

Analysis of Child-Friendly Schools in Building SDN Kreet 1 Sragen Student's Disciplined Character

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Abstract

Child-friendly school education is an institution that plays a role in student's character building, especially in the character of discipline. This study aims to analyze the application of child-friendly schools in shaping the disciplinary character of students at SD N Kreet 1 Sragen. It's about the routine activities, spontaneous activities, exemplary activities, conditioning from the principal, teachers, and employees. This study uses a qualitative approach. Data collection techniques using observation, interviews, and documentation. The research subjects are the principal, teachers, students, parents, and alumni. The validity test of the data using data triangulation method. The data were analysed by using Miles-Huberman data analysis techniques, namely data collection, data reduction, data display, and verification. From the results of the study, it can be concluded that Kreet 1 Sragen Elementary School has implemented the Child-Friendly School program in shaping the character of student discipline including school policies, implementation of the curriculum, the presence of educators and education staff, provision of facilities and infrastructure, participation of children of parents and alumni, then cultural activities school in class, school and outside school. The formation and inculcation of the character of discipline at SDN Kreet 1 Sragen include routine activities, spontaneous activities, exemplary activities, conditioning from the principal, teachers, and employees, as well as the role of parents and alumni in the school environment, discipline in time, discipline in dress, discipline in attending school activities such as students being greeted by the teacher in the morning, marching, singing traditional or national songs, reciting the Koran together (reading the *asmaul husna*, and iqro or the Qur'an), literacy, *dhuha* and *dhuhur* prayers in congregation, attending extra hours, then every Friday there is clean and healthy Friday, *tausiyah* and blessing Friday.

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INTRODUCTION

The formal education system in Indonesia is generally still focused on the cognitive domain and does not provide opportunities for the development of creativity (Lian et al., 2018). The curriculum in Indonesia continues to develop and seeks to involve students as educational objects in learning materials and educational processes in schools (Erfiana et al., 2021). However, education in Indonesia still has many weaknesses, one of them is the increasing of school violence and it defames the education in Indonesia and violence is often done by teachers even though teacher is supposed to be a protector and facilitate children in learning process at school (Sudirman & Torro, 2022). Indonesian Child Protection Commission (KPAI) noted that in 2019 violence was still found in the school environment. There are still cases of teachers and schools giving corporal punishment to students who are "naughty" so that it has a bad impact on children (Utami et al., 2020).

The implementation of education aims to educate and improve the lives of children so that they become human beings who believe, are pious, responsible, have a noble character, are happy, and are prosperous by human rights. For this reason, schools need to prioritize an education system that is oriented to the best interests of children, one of which is by creating child-friendly schools (Kurniyawan et al., 2020). Education obtained from schools is not only about the subject matter, at school students are taught about how they act, and behave in an attitude of mutual respect, respect and love (Wahid & Purnomo, 2020). Child-friendly education implemented in schools either directly or indirectly aims to form the good character for students. Character education is not only demanded by laws and government regulations, but also by religion (Saadah et al., 2020).

The modern 21st-century school must strike a balance between attention to age characteristics and developmental psychology, as well as meeting the general curriculum requirements. Several studies have been

conducted around the world to understand what can make schools, teaching, and learning more effective and humane (Torgyik, 2022). Child-friendly schools, also known as SRA, are educational and learning activities that are conducive, healthy, and clean and have concern for the social and cultural environment, are ready to fulfill and respect children's rights and provide guarantees for their protection caused by violence, discrimination and maintain that don't get bad treatment (Baharun et al., 2021).

Schools are considered "child-friendly" if they pay attention to health protection factors and keep children safe. Schools provide a safe, clean, healthy, and protective environment for children, children's rights are respected, and all children including children who are poor, disabled, or come from ethnic and religious minorities are treated equally (Çobanoğlu et al., 2018). Na'imah et al. (2020) state that the implementation of child-friendly education in schools can be done through several things including routine habituation activities, teacher exemplary, fun learning processes, and guidance given to students so that children feel at home at school and learning with calm.

Teaching behavior and teacher management are closely related to the quality of education. Therefore, it is important to know how students view the process of teaching behavior and teacher management in terms of evaluating teacher behavior (Sadik, 2018). When classroom management strategies are implemented effectively, teachers minimize behaviors that hinder learning for both individual students and groups of students, while maximizing behaviors that facilitate or enhance learning (Bindusha, 2018). As the driving force of the school, the teacher certainly plays an important role in the formation of student character so the teacher should be able to analyze student character both visible and experienced. Thus the teacher can better control and understand the characteristics which will later easily provide good understanding and insight for the development of student character (Sutisna et al., 2019).

The character value of discipline is very important for humans to have so that other good character values emerge. Discipline is very important for the life and behavior of students, but in reality, there are still many students who do not care about the rules at school (Siska et al., 2022). Discipline character values are considered capable of making students better, this is because the value of discipline is one of the values that can make a person comply with existing regulations (Gunawan et al., 2019).

A school environment is a place where students have many interests, teachers have many interests as well as schools, but the problem is how the interests of each party can be fulfilled and can be harmonized so that clashes do not occur. Teachers need to pay close attention to the needs and interests of students in instilling discipline, by understanding the sources of disciplinary violations committed (Annisa, 2019). Lasi et al. (2019) states that character education is more strictly applied not only to focus on aspects of competence because nowadays it is necessary to equip students to be able to face the challenges of the times and technological developments that continue to develop.

This study aims to analyze the application of child-friendly schools in shaping the disciplinary character of students at SD N Kreet 1 Sragen. Based on the results of initial observations, SDN Kreet 1 Sragen is one of the Child Friendly Schools which provides educational services for all students without discrimination, without violence and without diversity. Discipline character cultivation at SDN Kreet 1 Sragen is taught through habituation and example. Discipline character cultivation is expected to make children behave well and have a commendable personality so that they are accustomed for doing good things in everyday life. This research is expected to provide an understanding of child-friendly schools in shaping the character of discipline towards school members so that it has a positive effect on student discipline at school. This research can also be used by the teacher to shape the disciplinary character of students so that the

teacher maximizes his role as a facilitator, motivator, evaluator and also an informer.

METHODS

This research uses a qualitative approach according to the subject matter studied, namely child-friendly schools in shaping the character of discipline. Annisa (2019) states that the qualitative research method is a research method used to research the conditions of natural objects, where the researcher is the key instrument for data collection. Data collection techniques using observation, interviews, and documentation. Observations carried out aim to obtain information about child-friendly schools in shaping the character of student discipline. The interviews in this study aimed to obtain information about child-friendly schools in shaping students' disciplinary character. Documentation was carried out by taking pictures as evidence of the implementation of research and completing data related to child-friendly schools in shaping the character of student discipline at SDN Kreet 1 Sragen. This research was conducted at SDN Kreet 1 with research subjects namely the Principal, Teachers, Students, Parents, and Alumni.

Data analysis techniques were used through four stages including data collection, data reduction which were summarizing the results of interviews and observations with informants referred to some significant matters about the implementation of child-friendly schools (Putri & Akmal, 2019). This data validity test used data triangulation and method triangulation. Meanwhile, according to Miles and Huberman, the data analysis technique used is data reduction, data display, and conclusion drawing/verification (Indriana & Salam, 2022).

At the data collection stage, data collection uses observation, interviews, and documentation. In the data reduction process, data from observations, interviews, and documentation which ones would be selected and which ones would be eliminated related to the analysis of child-friendly schools in shaping

the character of student discipline in school activities. Reduced data will provide a clearer information and and make the next data easier be collected. At the data display stage, data presentation is based on data classification based on data sources and data collection techniques. At the conclusion drawing/verification stage, conclusions are drawn from the research results obtained from various sources and data collection techniques.

RESULTS AND DISCUSSION

Research that has been carried out at Sekolah Dasar Negeri Kreet 1 Sragen shows

that at SDN Kreet 1 Sragen implements a child-friendly school in building the character of discipline by properly instilling the character of discipline.

1. The Implementation of Child-Friendly Schools at SDN Kreet 1 Sragen

The research sample included school principals, 2 teachers (3rd and 5th grade teachers), 63 students in 3rd and 5th grade, 2 parents (parents in 3rd and 5th grade) and 2 alumni. Observation results can be seen in Figure 1 and Figure 2.

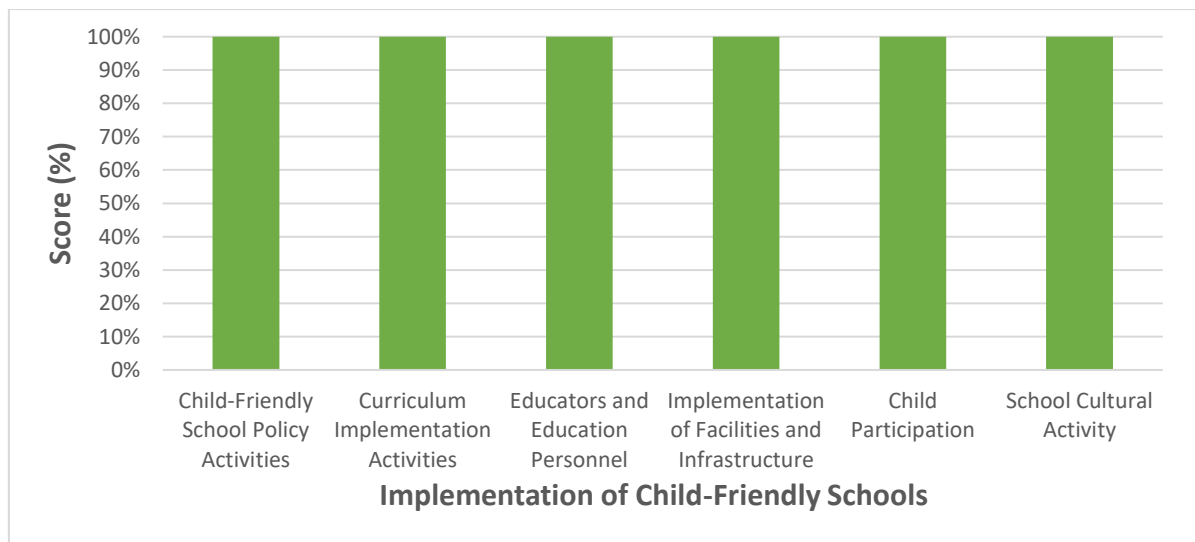


Figure 1. Observation Results of the Principal Child-Friendly in building SDN Kreet 1 Sragen Schools Student’s Disciplined Character

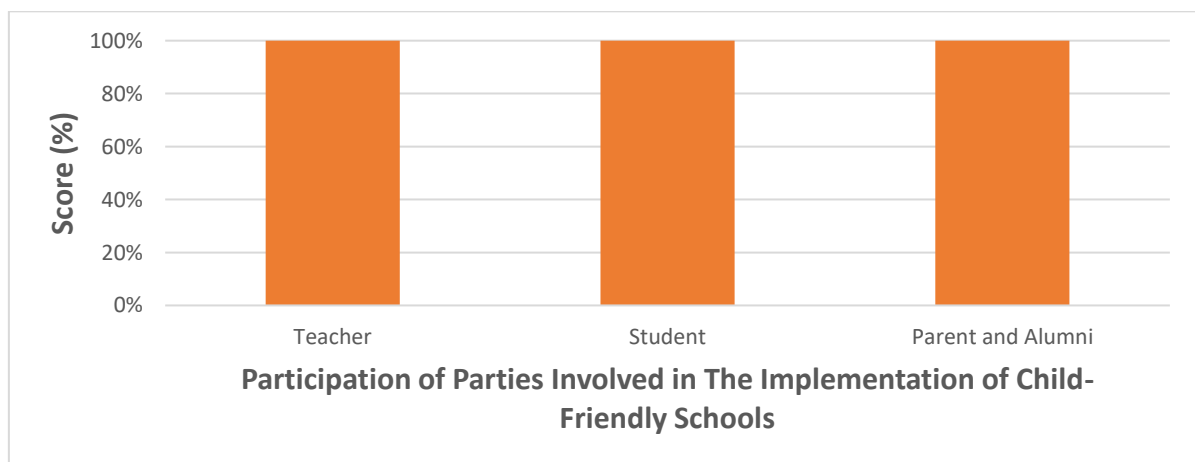


Figure 2. Observation Results of Teachers, Students, Parents, and Alumni Child-Friendly in building SDN Krobot 1 Sragen Schools Student's Disciplined Character

The results of observations of the Principal obtained a percentage of 100%. This means that the Child-Friendly School policy at SDN Krobot 1 Sragen is the indicator for the implementation of Child-Friendly Schools. In the aspect of Child-Friendly School policy activities, 100% results were obtained. The Principal of SDN Krobot 1 Sragen stated that the SRA Policy must be included in the school's work program, in the principal's program, or others. Then it is distributed into existing programs. So, indeed everything is already in the SRA policy which is the school policy (Principal Interview, 2022). 3rd grade's teachers stated that Child-Friendly Schools are how the teacher's attitude toward students is friendly, does not use verbal let alone physical violence, cultivates 5 S (Smile, Greet, Greeting, Polite, Polite), does not discriminate against all children are seen as equal and served well. The 5th grade's teacher also stated that Child-Friendly Schools meant that they had to be kind to children, that there was no discrimination, and that there should be no violence in schools. Teach children to be polite. The school is clean and the environment is healthy. The implementation of the Child-Friendly School program to foster the character of discipline at SDN Krobot 1 Sragen is realized through important components that underlie the implementation of Child-Friendly Schools in schools. Starting from policies that have the spirit of Child-Friendly Schools to parental participation in the successful implementation of child-friendly schools. From a Child-Friendly School policy perspective, SDN Krobot 1 has included a child-friendly school policy in the vice principal program. This proves that the Child-Friendly School program has been fully implemented in daily activities in the school environment so that the implementation of Child-Friendly Schools has been carried out to create a conducive, safe, and comfortable atmosphere for the growth and development of the character of students in line with educational goals. The Child-Friendly School Program can make all students treated equally not because

they come from the minority or the majority regardless of their religion or family background (Saleem et al., 2020). Saadah et al. (2020) state that child-friendly education implemented in schools, both directly and indirectly, aims to form the good character for students. Character education is not only demanded by laws and government regulations, but also by religion.

Na'imah et al. (2020) stated that child-friendly schools are an effort to improve school organization that emphasizes the physical and mental health of children and pays more attention to access to education, equity, and quality. Child-friendly schools are institutions that recognize and respect children's rights to obtain education, health, and play, be protected from violence and discrimination, express opinions freely, and participate in making decisions according to capacity (Kurniyawan et al., 2020).

The implementation of Child-Friendly Schools in SD Negeri 1 Sragen also includes school facilities and infrastructure. Putri & Supriyanto, (2021) states that one of the indicators for implementing the Child-Friendly School program is having a comfortable, safe and healthy environment. A child-friendly school is a school that has an environment that makes students feel safe and comfortable and is supported by a healthy environment. SDN Kragan 1 Sragen has provided various child-friendly facilities and infrastructure. This is evidenced by the availability of a prayer room, large yard, UKS room, and other facilities that make the school feel safe and comfortable. The Principal of SDN Krobot 1 Sragen stated that all the existing facilities at this school were assisted by the Education Office and the School Committee. Complete infrastructure is very helpful for us when educating children in the classroom, as well as outside the classroom. It can be said that the factors that support the learning process include complete infrastructure and the educational background of the teacher in what is being taught. Factors that support the implementation of SRA in the learning process

according to the principal are the availability of facilities that support teachers during teaching, such as LCDs, books, and teaching practice tools, as well as the ability of teachers to teach using a variety of methods. Febriantina & Wijayanti (2018) state that child-friendly school programs must be able to provide facilities for creative and recreational activities that are child-friendly, outside of school, and accessible to all children. Amrullah et al. (2022) state that each education unit is required to have infrastructure which includes land, classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power installations and services, places to exercise, places of worship, places to play, places to be creative, and other spaces/places needed to support an orderly and continuous learning process. These facilities must pay attention to the safety and comfort of students.

Implementation of Child-Friendly Schools in Forming Disciplinary Character of Students of SD N Krobot 1 Sragen

The application of the character of discipline through the Child-Friendly School program at SDN Krobot 1 Sragen covers various aspects. Based on the results of school curriculum documentation studies, schools have included character education in the school curriculum. Discipline character, is a character that is developed in terms of habituation in schools that reflects the character of discipline as stated in the school rules. Based on the results of interviews with the Principal, it was concluded that the implementation of disciplinary character education is carried out through curriculum programs and habits in the school environment. Demonstrating activities at SDN Krobot 1 Sragen. The character of discipline will be formed if it is done repeatedly, so students are accustomed to disciplinary behavior (Kholifah, 2020).

Discipline character education through child-friendly school programs is shown by the existence of routine activities, spontaneous activities, and exemplary activities. The results of observations of child-friendly school programs to shape the disciplined character of students can be seen in Figure 3.

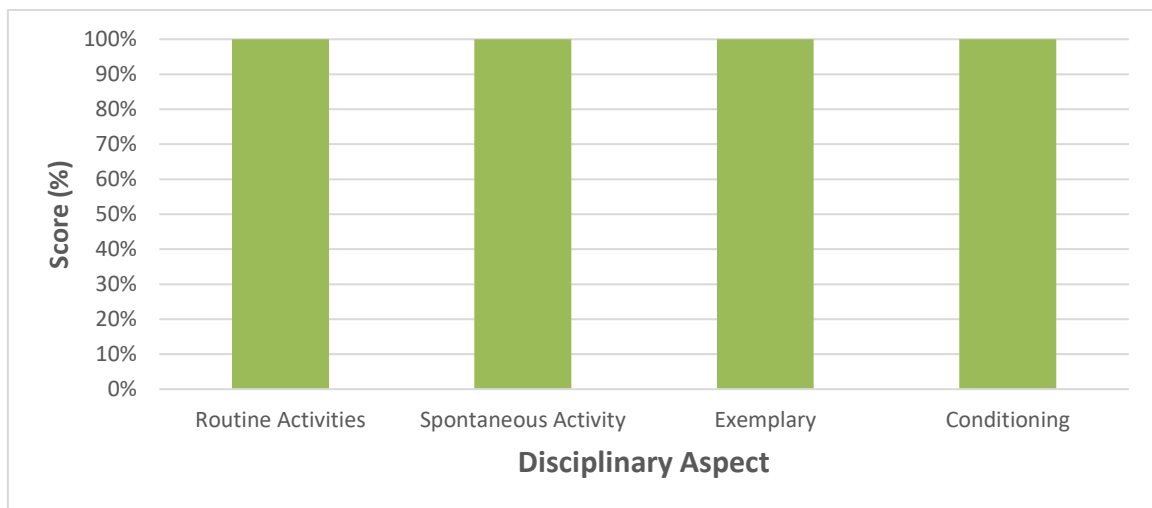


Figure 3. Observation Results of the Child-Friendly School Program to Form Disciplined Character of Students

In routine activities, SDN Krobot 1 Sragen always holds a flag ceremony every Monday, gymnastics on Friday, clean Friday, Friday

tausyiah, there is a picket team, congregational Dhuha prayers and congregational midday prayers. This routine activity is a mandatory

activity that must be followed by every citizen of SDN Kreet 1 Sragen. Handling of violations that occur during routine activities will be handled in the form of a reprimand from the Principal without punishment using physical violence. This proves that the implementation of Child Friendly Schools in disciplinary character education has been well implemented at SDN Kreet 1 Sragen. Dewi & Sholeh (2021) state that child-friendly schools are able to create schools that are fun for students, can form the behavior of educators and education staff with a child's perspective, are able to apply positive discipline that helps children to behave correctly in accordance with their obligations not to give sanctions or punishments, as well as being able to increase student participation in the learning process and decision-making at school.

Spontaneous activities to instill the character of discipline at SDN Kreet 1 Sragen through the Child Friendly School program are carried out every day in the form of observing the attitudes and behavior of residents at school. At the Principal level, observations are made every day of teachers, staff, employees and students. The principal will give a warning to school members who violate school rules. With the spirit of leadership possessed by the school principal, he is not only able to bring about formal structural change but also culturally which will bring about an increase in the productivity of the school itself so that it can mobilize all the resources owned by the school which are utilized optimally in achieving common goals (Dewi & Sholeh, 2021).

The exemplary aspect in instilling the character of discipline at SDN Kreet 1 Sragen through the Child Friendly School program is carried out every day at school. This is proven by the school principal, teachers and staff who come and go home according to a predetermined time. The school enforces rules for teachers in time discipline. This was reinforced by the principal's statement when the researcher conducted interviews about the teacher's exemplary behavior. Students state that the principal and staff have set an example in terms of arrival. The teacher also provides other

examples to students, for example always dressing neatly and politely according to school regulations, performing Dhuha and Dhuhur prayers, as well as other forms of good habits. states that even though teachers themselves are ordinary human beings, who will not escape mistakes and deficiencies, teachers are faced with the reality that they are role models who are expected to show positive behavior and teaching so that they become examples for students (Romualdi & Kumalasari, 2022).

The results of the evaluation of the implementation of Child-Friendly Schools in Forming Student Discipline Character at SD Negeri Kreet 1 Sragen found that there were supporting and inhibiting factors. Supporting factors that have been implemented by SD N Kreet 1 Sragen include the implementation of the Child-Friendly School program in curriculum and learning, the availability of adequate facilities and infrastructure, the existence of routine activities, spontaneous activities, and exemplary from the principal, teachers, and staff, as well as the role of parents and alumni in the implementation of disciplinary character education through the Child-Friendly School program. The forms of routine activities carried out at SD Negeri Kreet 1 Sragen is attendance, ceremonies, teacher pickets, student pickets, rows, Dhuha prayers, midday prayers, literacy, tadarus, and gymnastics. These activities have been programmed into the school curriculum to improve discipline, fitness, and environmental cleanliness. Through these activities, the character of discipline and responsibility can be integrated among school members, for example, school regulations call on school members to carry out Dhuha prayers every day. Sobri et al. (2019) state that the character of student discipline can be formed through school culture which is identified through school artifacts, rules of conduct, rites or ceremonies that are routinely carried out at school, and the values or beliefs held by school members.

Students carry out pickets in class according to the agreed schedule. Pickets are carried out twice, before and after learning

activities. Picket students are tasked with keeping the classroom clean, throwing garbage at the polling station, and mopping the corridors when it rains. In the implementation of Dhuhur prayers, students perform them during the second break, and class I students perform Dhuhur prayers during breaks before tutoring. Evaluation of the implementation of Dhuhur prayers can be done because some class teachers often carry out congregational prayers with students. Prasetya et al. (2021) stated that the child-friendly school program in schools also aims to support children's participation, especially in planning, policy, learning, and supervision because schools are second homes for children after their own homes.

Parental participation is spelled out in the participation of parents in the agreement of the rules that must be enforced by the school. The results of observations on parents regarding the implementation of Child-Friendly Schools at SD Negeri Krobot 1 Sragen obtained a score of 100%. This can be seen in the rules at SD Negeri Krobot 1 Sragen which are formed from the results of cooperation between the school and parents to ensure that parents also know the rules and agree to them so that in the implementation of the Child-Friendly School program, good cooperation will be established and avoid misunderstandings. Communication between parents and children can be said to be well-established. Parents are willing to listen to children's stories at home even though they are not routine, and sometimes supervise the use of children's cellphones. Parents are aware that the influence of social media can affect children, therefore parents still supervise children. Meanwhile, parents' communication with the school is still very rare except when taking report cards with the homeroom teacher. Most parents are confused about whether to communicate with the school. Communication is also carried out at the beginning of the new school year through the school committee to discuss the school's program of activities. Student behavior is formed and influenced by a variety of factors, including family, environmental, and school factors (Hartini, 2018). Family is the most

important thing because family is like the root that determines what an individual will become and how (Umar & Umawaitina, 2019).

The application of child-friendly schools in the cultivation of disciplinary character towards students in schools has received good support from various parties, especially parents. The rules at SD Negeri Krobot 1 Sragen are formed from the results of cooperation between the school and parents to ensure that parents also know the rules and agree to them so that in the implementation of the Child-Friendly School program, good cooperation will be established and avoid misunderstandings. Saleem et al. (2020) state that physical, social, emotional, and psychological development occurs and is the main focus of child-friendly schools. Collaboration of parents and teachers has occurred regularly so that parents are informed about the performance of their children. Students have increased confidence and positive self-esteem.

The inhibiting factor found in SD Negeri Krobot 1 Sragen is that students have various characters, and parenting patterns from various environments and cannot necessarily accept well the policies implemented by the school. The pattern of parental education greatly affects the character of students so the desired change in character requires intensity and time that is not short. Sutisna et al. (2019) stated that education values, norms, and habits are first obtained from the family, therefore the family is the main basis for teaching and applying character after that only other environments can affect the character of a child. The formation of a character in a person (student) is not enough to know what character values will be done, but must be accompanied by continuous actions so that it becomes a habit that will lead to the formation of character (Hendriana & Jacobus, 2016).

Research that has been carried out at SD Negeri Krobot 1 Sragen obtained results that SD Negeri Krobot 1 Sragen implemented child-friendly schools in forming a disciplinary character by well instilling a disciplinary character. The school already has an anti-violence policy against students as the school has banned

violence and has banned discrimination between students, the school has not carried out corporal punishment such as hitting, slapping with hands or dead objects, has not kicked throwing, scratching, pinching, biting, grabbing hair, and pulling ears, teachers have not done so, the school has banned punishments that degrade students, not committing penalties that remove learners from school, no longer prohibiting learners from entering the school premises if it is too late.

The inhibiting factor found in SD N Krebet 1 Sragen is that students have various characters, and parenting patterns from various environments and cannot necessarily accept well the policies implemented by the school. The pattern of parental education greatly affects the character of students so the desired change in character requires intensity and time that is not short.

The results of research that has been carried out at Krebet 1 Sragen State Elementary School obtained the result that at SD N Krebet 1 Sragen, child-friendly schools are carried out in forming a disciplined character well. The school already has an anti-violence policy against students. Disciplinary character education through child-friendly school programs is shown by the presence of routine activities, spontaneous activities, and exemplary activities. Routine activities include flag ceremonies every Monday, gymnastics on Fridays, clean Fridays, tausyiah Fridays, picket squads, congregational Dhuha prayer activities, and congregational Dhuhur prayers.

Spontaneous activities to instill a disciplinary character at SDN Krebet 1 Sragen through the Child-Friendly School program are carried out every day in the form of observations on the attitudes and behaviors of residents in schools. At the Principal level, observations are made daily of teachers, staff, employees, and students. The exemplary aspect of instilling a disciplinary character at SDN Krebet 1 Sragen through the Child-Friendly School program is carried out every day at school. Parental participation is spelled out in the participation of parents in the agreement of the rules that must

be enforced by the school. The results of the application of Child-Friendly Schools at SDN Krebet 1 Sragen only differ in affective aspects compared to SD Muhammadiyah Sapen Yogyakarta which has an affective post to observe student attitudes. Wuryandani et al., (2014) stated that the results of the study showed that in carrying out disciplinary character education at SD Muhammadiyah Sapen was carried out through nine policies, namely (1) creating a character education program; (2) establishing school rules and class rules; (3) perform Dhuha prayers and Dhuhur prayers; (4) create affective posts in each class; (5) monitor students' disciplinary behavior at home through a daily activity logbook; (6) providing affective messages in various corners of the school; (7) involving parents; (8) involving the school committee; and (9) create a conducive classroom climate. The implementation of the Child-Friendly School program in instilling disciplinary character at SD Negeri Krebet 1 Sragen is better than SD Negeri Klampok 1. Wahid & Purnomo (2020) stated that the pattern of character education learning can be done by doing positive habituation starting from students to school to students returning home from school, as well as during the KBM (Teaching and Learning Activities) process, teachers at SD Negeri Klampok 01 always instill a positive attitude in students, from religious and other good things. Such as the habituation of praying before starting and ending learning, as well as the application of character education in integrating teacher subjects instilling character attitudes by integrating material in the form of delivering Pancasila values that must be applied to students.

CONCLUSION

Based on the data analysis and discussion in the previous chapter, the conclusion in this development research is that SDN Krebet 1 Sragen has implemented the Child-Friendly School program in shaping the Disciplinary Character of students including school policies, implementation of the curriculum, the presence

of educators and educational staff, provision of facilities and infrastructure, participation of parents and alumni children, then school cultural activities in the classroom, school and outside school. The formation of the character of discipline at SDN Krebet 1 Sragen includes routine activities, spontaneous activities, exemplary activities, conditioning from the principal, teachers, and staff, as well as the role of parents and alumni in the school environment. The inculcation of the character of discipline in a child-friendly school at SDN Krebet 1 Sragen is carried out through daily activities. Some of these activities include time discipline, dress discipline, discipline in participating in school activities such as students being greeted by the teacher in the morning, marching, singing regional or national songs, reciting the Koran together (reading asmaul husna, letters, and iqro or the Koran), literacy, Dhuha prayer and Dhuhur prayers in congregation, following additional hours, then every Friday there is a clean Friday, healthy Friday, Friday tausiyah and blessings.

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