



# The Implementation of Child-Friendly School Innovation in Al Azhar Islamic Elementary School 60 Pekalongan

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### Abstract

Child-Friendly Schools are defined as competent educational units to guarantee, accomplish, accepting children's rights, as well as protect them from violence, discrimination, and other mistreatments and support children's participation, particularly in planning, policy, learning, and assessment mechanisms. The goal of establishing child-friendly schools is to safeguard and provide educational services that protect children from physical and non-physical violence. With appropriate management, a child-friendly school innovation program will undoubtedly result in an exceptional school and become a community favorite. Al Azhar 60 Islamic Elementary School Pekalongan is one of the schools that has adopted an innovative child-friendly school program, earning it an award from the Pekalongan City government with the main as the best practice school in Pekalongan City for the primary category. This study was qualitative research with a phenomenological approach. In data collection, the researcher employed the triangulation method (in-depth interviews, observation, and documentation) and read related books by using a qualitative approach. It prioritizes data collection or the real problem based on the disclosure of what has been explored by the respondent. The data was collected in the form of written or spoken words from the people observed (Sugiono, 2006). The data analysis was referred to the Miles and Huberman model, namely by collecting data, reducing data, and presenting data. The results of the study show that the implementation of child-friendly school innovation program in SD Islam Al Azhar 60 Pekalongan refers to child-centered activity programs by concerning with children's characteristics and needs, understanding their diversity and participation, the process of developing students' learning environment, and the involvement of their parents or which represents and the community who support learning process in the school by having innovation programs, namely Strengthening Characters (Adab: arabic language) Education, Psychology Service Unit and Counseling Guidance, Canting Program and Share Lova Children's Podcast.

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## INTRODUCTION

Child-Friendly Education (in Indonesia language it is known as *Pendidikan Ramah Anak* or PRA) is viewed as a unit of an educational institution capable of facilitating and empowering children. To promote them to reach their potential, a program must be in a place where children's ability can be developed and expanded, they also can participate, and be protected from violence and discrimination. Besides, establishing an appropriate school program, the school must also provide a conducive and educative learning environment. According to (Dr Ni'am Sholeh, 2016) "In terms of concept, child-friendly education is an education that intentionally aims to ensure and fulfill children's right and protection for all life aspects in a planned and responsible manner". The goal of child-friendly education is to establish an educational institution that can guarantee and meet to Indonesian children and protection, in accordance with national education goals, UUD 45, Law No. 20 of 2003 concerning the National Education System, and child protection principles. Organizing child-friendly school accords to the Ministry of Women Empowerment and Child Protection (2015:9), "A child-friendly school comes from two major aspects namely a rule written in The Convention of Children Rights which was ratified by Indonesia in 1990 about the realization of children rights, and the demands from Law Number 23 of 2003 concerning about Children Protection, then Law Number 35 of 2014 (Undang-Undang Nomor 35 Tahun 2014 Perubahan Atas Undang-Undang Nomor 23 Tahun 2002, 2014) concerning the Amendments to Law Number 23 of 2003 is also about Children Protection which is clearly stated in article 54: "(1) Children within in Education unit are required to get protection from act of physical and mental abusive, sexual violence, and other violence committed by teachers, educators, education staff, fellow students, and/or other parties.; "(2) Protection as mention in paragraph

(1) is done by teachers, educators, education staff, government staffs, and a community.

According to Deputy for Child Development (Rosalin, 2020), as one of the Ministries which is responsible for child safety, it has urged the central, provincial, and local governments to build a safe, pleasant, healthy, friendly and an enjoyable school or educational environment for children, also known as Child-Friendly Schools. In other words, school-aged children gain their right properly.

One of successful schools in implementing Child-Friendly Schools with appropriate management is Al Azhar Islamic Elementary School 60 Pekalongan. This school was built in 2019. In order to adopt child-friendly school concept, adequate buildings, facilities, and infrastructure are required. Al Azhar Islamic Elementary School 60 Pekalongan becomes a favorite school and best practice sample in throwing child-friendly school program in Pekalongan city. Under the auspices of the *Sigma Mutiara Bunda* Pekalongan Foundation in collaboration with the Al Azhar Islamic Boarding School Foundation in Jakarta, the goal of this school is to provide the students to become qualified Indonesian human beings, have Islamic characters, *aqidah* (Islamic term of Arabic origin means "creed"), sharia (a corpus of religious legislation originating in the Islamic tradition), and have particular abilities that may be improved further un higher education level or in the workplace.

Al Azhar as an Islamic Educational Institution has noble a vision and mission, which is to strengthen Muslim human beings through manner (*adab* : Islamic rules of etiquette and an ethical code involving every aspect of life) education. It is a sustainability program contained in Muslim Personal Development Curriculum (in Indonesia, it is known as *Kurikulum Pengembangan Pribadi Muslim (KP2M)*) completed with holistic approach involving all elements, schools, families, and communities. Manner education is developed at Al-Azhar schools through a planned and controlled execution method that includes the teaching-

learning process, habituation in the school environment, and culture. Al-Azhar Islamic Elementary school has met with the components of child-friendly schools, including child-friendly curriculum, child-friendly infrastructure, parental participation, stakeholder involvement, government agencies, and private/business involvement.

In realizing child-friendly school, Al-Azhar Islamic Elementary school 60 Pekalongan has some innovation program for child-friendly school development, namely manner education, *Canting* talk show relates to family education, children podcast about children's goals and the growth of their abilities and interests, Psychology Service Unit and Counseling Guidance. It is psychological services and counseling for kids, parents, and teacher. The service is psychology, counseling guidance, and stefin test.

One step further, Al-Azhar Islamic Elementary School represented by psychology consultant has designed activities for 5th graders, namely mindfulness coaching based on *Muhasabah An-Nafs*, a children's activity to improve students' learning motivation. Moreover, this school also has ended up working with the government and other private educational institutions to advance quality education as well as strengthen manner education as the foundation for integrating habituation program in the school in order to build civiled human being by incorporating a kind of instruction within the the Al Azhar Islamic school education program that blends Faith, Knowledge, and Charity. Therefore, Manner (*adab*) Education was established as a way to enhance morals and *adab* as part of Muslim Personal Development Curriculum for Al Azharan and Muslim personal patterns.

Based on the background above, Child-Friendly School Innovation Program in Al-Azhar Islamic Elementary School 60 Pekalongan is interesting to be studied. The researcher revealed the implementation of Child-Friendly School Innovation Program in Al-Azhar Islamic Elementary School 60 Pekalongan, starting from planning, realization, evaluation, and its

obstacles neither it has employed properly nor improperly to Child-Friendly School indicators.

## METHOD

The research method is extremely essential since it describes the researcher's methodical problem-solving approach. It also means a scientific way to gain the data for certain usage and purpose. The research method used in this study was qualitative research method with descriptive approach. Qualitative research is a research method for obviously examining the condition of objects, in which the researcher is the primary instrument, data sources are sampled purposefully and snowballed, data collection techniques include data triangulation (combined), inductive analysis, and research results, and the researcher is the primary instrument will place a greater emphasis on meaning than on generality (Sugiyono, 2015). Moreover, descriptive qualitative research is a research approach that aims to comprehend a phenomena that occurs in the study subject's experience, such as behavior, perception, motivation, and action (Lexy J. Moelong, 2017). It conducted intensively, the researcher also participated, recorded carefully what happened, it was expected that the researcher got the detailed data. This descriptive qualitative study presents the data as it is, without any manipulation or other treatments. The title of this study is "*The Implementation of Child-Friendly School Program Innovation in Al Azhar Islamic Elementary School 60 Pekalongan*".

This research technique was chosen for valid data. The data used in this study are primary and secondary data. 1. Primary data, information from key member (informants) of the research. The primary data used in this study involved the School Principal, Chairman of the Foundation, School Committee, teachers, students, their parents, the team of children-friendly school, and all the families of SD Islam Al Azhar 60 Pekalongan.

Source of the data was from school principal and class teacher. The data required is related to the problem's emphasis, so that

information on how to construct child-friendly schools at Al Azhar Islamic Elementary School 60 Pekalongan can be gathered. 2. Secondary data needed in this study, such as Class 2 and Class 4 learning devices, the curriculum used, documentation of teaching and learning activities for grades 2 and 4, extracurricular activities, and the availability of facilities and infrastructure at SD Islam Al Azhar 60 Pekalongan.

## RESULTS AND DISCUSSION

The implementation of child-friendly school innovation program in Islamic Elementary School Al Azhar 60 Pekalongan had been executed well. A healthy school environment climate must provide significant contribution to teaching-learning activity process. As a result, building conducive school atmosphere allows all school members perform their duties and roles optimally. The school learning atmosphere, in which the students have the same opportunity to build meaningful connection inside the school, is necessary for improving student learning capacities, facilitating polite behavior, and perhaps assisting children in dealing with their own problems from their home. Moreover, the school environment with a strong sense of cooperativeness among teachers, proper facilities, high academic targets, and the school's integrity and stability as an educational institution contribute to enhanced academic and non-academic students' accomplishment.

The establishment of a civiled school atmosphere and the development of child-friendly school programs are two supporting components in child-friendly school. The school program is a planning process of all elements to achieve learning goals. In this context, the child-friendly school program in Islamic Elementary School Al Azhar 60 Pekalongan is adapted to the specific conditions, local potential, community social culture, school potential and students' need. Here are some following child-friendly school program innovations in Islamic: **1) Manner (*adab*) Education Strengthening Program** This education becomes a foundation of

creating school's rules and regulations. (1) Manners to Allah the Adab kepada Allah. They include five times obligatory *salah al-jama'ah* (congregational prayer in Islam religion) in the school, uttering *thayyibah* words (*thayyibah*: words of kindness for Allah) (2) Manner to the Holy Qur'an It is *Murojaah*, memorizing the Al-Qur'an verses with predetermined targets and adjusted to students' ability to memorize. (3) Manners to human beings .They involve respecting the teachers or older people, as well as treating friends with respect, and uttering greetings while meeting others and entering a room (4) Manners to environment. They include keeping the school clean, properly disposing of trash. This manner education emphasizes on having right learning result in order to produce self-stability and proper behavior. It also becomes the responsibility of School Principal, teachers, students' parents and all the school members. The content of manner education more thorough aspects, it is not only about the curriculum surface but also strengthening the morals and manners which have already existed in the curriculum. In terms of substance and strategy, it has a broader implementation reach as well. The implementation of manner education can be applied either in teaching learning process (Syllabus, Lesson Plan, Learning Process) or other activities. Besides strengthening manner education, a child-friendly school program innovation is provided in Islamic Elementary School Al Azhar 60 Pekalongan, namely: **2) Psychology Service Unit and Counseling Guidance** (in Indonesia it is known as *Unit Layanan Psikologi dan Bimbingan Konseling* or *UPLBK*) This unit is provided by Sigma Mutiara Bunda Foundation, which strives to give psychology and counseling services for Islamic Elementary School Al Azhar 60 Pekalongan students. At *UPLBK*, four services are offered, namely: (1) Psychological Consultation, (2) Counseling and Psychotherapy Guidance, (3) Assessment And Psychological Services, (4) and the Stifin Test. This unit operates every Monday to Friday at 08.00 – 12.00 A.M Western Indonesian Time. The service flow as follows: 1) Psycho-education in each class; 2)

Class teacher consultation with clinical psychologists if the students have problems ; 3) Students' parents and class advisor coordination; 4) Students' parents make a reservation in school staff's office; 5) Students' parents come to clinical psychologist

This service unit is expected to help students with their personal, social, and learning activities as well as career planning and development. It facilitates students grow individually, classically, or in groups, based on their needs, potential, capacities, interests, developments, conditions, and opportunities. In addition, it assists them to overcome their weakness and obstacles. 3) *Canting* Program (Chat learning for Everything) *Canting* is a Family Education talk show program with various themes such as psychology, education, parenting, religion, health, environment, and soon which is broadcast live via Instagram application with various experts with their disciplines. According to interview result and document studies, *canting* program activity has produced many episodes. One of them can be accessed through this link <https://www.youtube.com/watch?v=hHaNx9QK950&t=2011s>. It is done by the researcher and child-friendly school team at Islamic Elementary School Al Azhar 60 Pekalongan. This practice has the benefit of building good communication between the school and the students' parents. As a result, the parenting style used at school and those used by parents at home is sync. Moreover, through *Canting* activity, parents may understand their children's growth, and what basic children's right they must fulfill in order for their children's life, as well as give information to them. 4) *Share Lova* Children Podcast Podcast is one of communication media aims to convey important and excited information as well as communicate with others. not only to have communication with others but also share. Although people frequently compared it to radio, one may argue that it is more practical. Certainly, because podcast founded in the face-paced, easy-to-access digital generation. *Children Podcast* at Islamic Elementary School Al Azhar 60 Pekalongan can be an alternative medium for enhancing students'

public speaking, building their confidence to speak, think, and argue something relates to booming case in the society. Moreover, via podcast, they learn how to report some appropriate case such as bullying, drug abuse, verbal and non-verbal violence, and so on. It is broadcast live via YouTube and Instagram application, for instance, it can be accessed through this link <https://www.youtube.com/watch?v=8z7OYRbvcac>.

5) The Implementation of Extracurricular Activities Based on Students' Interests Extracurricular is extra-school activities that children can select accorded to their hobbies, abilities, and interests. It has many benefits. It also can be a great platform for enhancing students' skill and pursuing their passions. Islamic Elementary School Al Azhar 60 Pekalongan's extracurriculars are similarly themed with the present era. They involve painting, *tilawah* (reciting Al-Qur'an verse), dancing, Al Azhar Martial Arts (*Al Azhar Seni Bela Diri (ASDB)*), Public Speaking and IT. To participate in extracurricular activities, the students must join the selection program first. It aims to find out their interests. Thus, their extracurricular activities meet with their passions.

Education is the key word in any effort to improve the quality of human life within which it has a role and a purpose for 'humanizing'. Education is essentially the process of maturation quality of life. Through the process is expected to be able to understand what is the meaning of man and the essence of life, and for what and how to carry out the task of living and life correctly. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic, heart, character, and faith. The highlight was reaching the point of perfection education quality of life (Hermino, 2017). Students have the freedom to hone and develop their abilities, hobbies, and other potentials at the school. Child-friendly school gives and concerns about children's right in learning, establishing their potential, then employing it accompanied teacher or older people's guidance (Fahyuni, Dr.

Eni Fariyatul dan Dr. Nurdyansyah, 2020). As a result of fact, to create child-friendly school, it is appropriate to the outcomes of quality-control choices, and of course it must be referred from it. Building a high quality school needs some supports and great coordination of various parties, namely as follow: 1)The stakeholders (principal) for realizing a child-friendly school, 2) concern about students' characteristics and child-friendly school context, 3) competent teachers which are able to apply child-friendly education, 4) the availability of supporting facilities to implement child-friendly education (Orkodashvili,2012).

Hence, this emphasizes the necessity of providing child-friendly educational atmosphere in which children may group up to be healthy, active, having fun, exploring many things, and having interaction with their surroundings. A child-friendly learning atmosphere is able to stimulate students learning activity. The study shows that teacher's role gives a significant impact in applying child-friendly school based teaching teaching-learning activity. Undoubtedly, it requires full support from the school principal as the stakeholder and the collaboration from the students' parent and society (Zendah, 2018).

Child-friendly school ensures a safe, pleasant, and supportive to students' psychological growth. Therefore, student learning achievement is determined by the dynamics of interpersonal proximity between teachers and students (Pennings et al., 2018). This is the key concept, known as Child-Friendly School Dimension. The major essential for adopting student-friendly education is to create child-friendly education by offering a learning process that is in compliance with students' rights and needs (Maoto, 2014).

As a result of the fact, the implementation of child-friendly school needs comprehensive support and clear, guided, and sustain school policy. It functions to optimize various students' learning potential. Building students collaborative activity can be one of teaching strategies with applying child-friendly school

values, hence, it will give them a meaningful learning experience (Wadjdy, 2017)

In Islamic tradition, the term of manner (*adab*) refers not only to manners toward parents, instructors, and other human beings. Cited from Dr Adian Husaini in *Islamia Republika* Journal, KH Hasyim Ashari stated that *adab* is not only about politeness, and the way how to speak but also it becomes one of conditions for establishing faith, *sharia* (Islam's legal system), and *tawhid* (unification or oneness of God in Islam religion) since *adab* in Islam involves transcendental *adab* or known as manners to Allah SWT, *adab* in comprehending, undergoing, and applying Islamic *sharia* in order to worship to Allah the Almighty.

## CONCLUSIONS

According to study results, to sum up, the implementation of child-friendly school at Islamic Elementary School al Alzhar 60 Pekalongan has been successfully accomplished. The innovation program involves character education thorough manner (*adab*) education strengthening program as well as Psychology Service Unit and Counseling Guidance as the psycho-education service for children's problems. The students also have the freedom to think and speak via kids podcast. Here, the student becomes a reporter and a pioneer. The implementation of child-friendly school at Islamic Elementary School al Alzhar 60 Pekalongan is the embodiment of protecting children's right by prioritizing their needs and interests. They grow up to be happy children, and they feel at peace and safe when they learn in creative and fun learning setting.

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