community, limited access to technology and information, limited human resources, and lack of cooperation with other institutions. Related to the internal obstacles encountered, the solutions implemented by the madrasah are to collaborate with related parties and create clear policies, revise the curriculum every year according to needs, conduct dissemination and training, complete facilities and infrastructure gradually, provide wider opportunities for children to participate more, and embrace and maximize the role space that exists in the parent-teacher association. Meanwhile, solutions to external obstacles include strengthening communication more intensively, educating and socializing the use of gadgets wisely and correctly, holding training and workshops or the like, and improving communication and collaboration with related parties.

Keywords: implementation, program, child-friendly madrasah

INTRODUCTION

Children of the younger generation are the recipients of the relay carrying the mandate to maintain and carry the goals of the nation which in the process must have the right provision from the education bench. However, sometimes it happens that when children are studying, they become the target of the problems faced by their parents and teachers, therefore children must be prevented from any threats that exist both physically and mentally (Sukma et al., 2019). KPAI reported that from January to October 2019, there were 127 reports of violence in educational institutions, which included physical violence, psychological violence, and sexual violence (Wahyuningsih et al., 2022).

Data submitted by the Ministry of Women's Empowerment and Child Protection explained that there was a downward trend in cases of violence against children in 2021 where a survey conducted showed that children aged 13 to 17 years indicated that out of 10 boys there were 3 children and out of 10 girls there were 4 children who had experienced one or even more of the various forms of violence that had befallen them.

The violence received is usually in the form of psychological violence as well as physical violence. As a small illustration of data on the distribution of cases of violence, provinces in Java have the highest records of victims of violence in Indonesia. Data from PPA Symphony recorded 594 cases of violence against children in 2021 in educational units with details of 717, of which there were 334 male victims and 383 female victims. "The violence was 34.74% committed by teachers and 27.39% by friends or boyfriends. This is violence that occurs in the school environment so that the perpetrators concentrate directly on who is in the education unit.

According to data from DP3AKB Semarang Regency in 2022, there were 145 reports of violence against

children and women in 2021. This number includes 18 male child victims, 27 female children, and 101 adult women. By mid-2022, there were 40 reports of violence with 1 boy, 11 girls, and 28 adult women as victims. According to the head of DP3AKB Semarang Regency, Dewi Pramuningsih, this number is quite severe. However, it is still considered insignificant because there are still other incidents that are not reported or a number of obstacles that make victims of violence reluctant to report due to shame or other reasons.

Therefore, educators should not act and play a role that makes their students feel uncomfortable in their learning activities. "Therefore, the Ministry of Education and Culture through the Directorate of Primary Schools considers it necessary to educate teachers, parents, and other stakeholders about several forms of violence that occur in schools…" (Wahyuningsih et al., 2022). It is important to keep children comfortable in their learning activities because this can also be a way to provide selective cultivation of positive things.

In this modern era, because it is difficult to select only positive things, it turns out that religious, socio-cultural and national philosophical values can also be negatively affected (Wafa & Husna, 2021). Syed Sajjad Husaian & Syeid Ali Ashraf as stated by Jannah et al., (2022) argue that the wave of materialism crisis has resulted in mental and moral degradation in today's life. In a materialistic life, the measure of glory and honor is the amount of material a person has, not good morals that are used as a role model (Ma'zumi, 2012). Seeing this, every child needs to be equipped with good moral education and must be treated equally regardless of origin of descent, race, gender, religion or language, has various rights which include 4 kinds, namely: The right to protection, growth, life, and participation in society. Therefore, a good school is a school that is able to create comfort in children (Thomas et al., 2018). However, it is different from the existing reality, where most schools that should provide comfort but instead put pressure on children (Melinda et al., 2021). School conditions that do not create a sense of comfort for children can have a negative impact on the psychological condition of children (Putri & Akmal, 2019).

Seeing various real conditions in the implementation of child-friendly education, it turns out that there are still many that are lacking in meeting the standard needs of fulfilling children's rights as an effort to create a safe, comfortable, and friendly atmosphere for child development, then various efforts are made as a real effort and determination to realize a child-friendly educational environment.

In an effort to organize child-friendly education, Arismantoro & Building (2008) said that child-friendly education is an effort for an educator to create a conducive learning environment so that students can feel learning effectively in a comfortable atmosphere, without feeling any threat, and can foster motivation. It should also be noted that in order for children to have a good, positive and strong personality and character, it is not easy to fall into negative things, it is necessary to do learning in an environment that is integrated with real life (Mansur, 2018). Integrating learning in the environment with real life, learning will be a factor that can reduce the occurrence of bullying so that the process and objectives of child-friendly education in a school or madrasah will be more easily achieved, friendliness and comfort can be obtained by children in learning at school as is being tried to be implemented at MIN 1 Semarang.

MIN 1 Semarang as one of the pilot projects for implementing child-friendly madrassas turns out that in its daily life there are still several forms of violence or bullying, both verbal and physical. The violence that arises can occur between students and students with their environment at school. The forms of violence also vary even though the environment has also been equipped with CCTV, there are also security guards who patrol. According to the results of interviews with several students, among the forms of violence that arise between students are fights between students, bullying, speaking in foul language and borrowing or destroying student property. In addition, there are also verbalistic cases that arise from teachers to their students, for example, because of mistakes, students get threats or in the form of mild physical punishment which is actually also to educate (Nabila et al., 2023).

Madrasahs in organizing education sometimes appear several forms of violence, besides that in organizing daily life there are still several obstacles, including the lack of facilities and infrastructure that support the development of children's potential, canteens that are not in accordance with standard child-friendly provisions, the participation of parties that have not been maximized, and also policies that have not been fully implemented in the field. In line with that, according to Andriyan & Trihantoyo (2021), a child-friendly learning approach should be carried out through a motivational approach and not imposition of will. Looking at the real conditions of the problems that exist in madrasas, the teachers or madrasas actually already have provisions as an effort to provide solutions, but in practice many provisions are not carried out. It is also possible that there are more cases of violence or other victims, but it is possible to report them feeling reluctant or embarrassed.

The utilization of technology to monitor problems that arise in the learning process related to cases of violence can be one of the ways following the planning of solutions. Because in the current millennial era educating children is quite difficult because nowadays technological developments are increasingly rapid and require children to meet in their activities with technology as a medium of communication (Rusliana, 2019),

child-friendly madrasas are also required to be able to take advantage of the availability of technology as a connecting medium.

Based on the above background, the researcher is interested in conducting research on the implementation of the MRA program at MIN 1 Semarang related to obstacles and solutions. Therefore, the researcher will examine the implementation of the Child Friendly Madrasah program at MIN 1 Semarang.

Research Questions

These questions arise to analyze the implementation of the Child Friendly Madrasah program at MIN 1 Semarang, which has been appointed as one of the pilot projects of this program, whether it has really implemented and run the program correctly. The formulations are:

1. How is the implementation of Child Friendly Madrasah in MIN 1 Semarang?
2. What are the obstacles in implementing Child Friendly Madrasah in MIN Semarang?
3. How is the solution done in facing the obstacles to implement Child Friendly Madrasah in MIN Semarang?

Theoritical Review

As for the theoretical study or rather the operational definition is as follows:

Implementation

Implementation includes: planning, implementation and evaluation In planning is included in KOSM or curriculum, teaching modules, and so on. In the implementation, data can be taken from classroom observations with the involvement of several components involved. Evaluation includes how teachers assess the results of the MRA, or assessments from the Head of Madrasah and or other parties.

The implementation of Child Friendly Madrasah is guided by the principles of implementing Child Friendly Madrasah. The implementation of Child Friendly Madrasah begins with implementing it in the curriculum prepared by the madrasah. The implementation includes three aspects, namely the planning aspect, the implementation aspect and the evaluation aspect. The three aspects are more clearly explained as follows:

a. Planning

Planning is a process of determining what is to be achieved in the future and determining the stages needed to achieve it. Planning is a series of preparatory actions to achieve goals (Taufiqurokhman et al., 2008). Bintoro Tjokroaminoto in Husaini Usman (2008) says that planning is the process of systematically preparing activities that will be carried out to achieve certain goals. Planning in terms of implementing Child Friendly Madrasah in MIN 1 Semarang is included in one of the visions of MIN 1 Semarang, namely realizing Child Friendly Madrasah which is then applied in the curriculum which is compiled and implemented in learning objectives as well as in the implementation of learning. The curriculum includes: 1) ensuring that there are no textbooks that contain values that are permissive of forms of violence, 2) there are noble values of religion and ethics that are taught specifically and intensely in subjects at every grade level, 3) making anti-violence character as one of the assessment aspects in learning.

b. Implementation

The implementation of the Child Friendly Madrasah program is implemented in the application of learning both in the classroom and outside the classroom, both intra-curricular activities and extra-curricular activities. The application that includes in the learning process includes the learning planning process as well as in the implementation of learning which includes student involvement and also in supervision during learning activities. In this process, an attitude of empathetic character and rahmatan lil alamin character is instilled and developed so that it is hoped that mutual compassion and other commendable attitudes will grow.

c. Evaluation

Evaluation of the implementation of Child Friendly Madrasahs is carried out both directly and indirectly. If there are problems or cases that indicate bullying or misunderstandings that are small in nature and can be resolved immediately, they are resolved immediately. However, if it is deemed that there are other impacts, both physical and mental, then there needs to be a follow-up and resolution that is for learning and providing awareness or a deterrent effect. However, in solving existing problems, it is always endeavored not to leave new problems or cases that are similar. This evaluation stage involves teachers and other educational components in the madrasah. Problematics comes from the English language, namely "problematica" which means "problems, issues" which means problems (Global, 2018). According to Merriam Webster, 2022, "...problematic is something that is problematic: a problematic aspect or concern". It is something that is problematic: a problematic aspect or concern. Problematics according to the Big Indonesian Dictionary (KBBI) is something that can still cause debate and can also cause problems that must also be solved again

(KBBI, 2007). Meanwhile, problematics according to Candra (2018) is defined as a problem that can cause debate for its resolution in order to achieve the expected goals so that between expectations and reality there is no longer a significant gap.

Solution

Solution is defined as solving or solving a problem or as a way out (KBBI, 2021). According to Rizal Atoriq, a solution is a way used to solve a problem without any particular pressure (Atoriq, 2017). The pressure in question is that the person who is looking for a solution does not impose his own opinion but he holds the rules and regulations that apply so that the results are objective, because if it is not objective then what emerges is subjectivity which can result in a solution that is no longer the best. Furthermore, finding answers and explanations to problems is a way to solve existing problems (Sheetal et al., 2019). Problems and solutions are findings or real conditions found at the place of research implementation that are not in accordance with the expected conditions of the implementation of Child Friendly Madrasahs which are then analyzed and given a solution for their resolution so that real conditions can be in accordance with the expected conditions of the program.

Child Friendly Madrasah

Child Friendly Madrasah is a madrasah that consciously seeks to ensure and strive for the fulfillment of children's rights in every aspect of life in a planned and responsible manner, with the main principles being non-discrimination of interests, the right to life and respect for children (KHA, 2022). Child-friendly Madrasah is a school/madrasah that is clean, healthy, green, safe, inclusive and comfortable for the physical development, cognition, psychosocial of boys and girls including children who require special needs education and/or special service education.

According to Ambarsari & Harun (2018), child-friendly schools are educational units, both formal, non-formal, and informal, that prioritize safety, care, cleanliness, health, environmental culture, provide guarantees, and respect children's rights and protect them from violence or discrimination or bullying and other wrong actions. Child-friendly education will provide wider opportunities for students to develop all their basic potential to the fullest (Shunhaji & Hasanah, 2019).

The MRA is essentially to protect students from acts of violence that may be committed by the head of the madrasah, educators or education personnel, and or by their peers. An anti-violence attitude in madrasah is one of the determining factors in realizing madrasah that guarantees children's well-being (school wellbeing), all learners can feel well-being in madrasah when a teacher is able to create a safe and comfortable environment where there is no violence or harassment (Bakhtiar et al., 2024). Thus, every school must guarantee the rights of education, among others, by realizing the following: 1) optimizing students' affective, cognitive and psychomotor skills, socio-emotional abilities and students' talents and interests, 2) providing an understanding to all educators and education personnel of the responsibility of a child-friendly environment, 3) creating an environment free from the potential for violence, discrimination and violations, 4) providing special education services for children with special needs, 5) participate in providing tuition fees and free assistance or special services for children from underprivileged families, abandoned children, and children who live in remote areas (Ni'am Sholeh & Humaidi, 2016).

Choosing the right school for their children for parents is very important and must be considered, of course, by paying attention to quality or quality and a clear vision and mission. The availability of professional educators and education personnel who are in accordance with their fields and expertise is also one of the considerations for choosing the right educational institution for their children. The many phenomena of violence that occur in minors make their own concerns for parents in choosing schools for their children. The occurrence of violence such as bullying, sexual violence against children and other deviant behavior often occurs both outside the school environment and within the school environment.

School selection will ultimately be very influential in the formation of student character and the process of student learning activities. It is at this basic age that it is very important to determine a child-friendly school as an alternative choice to avoid the occurrence of school-based violence or madrasah. Child Friendly Madrasah (MRA) is an education that places character education at the basic education level as an effort to shape student character.

MRA is a formal, non-formal, and informal educational institution that is safe, comfortable, clean, and healthy, as well as caring for environmental culture, able to guarantee, fulfill, and respect children's rights to child protection from various forms of violence, discrimination, and various forms of mistreatment.

MRA is one of the programs organized by the Government of Indonesia. In the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly Madrasah Policy, it is explained that in an effort to realize Child Friendly Madrasah (MRA) there are six indicators developed to measure the achievement of MRA. These indicators

include: 1) the existence of the MRA policy, 2) implementation of curriculum that contains MRA, 3) education and education personnel trained on children's rights, 4) MRA facilities and infrastructure, 5) the existence of child participation, 6) the participation of parents, community institutions, businesses, other stakeholders, and alumni (Regulation of the State Minister of Women's Empowerment and Protection, 2011).

These six indicators should ideally be met in an effort to realize Child Friendly Madrasah. The objectives of the Child Friendly Madrasah policy are: a) To fulfill, guarantee, and protect children's rights through the madrasah environment, b) To guide districts/cities in developing Child Friendly Madrasahs, and c) To fulfill one of the indicators of child-friendly districts/cities. This policy contains six (6) components that are developed in an effort to realize Child Friendly Madrasahs. These components are in principle the same as the indicators of MRA achievement.

METHOD

This type of research is qualitative with a phenomenological approach where Phenomenology is a research approach that does not use hypotheses or temporary conjectures in the analysis process, although later phenomenology can also produce a hypothesis that allows for further testing. The phenomenological approach, according to Lawrence et al. (2019), describes the meaning of a lived experience of several people about a concept or phenomenon. People involved in dealing with a phenomenon explore the structure of consciousness of human life experience.

According to Cribe (1986) in (Lawrence et al., (2019), phenomenology is an approach in sociology that identifies problems from the world of sensory experience that has meaning to a world full of objects that also have meaning, something that initially occurs in individual consciousness separately and then collectively, in interactions between consciousnesses. The phenomenological approach according to Scuht is used to examine the ways in which members of society compose and reshape the nature of everyday life (Denzim, 2009: 336). Meanwhile, according to Husserl (1998) phenomenological research seeks to find out about necessary things (essential), invariant structures (essence) or the basic meaning of experience and emphasizes the intensity of consciousness where experience consists of things that appear from the outside and things that are in their respective consciousness based on memory, image and meaning. In addition, phenomenology does not begin and does not have the aim of testing a theory through a hypothesis. The phenomenological approach itself is a qualitative data analysis technique to reveal the common meaning that is the essence of a concept, where phenomena are consciously experienced either by individuals or groups of individuals in their lives.

While the data collection technique of this research used several methods consisting of interviews, observation, and documentation. Interviews using instruments, such as guidelines/questionnaires, that have been prepared and carried out to students, teachers, student guardians, madrasah committees, and madrasah heads. The observation was carried out at MIN 1 Semarang in a period of approximately 2 months, namely January-February or adjusting the initial time allowed to carry out research by using observation sheet. As for the documentation, the data is in the form of photographs or related images and also data obtained at the research location.

RESULTS AND DISCUSSION

Implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang
a. Preparation for the Child-Friendly Madrasah Program at MIN 1 Semarang

This stage consists of conducting outreach on the fulfillment of children's rights and protection through collaboration with the Child-Friendly City Task Force (KLA) at the provincial/district/city level, conducting child consultations to map the fulfillment of children's rights and protection and developing recommendations based on the results of the mapping by children, and showing a commitment among the madrasah principal, madrasah committee, parents/guardians, and students to work together to develop the MRA, which is realized in the form of MRA policies. The school principal, school committee, and students jointly form the MRA Implementation Team, which is responsible for coordinating various efforts to develop the MRA, raising awareness of the importance of the MRA, developing and implementing the MRA program plan, monitoring the MRA development process, and conducting program evaluations. The MRA Implementation Team Decree at MIN 1 Semarang has been issued since 2021, which can be seen in the appendix. The MRA Implementation Team identifies the potential, capacity, vulnerabilities, and threats within the educational unit to develop the MRA program.

b. Planning for the Child-Friendly Madrasah Program at MIN 1 Semarang

The team inventoried the components that are part of the implementation of the MRA program. The success or failure of the MRA implementation can be seen from the fulfillment of several MRA indicators,

which include 6 components in accordance with the Appendix to Permen PPPA No. 8 of 2014, namely: 1) MRA policy, 2) curriculum implementation, 3) educators and educational staff trained in children's rights, 4) MRA facilities and infrastructure, 5) child participation, 6) participation of parents, community institutions, the business world, stakeholders, and alumni.

Referring to the concept of a learning organization, various resources available in madrasahs, including non-human resources, must be restructured to become infrastructure for knowledge creation, knowledge storage, knowledge management, and learning media. Meanwhile, human resources themselves are directed to understand so that everyone is willing to work together in carrying out their commitments and consistently performing their respective duties. Thus, everyone is part of the system and needs to think systemically in solving problems (Yulis Naeni Puspitasari, 2017). The implementation planning of the RMA Program should cover various aspects of the madrasah.

c. Implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang

Based on interviews with the Madrasah Principal and the Implementation Team, including the Teachers' Council, MIN 1 Semarang has implemented the Child-Friendly Madrasah Program (MRA) in accordance with the relevant policies, which include minimum service standards, anti-violence measures, health service standards, ensuring children's rights, and others. The program has been implemented through various stages in line with its components. As a pilot project for the MRA Program, MIN 1 Semarang has endeavored to meet the components of the Child-Friendly Madrasah Program, which include six (6) components as measures of the success or failure of the MRA Program implementation, in accordance with the Appendix to Ministry of Women's Empowerment and Child Protection Regulation No. 8, 2014. MINMARANG.

Challenges in Implementing the Child-Friendly Madrasah Program at MIN 1 Semarang

Internal Challenges

a. MRA Policy.

There are still teachers who do not understand the MRA Program. The lack of awareness and understanding among teachers regarding the MRA policy is due to the fact that socialization about the MRA Program at MIN 1 Semarang has not been conducted on a regular basis, and there have been few initiatives aimed at enhancing understanding of the MRA. The MRA Program at MIN 1 Semarang still has shortcomings. Similarly, according to one sixth-grade teacher, Mrs. Nisa, there are still deficiencies in the implementation of policies related to the MRA Program that need to be addressed.

The above description provides an overview of the MRA program, but no teacher has been able to provide a complete and comprehensive explanation of the technical aspects, components, and other details of the MRA program implementation policy. The lack of completeness in the explanation is also due to the program not being fully internalized in the vision and mission.

b. Curriculum Implementation

Frequent changes to the curriculum certainly pose challenges, although these are not significant because the core of education related to child protection remains the same. This also requires immediate adjustments to the points in the Madrasah Operational Curriculum or KOM. The frequent changes in the curriculum that occur with each leadership transition also present a unique challenge that program administrators must be able to anticipate and address. All teachers must understand the implementation of the MRA program as it is carried out during educational activities both inside and outside the classroom.

c. Trained Educators and Education Personnel

Currently, information on teacher training and professional development related to child-friendly topics such as bullying and violence against children is widely available, both from the Ministry of Religious Affairs through MOC and from other agencies involved in teacher quality and professional development. Madrasahs have not yet conducted regular or scheduled training and development on related materials, but they provide teachers with the widest possible flexibility and freedom to participate in existing training activities, whether online or through offline seminars. In this regard, teachers' abilities in teaching and serving students must be continuously honed and trained, so that what one parent fears does not become a common occurrence.

d. MRA Facilities and Infrastructure

The facilities and infrastructure at MIN 1 Semarang, including facilities, equipment, and technology, based on field observations, are already in place and are quite complete, but they are not yet sufficient to provide MRA services to a large number of students.

With a student population of 725, the school requires various facilities to ensure their comfort, particularly indoor learning spaces that should provide them with the freedom to engage in learning activities at the madrasah in a safe, comfortable, and enjoyable environment, fostering positive attitudes. The lack of

space can limit opportunities for creativity and, of course, hinder the development of social values and other positive character-building values. Other supporting learning facilities, such as service rooms, are still very small compared to the student ratio, and besides their limited number, their size is also far from the standard. The UKS room, computer laboratory, teacher's room, storage room, availability of restrooms, and prayer room are also very small.

e.   Child Participation

Child participation in the implementation of the MRA program at MIN 1 Semarang is still limited to the scope of each class's policies. In certain aspects, student involvement in formulating and determining broader policies is also necessary, in accordance with their appropriate capacity. Sufficient child participation can add color to learning activities. The difficulty in changing this culture stems from the challenge of altering values, habits, and practices that have been established for a long time within the madrasah environment. The process of disciplining students can also be better controlled, but currently, some aspects remain incidental or subjective, depending on the teacher's personal approach.

This rigid learning is due to the lack of sufficient space for student participation. Conventional, traditional learning is often boring, so teachers need to be innovative and creative to minimize boredom and make their explanations easier for students to accept. In providing space for student discipline, there is still a lack of student participation in determining policies. However, some parents also express the hope that discipline can be enforced and that those who violate it should be reprimanded directly.

f.   Participation of parents, community organizations, the business world, stakeholders, and alumni

To date, parents feel that their participation is still lacking, as if it is merely a formality. Engaging and involving community groups is important, as these groups should not merely exist but should also function as intended. Currently, these groups are only nominal and do not function. This reflects the concern of parents towards the MRA Program.

External Challenges

a.   Limited support from the government and community.

The government only provides policies, but does not provide other assistance or guidance for the implementation of activities. Monitoring is also never carried out, so the evaluation of program implementation is not optimal. Similarly, the participation and concern of the community is still insignificant for the implementation of the MRA program.

b.   Limited access to technology and information.

The limitations in infrastructure are due to the fact that the implementation of the Child-Friendly Madrasah has not been optimal due to various constraints in providing such infrastructure. The limited availability of learning tools and tools for evaluation or assessment is also an issue that needs to be addressed.

c.   Limited human resources (teachers and staff).

It must be acknowledged that the development of MIN 1 Semarang, which has shown significant progress, still faces the classic issue of insufficient human resources to oversee the implementation of the MRA program. There is often a shortage of classroom teachers and other staff, leading to frequent changes in teacher assignments or task distribution.

d.   Lack of collaboration with other institutions.

In the implementation of the MRA Program at MIN 1 Semarang, it feels like it is still operating independently, especially in terms of collaboration with educational institutions or structural collaboration with higher-level institutions. The existing collaboration is cross-sectoral collaboration related to the implementation and services in the field of education.

Solutions in Implementing the Child-Friendly Madrasah Program at MIN 1 Semarang

Solutions to Internal Obstacles in Implementing the Child-Friendly Madrasah Program at MIN 1 Semarang

a.   MRA Policy

In addressing the shortcomings mentioned by several teachers in the implementation of policies related to the MRA Program at MIN 1 Semarang, which include minimum service standards, anti-violence, health standards, ensuring children's rights, and others. Understanding and implementing strategies as solutions to create more effective policies in implementing the MRA program include developing MRA policies and standards.

b.   Curriculum Implementation

The curriculum is already appropriate because MIN 1 Semarang has been designated as the first child-friendly madrasah at the Semarang Regency level by the central ministry, with direct guidance from the Regional Office and the relevant ministry overseeing curriculum implementation at MIN 1 Semarang.

Therefore, the solution adopted in curriculum implementation is to consistently coordinate and collaborate with relevant parties and revise the curriculum annually to align with evolving needs for continuous improvement.

    c.   Educators and Educational Staff Trained in Children's Rights

Currently, the Ministry of Religious Affairs' environment for developing training on children's rights is still very limited, so the ability to train may still be lacking. MIN 1 Semarang has never conducted scheduled training and development on related materials, but it provides teachers with the widest possible flexibility and freedom to participate in existing training activities, whether online or offline seminars. Similarly, other teachers have proposed and expressed their hope for training programs or workshops and dissemination activities to enhance collective capabilities. Therefore, the madrasah provides teachers with the widest possible flexibility and freedom to participate in existing training activities, both online and offline seminars, whether they are about child-friendly environments or about improving their professionalism so that they can better serve the needs of their students.

    d.   MRA Facilities and Infrastructure

Facilities and infrastructure to support the success of the MRA program are largely in place, but some areas still require improvement. Digital facilities and infrastructure are particularly lacking. More generally, most facilities are adequate, but the library, laboratory, and play areas need to be enhanced and developed further. Other spaces also require attention, particularly regarding cleanliness. For this reason, the Madrasah Principal emphasized the need for communication and collaboration with the committee and the Ministry of Religious Affairs to improve and meet these needs. The Madrasah must immediately prioritize and gradually procure the necessary facilities and infrastructure, added Mr. Ibas and other teachers.

    e.   Child Participation

Children's participation in the implementation of the MRA program is still insufficient. The formulation and policies still rely on the madrasah. This was conveyed by one of the teachers at MIN 1. Students need to be given the opportunity to choose and determine sanctions appropriate to their abilities, which also serves to train their responsibility and discipline. Discipline can be enforced, and if there are violations, they should be reprimanded directly.

    f.   Parent, Community Organization, Business Sector, Stakeholder, and Alumni Participation

To provide space for parents to participate in the implementation of the MRA Program and take responsibility for its implementation. The best solution is to provide space for communication, discussion, suggestions, input, and opinions to parents so they can participate, contribute, and collaborate in realizing the MRA Program at MIN 1 Semarang.

Solutions to External Challenges in Implementing the Child-Friendly Madrasah Program at MIN 1 Semarang

    a.   Limited Support from the Government and Community

In this regard, it is also important to enhance communication effectiveness, as mentioned by the Madrasah Principal. However, both collaboration and intensive communication must be evaluated. Periodic and consistent collaboration is one of the keys to enhancing trust and support from both the government and the community.

    b.   Limited Access to Technology and Information.

The use of existing equipment in the classroom, including LCD projectors, is expected to be utilized effectively to support learning. These limitations are also due to the fact that technological and communication facilities have not been fully provided, so one solution is to maximize the use of students' mobile phones, provided that their use is subject to regulations for supervision. Limited access to technology and information, especially the use of mobile phones during school hours, is strictly restricted as per school policy. However, this must also be considered, as the use of mobile phones is now an integral part of daily life that is difficult to separate from.

    c.   Limited Human Resources (Teachers and Staff).

It must be acknowledged that while the development of MIN 1 Semarang has been quite good, there is still a shortage of human resources to oversee the implementation of MRA. This is because there is often a shortage of classroom teachers and other staff. The limitations of human resources, both teachers and staff, are addressed by optimizing existing resources, while also maintaining communication with higher-level policymakers to meet the needs of both teachers and staff. Furthermore, the school collaborates with the committee to find alternative personnel to help fill the gaps or alleviate the burden of limited resources. The program coordinator, Ms. Luluk, added that to overcome the limitations of human resources, both teachers and staff, the school conducts training, seminars, and workshops. In addition, it is necessary to increase the number of teachers and collaborate with the psychology bureau.

    d.   Lack of Collaboration with Other Institutions.

Given the current lack of collaboration with other institutions. It is necessary to improve communication and collaboration with the committee and the Ministry of Religious Affairs, as well as to submit a request for a Memorandum of Understanding (MOU) with relevant institutions. These are the solutions proposed to address the challenges in implementing the Child-Friendly Madrasah program at MIN 1 Semarang. The solutions implemented must consider priority scales while also taking into account financial factors, particularly those related to infrastructure and facilities.

CONCLUSION

Child-friendly education is an urgent need in today's education system, as is the case at MIN 1 Semarang. In the implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang, particularly in the application of the 6 components of the MRA Program, there are still challenges, although these challenges can be addressed by providing solutions that also consider priority scales based on various considerations. Positive communication and collaboration between teachers, parents, and other relevant parties are key to successfully overcoming existing challenges. The following conclusions can be drawn from the discussion of the implementation of the MRA program at MIN 1 Semarang in accordance with the research focus: 1) the implementation of the Child-Friendly Madrasah Program at MIN 1 Semarang includes preparation, planning, implementation, and evaluation activities, taking into account the six (6) components of the Child-Friendly Madrasah (MRA) as a reference for the implementation of this program, which include: a) MRA Policy, b) Curriculum Implementation, c) Educators and Educational Staff trained in children's rights, d) MRA Facilities and Infrastructure, e) Child Participation, and f) Participation of parents, community institutions, the business world, stakeholders, and alumni; and 2) issues or challenges in implementing the Child-Friendly Madrasah program at MIN 1 Semarang are still identified and require the development of strategies and solutions. These issues across the six components each have their own characteristics but remain interconnected. The existing issues or challenges are further categorized into internal and external challenges. Solutions to both internal and external challenges in the implementation of the MRA program at MIN 1 Semarang are sought through collaboration among all parties involved in the program. The solutions implemented must be monitored and evaluated periodically and continuously.

REFERENCES

Ambarsari, L., & Harun, H. (2018). Sekolah ramah anak berbasis hak anak di sekolah dasar. Profesi Pendidikan Dasar, 5(1), 10–19.

Andriyan, D., & Trihantoyo, S. (2021). Pengelolaan sekolah ramah anak untuk meningkatkan karakter siswa. Jurnal Inspirasi Manajemen Pendidikan, 9(03).

Arismantoro, C. B., & Building, B. A. C. (2008). Bagaimana Mendidik Anak Berkarakter. Yogyakarta: Tiara Wacana.

Atoriq, R. (2017). Pengertian Solusi. Retrieved from Diwarta: https://www. diwarta. com/2017/02/13/pengertian ….

Bakhtiar, N., Afrida, A., Mukhtar, N., & Putri, A. M. D. (2024). Pendampingan satuan pendidikan ramah anak pada tingkat madrasah. Menara Riau, 18(1), 40–50.

Candra, B. Y. (2018). Problematika Pendidikan Agama Islam. ISTIGHNA: Jurnal Pendidikan Dan Pemikiran Islam, 1(1), 134–153.

Jannah, R. U., Ahdi, M. W., & Lilawati, E. (2022). Pengaruh Program Sekolah Ramah Anak Terhadap Moralitas Peserta Didik Kelas XI di MAN 9 Jombang. JoEMS (Journal of Education and Management Studies), 5(1), 42–46.

KHA, S. R. A. (2022). Pelatihan Penerapan Konvensi Hak (KHA) Anak dan Satuan Pendidikan Ramah Anak (SRA) di Madrasah.

Ma'zumi, J. (2012). Contribution of Madrasah to the Development of the Nation Character. International Journal of Scientific & Technology Research, 1(11), 37–39.

Mansur, R. (2018). Lingkungan yang mendidik sebagai wahana pembentukan karakter anak. Vicratina: Jurnal Ilmiah Keagamaan, 2(2), 33–46.

Melinda, L. P., Warlizasusi, J., & Khair, U. (2021). Implementasi Program Sekolah Ramah Anak dalam Membentuk Budaya Sekolah di MIS GUPPI 12 Lubuk Kembang. Institut Agama Islam Negeri Curup.

Nabila, D. A., Assyifa, M., Rahayu, R. P., Nugrah, M., Komariah, K. S., & Budiyanti, N. (2023). Pendidikan Anak Usia Dini, Remaja dan Dewasa. JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan), 10(01), 14–26.

Ni'am Sholeh, A., & Humaidi, L. (2016). Panduan sekolah dan madrasah ramah anak. Erlangga.

Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan. (2011). Peraturan Menteri Negara

Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia Nomor 22 Tahun 2010. Kota Layak Anak.

Putri, A., & Akmal, A. (2019). Sekolah Ramah Anak: Tantangan dan Implikasinya Terhadap Pemenuhan Hak Anak. Journal of Civic Education, 2(4), 228–235.

Rusliana, R. A. (2019). Development of Education in Early Childhood in the Digital Era. SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS), 7(4), 445–448.

Sheetal, S. K., Agarwal, C., & Kumar, M. S. (2019). Strategies In The Context Of Millennial and Alpha Generation.

Shunhaji, A., & Hasanah, H. (2019). Pendidikan Ramah Anak Perspektif Pendidikan Anak usia Dini (PAUD) Madinatur Rahmah. Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam, 18(2), 421–438.

Sukma, W., Afifulloh, M., & Sulistiono, M. (2019). Implementasi Pendidikan Ramah Anak Madrasah Di Mi Tarbiyatul Ulum Batu Malang. JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah, 1(3), 116–122.

Taufiqurokhman, D. R., Sos, S., & Si, M. (2008). Konsep dan kajian ilmu perencanaan. Jakarta: Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Prof. Dr. Moestopo Beragama.

Thomas, S., Alphonsa Jose, K., & Aneesh Kumar, P. (2018). Child friendly schools: Challenges and issues in creating a positive and protective school environment. Positive Schooling and Child Development: International Perspectives, 233–248.

Wafa, M. A., & Husna, N. L. (2021). Actualization of Religious Culture in Improving Student Discipline. SCHOOLAR: Social and Literature Study in Education, 1(3), 171–173.

Wahyuningsih, Y. Y., Joesoef, I. E., & Setiyawati, M. E. (2022). Sosialisasi Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak Sebagai Upaya dalam Pemenuhan Hak-Hak Anak menjadi Korban Diskriminasi dan Kekerasan: Socialization of Law Number 35 of 2014 concerning Child Protection as an Effort in Fulfilling the. Jurnal Abdimas Le Mujtamak, 2(2), 100–112.

Yusanto, Y. (2020). Ragam pendekatan penelitian kualitatif. Journal of Scientific Communication (Jsc), 1(1).