



IMPLEMENTATION OF CHILD-FRIENDLY SCHOOLS IN DEVELOPING STUDENTS' CHARACTER

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IMPELEMENTASI SEKOLAH RAMAH ANAK DALAM MENGEMBANGKAN KARAKTER SISWA

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ABSTRACT

Abstract: This paper discusses how far the implementation of child-friendly schools is in developing the character of students at SDN Dewi Sartika CBM by using a qualitative descriptive research method. The research begins with interviews and questionnaires. The research was conducted by analyzing the stages of planning, organizing, implementing, supervising, and developing strategies. The planning indicators are to carry out a study of the 8 SNP and create a child-friendly school implementation program. The implementation indicators are to create a program implementation team and divide the tasks of the program implementation team. The implementation indicators are to launch a child-friendly school program, make a joint commitment to friendly school implementation, and prepare child-friendly infrastructure, implement child-friendly schools into the 8 SNP (National Education Standards), and determine achievement targets for the 8 SNP. Monitoring indicators are to monitor the results of observing program implementation and follow-up plans. The implementation of child-friendly schools in developing students' character indicates positive results in order to prepare schools that are ideal, safe, and comfortable for learning activities, by implementing them properly as well as has been implemented at SDN Dewi Sartika CBM. According to the results of research on the implementation of child-friendly schools at Dewi Sartika CBM Elementary School, it runs well based on the program plan with an average achievement of 87.50% in the good criteria.

Keywords: child-friendly school, students' character development, elementary school students

Abstrak: Tulisan ini membahas sejauh mana implementasi sekolah ramah anak dalam mengembangkan karakter siswa di SDN Dewi Sartika CBM dengan menggunakan metode penelitian deskriptif kualitatif. Penelitian diawali dengan kegiatan wawancara dan penyebaran kuisioner. Penelitian dilakukan dengan menganalisis tahapan perencanaan, pengorganisasian, pelaksanaan, pengawasan, pengembangan strategi. Indikator perencanaan adalah dengan melaksanakan telaah 8 SNP dan membuat program implementasi sekolah ramah anak. Indikator pelaksanaan yaitu dengan membuat tim pelaksana program dan membagi tugas tim pelaksana program. Indikator pelaksanaan yaitu dengan meluncurkan sekolah ramah anak, membuat komitmen bersama implementasi sekolah ramah, menyiapkan sarana dan prasarana yang ramah anak, implementasi sekolah ramah anak kedalam 8 Standar Nasional Pendidikan, dan menentukan target capaian 8 Standar Nasional Pendidikan. Indikator pengawasan dengan melakukan monitoring hasil pengamatan pelaksanaan program dan rencana tindak lanjut. Implementasi sekolah ramah anak dalam mengembangkan karakter siswa membawa dapat positif untuk menyiapkan sekolah yang ideal, aman, dan nyaman untuk kegiatan pembelajaran tentu dengan mengimplementasikannya dengan baik seperti yang telah dilaksanakan di SDN Dewi Sartika CBM. Berdasarkan hasil penelitian, pelaksanaan implementasi sekolah ramah anak di SDN Dewi Sartika CBM berjalan sesuai rencana program dengan rata-rata ketercapaian 87,50% kriteria baik.

Kata kunci: sekolah ramah anak, pengembangan karakter siswa, siswa sekolah dasar

CITATION

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INTRODUCTION

Children as the next generation of the nation have a duty in social development, so it is necessary to provide guidance with affection, so that children are able to accept the responsibilities given in the future (Setiani, 2016). One of the problems that is spreading in Indonesia today is the occurrence of acts of violence against children. Many children are at risk due to negligence or the inability of their parents, especially in protecting children. Often children's rights are ignored and not fulfilled, such as access to education, protection against sexual and psychological violence.

In connection with the protection of children, the government has made the Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection which has been updated to become Law no. 35 of 2014 concerning Child Protection, Presidential Instruction No. 5 of 2014 concerning the National Movement Against Sexual Crime against Children, and Law no. 11 of 2012. Child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop and participate optimally in accordance with human dignity and values, and receive protection from violence and discrimination.

What is happening in reality is that there are still violations of children's rights that are still prone to occur, including acts of violence against children. Mistreatment of children will affect the formation of the child's personality in the future. The quality of children will decrease if children's rights are not fulfilled, which will cause problems for the state, government, community, family and parents (Ariefa E, 2009).

The Indonesian Child Protection Commission (KPAI) conducted monitoring from 2011 to 2015 with the result that there was an increase in violence against children. A total of 2178 cases of violence occurred in 2011, 3512 cases occurred in 2012, 4311 cases occurred in 2013, 5066 cases occurred in 2014, and as of April 2015 there were 6006 cases of violence against children which were divided into several cases, namely 1) cases of violence against children related to parenting were 3160 cases, 2) cases related to education were 1764, 3) cases related to health and drugs were 1366 cases, and 4) cases caused by cybercrime and pornography were 1032 cases (Setiani, 2016).

Acts of violence against children do not only occur in places that are considered the safest. Educational institutions can also become places of violence so that they can become a threat to the children around them. The forms of violence that often occur in the school environment are not only physical violence, but psychological and sexual violence. The perpetrators of violence in the school environment are school members, such as school leaders, teachers, students, parents/guardians of students, school guards, canteen guards and even the community.

KPAI data (2013) there are several types of violence perpetrated by teachers, classmates and other classmates, including tweaking, pinching, kicking, hitting with hands, hitting with objects, punishing until they fall ill (fainting), injuring with dangerous objects, violence physical abuse, comparing with other siblings/children, yelling loudly and harshly, insulting friends/others, calling "stupid"/"lazy", calling ugly names, and other psychological violence. It is estimated that the number of cases that are not reported to KPAI

is higher than the cases that are reported (Subowo, 2017).

Violence that occurs in the world of education includes criminal cases and cases of violations of human rights (HAM). Teachers who give sanctions to students so that they cause injury are violations of human rights and are included in criminal acts (Rahman A, 2004). Cases of violence in education led the Ministry of Women's Empowerment and Child Protection to issue PPPA Regulation No. 8 of 2014 concerning Child Friendly School Policy. According to Permen PPPA No. 8 of 2014 article 1 states that Child Friendly Schools (SRA) are education units, formal, non-formal and informal that are safe, clean and healthy, caring and cultured in the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to fulfilling the rights and protecting children in education.

Seeing various kinds of phenomena and problems in elementary schools, in particular, there are still acts of bullying/bullying, the child-friendly school program has not gone well and has had a positive impact on development and the best service to students, of course, it needs good implementation and really touches on problems and student character development.

The results of preliminary observations still show that the implementation of child-friendly schools has not been systematic in terms of character building, so that child-friendly school programs have not had a positive impact on the best service for students, around 55% of children. -friendly school programs can be implemented without using systematic steps.

The objectives in this study are: a. want to know how to plan the implementation of child-friendly schools in character development, b. want to know how to organize

the implementation of child-friendly schools in character development, c. Want to know how to implement child-friendly schools in character development, d. want to know how to supervise the implementation of child-friendly schools in character development, e. want to know the strategy for developing the implementation of child-friendly schools in character development.

Relevant research Based on the results of research on the implementation of child-friendly school programs at SMA Negeri 1 Telaga Biru in the implementation of child-friendly school programs in high schools (Journal homepage: <http://ejournal.upi.edu/index.php/JAPSPs>), it can be concluded that conclusions are drawn: 1. The child-friendly school policy at SMA Negeri 1 Telaga Biru has been implemented at 95.70% or in the Very Good category.

LITERATURE REVIEW

1. Child Friendly School

a. Definition of Child Friendly School

According to Kristanto (2011), Child Friendly Schools are schools that are open to involving children and youth to participate in social life, and encourage the growth and development and welfare of children. According to Ratnasari (2021), Child Friendly Schools can be interpreted as schools or places of education that consciously guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. Child Friendly School is a program to create conditions that are safe, clean, healthy, caring and cultured environment, which is able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other mistreatment, as long as the child is in an education unit, and supports children's participation especially in planning, policy, learning and monitoring.

The basis for the development of Child Friendly Schools is "Article 4 of Law No. 23/2002 concerning Child Protection states

that every child has the right to be able to live, grow, develop, and participate fairly in accordance with human dignity and dignity, as well as receive protection from violence and discrimination. One of the basic rights of the child is the right to participate which is defined as the right to express opinions and have their voices heard. Children have a strategic position.

According to Hariwijaya (2018), in the family, children are the top priority as the pillar of the family's future. In children all the hopes and dreams of parents spilled. But often this is a heavy burden that must be borne by the child. When parents make children as an outlet for their obsession that has not been achieved. Children are used as a means to realize their dreams. so that this becomes unhealthy for children, they are forced to walk according to the tracks their parents have laid out without being able to resist.

a. Child Friendly School Indicators

According to Kristanto et al (2011), this Child Friendly School can be realized if the education center (school, family and community) can work hand in hand to build this Child Friendly School (SRA). Family is the closest community for students. The ideal family environment for children is a family environment that is harmonious, healthy both physically and mentally. Such an environment can only be created when a family can fulfill the following indicators: "a. Able to provide a decent life for (clothing, food, shelter), adequate health and education for children. b. Able to provide space for children to be creative, express and participate according to their age and maturity level. c. Able to provide protection and a sense of security for children. d. In a harmonious, prosperous and protected family, children will grow and develop naturally and be able to optimize every potential that exists within them. e. The next scope is the environment (community). A community environment that is able to protect,

comfortable and safe will greatly support children's development. Children as individuals develop and seek identity. In their search, children have a tendency to try new things and seek recognition from those around them. Within this framework, children often try to imitate or be different from their surroundings. f. A healthy community for children is one that is able to accept and respect children as individuals, as they are.

It is clear that in order to develop Child Friendly Schools (SRA) synergy is needed between (schools, families and communities) which are the tri education centers as written by Ki Hajar Dewantara. SRA development will not be carried out well if carried out unilaterally, therefore it requires good cooperation from all parties.

Furthermore, according to Kristanto (2011), to achieve this all indicators are needed to be able to achieve it, including the following:

- 1) Proactively inclusive, which includes: a) Proactively looking for all children who are marginalized from education. b) Promote and assist children to monitor the rights and well-being of all children in society c) Respect diversity and ensure equal opportunity. d) Providing education that is free of charge and compulsory as well as inexpensive and accessible. e) Healthy, Safe and Protective
- 2) Clean toilet facilities, which include: a) Access to clean drinking water. b) No physical germs or interference. c) Prevention of HIV and AIDS and non-discrimination. d) Community Participation
- 3) Focus on the family: a) Work to strengthen the family as the main provider of care and education for children. b) Helping children, parents and teachers build harmonious and collaborative relationships.
- 4) Community-based, which includes: a) Encouraging local partnerships in education. b) Acting in and with society for the benefit.

- 5) Effective and child-centred: a) Act in the best interests of each child. b) Caring for the child "all"; health, nutritional status and well-being. c) Care about what happens to children before they go to school and after they come home from school. d) Creative methods in the classroom.
- 6) Gender equality: a) Promote gender equality in acceptance and achievement. b) Not just equal opportunity but equality. c) Eliminating gender stereotypes. d) Ensure appropriate facilities, curricula, books and teaching for girls." To achieve the goal of a Child Friendly School some of the things above can be used as an alternative.

b. Characteristics of Child Friendly Schools

According to Kristianto (2011), there are several characteristics of Child Friendly Schools which are viewed from several aspects:

- 1) Attitude towards students; Fair treatment for male and female students, intelligent-weak, rich-poor, normal-disabled, children of officials-workers' children, Application of local religious, social and cultural norms. As well as affection for students, paying attention to those who are weak in the learning process because giving physical and non-physical punishments can traumatize children.
- 2) Learning Method: There is a learning process in such a way that students feel happy following the lesson, there is no fear, anxiety and anxiety, students become more active and creative and do not feel inferior because they compete with other students. There is an effective learning process resulting from the application of varied and innovative learning methods.
- 3) The teaching and learning process is supported by teaching media such as textbooks and teaching aids/visual aids so that it helps students' absorption. The teacher as a facilitator applies a cooperative, interactive teaching and learning process, both individually and in groups. There is a participatory learning process. Students are more active in the learning process. The teacher as a facilitator of the learning process encourages and facilitates students in finding their own way/answer to a problem.
- 4) Students are involved in various activities that develop competence by emphasizing the process of learning through doing things (learning by doing, demos, practice, etc.).
- 5) Class Arrangement; Students are involved in the arrangement of benches, decorations and illustrations depicting science, etc. The classical arrangement of benches (lined backwards) might limit students' creativity in social interaction and group chair work. Students are involved in determining the color of the walls or class wall decorations so that students feel at home in class. Students are involved in displaying student work, test results/ tests, teaching materials and books so that they are artistic and interesting and provide space for reading (reading corner). Benches and chairs should be sized according to the size of Indonesian children's posture and easy to move to create a dynamic class.
- 6) Class Environment; Students are involved in expressing their ideas in creating a school environment (determining the color of class walls, decorations, suggestion boxes, wall magazines, school gardens), availability of clean water, hygiene and sanitation facilities, hygiene facilities and health facilities, sanitation facilities such as toilets, washing places, adapted to the child's posture and age. Policies/regulations that support hygiene and health are implemented in schools. These policies/rules are agreed upon, controlled and implemented by all students (of-by-and for students)".

c. Principles of Developing Child-Friendly Schools

According to Kristianto (2011), there are several principles that might be applied to develop child-friendly schools, including: "a. Schools are required to be able to present themselves as a medium, not just a fun place for children to learn. b. The child's world is "play". It is in playing that children actually carry out the process of learning and working. School is a playground that introduces healthy competition in a teaching and learning process. c. Schools need to create space for children to talk about positive values. The goal is for a dialectic to occur between the values given by education to children. d. Educators do not need to feel threatened by students' assessments because basically values do not add to the reality or substance of objects, but only values. Value is not an object or an element of an object, but rather the nature, quality, sugeneris that belongs to a certain object which is said to be "good". e. The results of the meeting can be used as material for reflection in a subject matter delivered in class. This method is a strategy for educators to find out the condition of children because in some communities, children are considered an investment in the family, as a guarantee for a place to depend on in old age.

1. Definition of Character Education

According to Ryan & Bohlin (1999), character is a pattern of a person's behavior. People who. Good character has an understanding of goodness, likes goodness, and does that goodness. People whose behavior is in accordance with moral principles are called noble characters.

Some characteristics of people who have character according to Howard Kirschenbaum (1995) include: respect, responsibility, caring, discipline, loyal, brave, and tolerant. A person with noble character has knowledge of his potential, which is characterized by values such as self-confidence, rational, logical, critical,

analytical, creative and innovative, independent, healthy living, responsible, patient, careful, self-sacrifice, courageous, trustworthy, honest, keeping promises, fair, humble, friendly, love beauty (aesthetic), sporty, and steadfast.

David Elkind & Freddy Sweet (2004) state that character education is an effort to help students understand, care about, and behave according to prevailing ethical values. It was further explained that character education is everything that is done by the teacher, which is able to influence the character of students. Teachers help shape the character of students. This includes exemplary how the teacher behaves, the way the teacher speaks or conveys material, how the teacher tolerates, and various other related matters.

RESEARCH METHODS

The research method that will be used in this study is a descriptive method using a qualitative approach. The descriptive method is the method used to describe an ongoing situation and is actual and describes a phenomenon about a problem.

This research was conducted at schools in Sukabumi City, Cikole District, namely at SDN Dewi Sartika CBM. Determination of data sources was carried out selectively with specific aims and objectives where researchers chose those that were considered representative and trusted to become data sources based on considerations to find answers about how to implement children's schools in developing character.

In this study, various techniques were used, namely in-depth interviews, observation, and documentation studies. Interviews are conversations with a specific purpose. This conversation was conducted with two parties, namely the interviewer (interviewer) who asked questions and the interviewee (interviewee) who provided answers to the interviewer's questions. Observational data collection techniques were used because the

research concerned work processes and 4 teachers as vice principals, 1 treasurer, 1 teacher and 1 operator to be observed. In the process of developing the instrument, the researcher used several stages, namely: making a research grid, describing the research grid on

interview and observation guidelines, consulting supervisors about interview and observation guidelines, conducting field research. The data that has been collected was analyzed using qualitative and quantitative analysis.

Table 1. Data of the Vice Principal, Teachers and TU of SDN Dewi Sartika CBM

NO	TEACHER NAME	TEACHING TASK
1	Rika Opsari, M.Pd	Deputy Head of School for Curriculum.
2	Aan Andriyani, S.Pd	Treasurer of School Operational Costs.
3	Gina Damayanti, S.Pd	Vice Principal for Student Affairs.
4	Jajat Sudrajat, S.Pd	Vice Principal of Public Relations.
5	Nurwahid, S.Pd	Deputy Principal for Facilities.
6	Anna Meitha Sari, S.Pd	Teacher Representative.
7	Halimatusadiyah, S.Kom	Administrative Staff and School Operators.

Based on the population above, the researchers took samples by means of saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors (Sugiyono, 2013). Based on the quote above, the authors made all teachers at SDN Dewi Sartika CBM Sukabumi City the research sample, namely 7 people.

Data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and made easier by them (Sudaryono, 2013).

After the data in this study were collected, they were then analyzed using descriptive statistical analysis. The level of teacher competence in the learning process can be determined by comparing M (%) or the average percent to the LAP scale of five with the criteria described in table 01 below.

Table 2. Five Scale Conversion Guidelines

Percentage %	Criteria
90 – 100	Very good
75 – 89	Well
65 - 74	Enough
40 - 64	Not enough
0 - 39	Very less

Source: Dantes (2009)

RESULTS AND DISCUSSION

Based on the results of monitoring regarding the preparation, implementation and supervision of this action research, various

data were obtained from both the vice principals, administration and school operators. The description of the results and

research findings is as follows. George R. Terry divides the four basic functions of management, namely Planning (Planning), Organizing (Organizing), Actuating (Implementation) and Controlling (Supervision). These four management

functions are abbreviated as POAC. In this study the researchers tried to describe and analyze the four management functions.

The stages of implementing academic supervision are as follows:

Table 3. Stages of Implementation of Child Friendly Schools

Implementation stages	Description of activities
Planning	<ol style="list-style-type: none"> 1. Carry out a study of 8 SNP. 2. Create a child-friendly school implementation program.
Organizing	<ol style="list-style-type: none"> 1. Create a program implementation team. 2. Dividing the tasks of the program implementation team.
Actuating	<ol style="list-style-type: none"> 1. Launching of a child-friendly school. 2. Make a joint commitment to implementing friendly schools. 3. Prepare child-friendly infrastructure. 4. Implementation of child-friendly schools into the 8 National Education Standards. 5. Determine achievement targets for the 8 National Education Standards
Controlling and follow-up	<ol style="list-style-type: none"> 1. monitor the results of observations of program implementation. 2. follow-up plan.

In the planning stage, a review of the 8 National Education Standards at SDN Dewi Sartika CBM was first carried out and an implementation program was created.

At the organizing stage, activities are carried out to create a program implementing team and divide the main tasks and functions according to their positions.

At the implementation stage, the activities began with launching child-friendly schools, making a joint commitment to implementing child-friendly schools, preparing child-friendly facilities and infrastructure, implementing friendly schools into the 8 SNPs, and setting achievement targets for the 8 National Education Standards.



Figure 1. Launching and Joint Commitment of Child Friendly Schools



Figure 2. Preparation of Child Friendly School Facilities and Infrastructure

Based on Figure 2. The school has prepared facilities and infrastructure such as building repairs, classrooms, prayer room, reading corner, toilets, waiting area, science

pool, repair of tables and chairs, school library, lab. Computers and other supports also provide sticky pictures of invitations and suggestions.

Table 4. Implementation of child-friendly schools into the 8 National Education Standards

No	Standard	Description
	Graduate competence standard.	
1	Used as an assessment guide in determining student graduation from educational units.	<ul style="list-style-type: none"> • Graduate of have a non-violent attitude • Graduates have a high tolerance attitude • Graduate of have an attitude of caring for the environment • Graduate of have a loyal friend • Graduate of has a proud attitude towards the school and its alma mater.
2	Standard Content- The basic framework and structure of the curriculum <ul style="list-style-type: none"> • Burden study. 	<ul style="list-style-type: none"> • Content Standards include the implementation of Child Friendly Schools • Legal basis stated The Child Protection Act (UUPA)

- Curriculum educational unit level.
 - Calendar Education / academic.
- Standard
3. Educators and Education Personnel
4. Process Standard
5. Facilities and Infrastructure Standards
6. Financing standards
7. Management
8. Standard educational assessment
- Violence free school is good:
- Physical violence (physical abuse).
 - sexual violence (sexual abuse), occurs if
 - emotional abuse (emotional abuse) Child neglect.
- Active, creative, effective learning
- Class arrangement
 - Seating arrangement
 - Students are involved in displaying their work
 - School environment size benches and chairs
 - Students are involved in opinions
 - The teacher is directly involved in maintaining cleanliness
 - Sanitary facilities such as toilets, washing places, adapted to posture and facilities.
 - HEALTHY Canteen
 - Futsal field
 - A smoke-free school environment
 - Availability of clean water, hygiene and sanitation facilities,
 - Examples of school rules.
 - Providing places and facilities to play
 - Child not involved in financial matters related to people's obligations parent/ guardian student
 - Not collecting fees for students for reasons of seeking additional funds (*no pressure and satire for children who are unable to give)
 - Programs tours are discussed transparently with parents and children (allegedly there is an element of "coercion").
 - The teacher's rules are displayed so that children can read
 - Sanctions given to children who violate the rules are agreed between teachers, children and parents at the beginning of the school year.
 - Application of logical consequences for rule violators. Example: implementing "points"
 - Provision of "reward" socialized to the school community at the beginning of the school year.
 - School programs/school policies are disseminated to the school community.
 - Provide rewards for children with academic and non-academic achievements.
 - Provide guidance and motivation to children who are less successful in evaluation.
 - Do not embarrass the child in front of his friends for his lack of achievement
 - The teacher transparently explains the assessment criteria to the children.

- Correcting and grading Homework.
- Children are given the opportunity to evaluate the teacher's performance.

At the organizational stage here, determine a special team for the implementation of child-friendly schools as shown in the following figure:

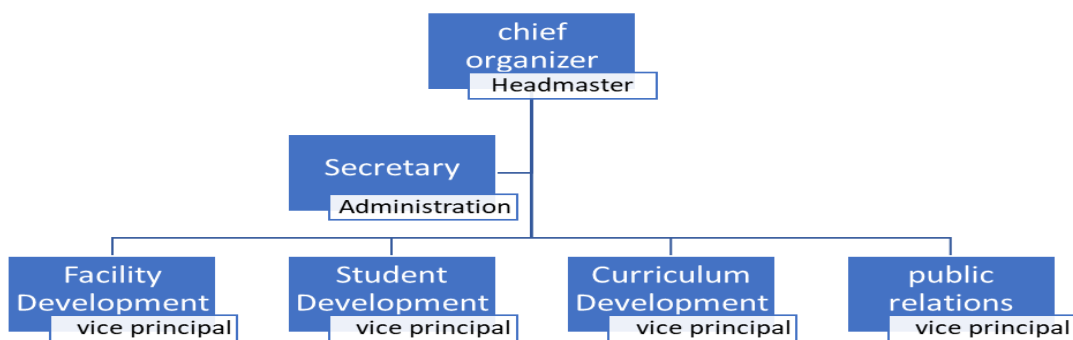


Figure 3. Special Team for Child Friendly Schools

After carrying out the stages of planning, organizing, implementing and supervising the development of a children's school development strategy, as shown in the following figure:



Figure 4. Child Friendly School Development

Based on Figure 4, the development of a child-friendly school begins with an analysis of the condition of the school, determining the direction of school policy, then developing a development strategy, and making target achievements.

Table 5. Recap of Research Results

No	Name	Attitudes Toward Students	Learning Method	Teaching and learning process	Student Engagement	Student Engagement	Class Environment
1	Rika Opsari, M.Pd	4	4	4	4	4	3
2	Aan Andriyani, S.Pd	3	3	4	4	3	3
3	Gina Damayanti, S.Pd	3	4	3	4	3	4
4	Jajat Sudrajat, S.Pd	3	4	4	4	3	3
5	Nurwahid, S.Pd	3	4	3	4	3	3
6	Anna Meitha Sari, S.Pd	4	3	4	3	4	3
7	Halimatusadiyah, S.Kom	3	3	4	4	4	3
Average		3,29	3,57	3,71	3,86	3,43	3,14
Prosentase criteria		82,14	89,29	92,86	96,43	85,71	78,57
		Well	Well	Very good	Very good	Well	Well

Based on table 5. Recap of the research results, good results were obtained for each component of the research questions starting from attitudes towards students of 82.14% good criteria, learning methods of 89.29% good criteria, teaching and learning process of 92.86% very good criteria, student involvement is 96.43% very good criteria, class arrangement is 85.71% good criteria and class environment is 78.57% good criteria.

Attitudes towards students amounted to 82.14% related to fair treatment of male and female students, intelligent-weak, rich-poor, normal-disabled, children of officials-labor children, Application of local religious, social and cultural norms. As well as affection for students, paying attention to those who are weak in the learning process because giving physical and non-physical punishments can traumatize children. Mutual respect for children's rights, both between students,

between staff, education as well as between education staff and students.

Learning Method 89.29% is related to the learning process occurring in such a way that students feel happy following the lesson, there is no fear, anxiety and anxiety, students become more active and creative and do not feel inferior because they compete with other students. There is an effective learning process resulting from the application of varied and innovative learning methods. For example: learning does not have to be in the classroom, the teacher as a facilitator of the learning process uses tools to increase interest and pleasure in competency development, including the school environment as a learning resource (markets, gardens, rice fields, rivers, seas, etc.).

The teaching and learning process achieved 92.86% supported by teaching media such as textbooks and teaching aids/visual aids

so that it helps student absorption. The teacher as a facilitator applies a cooperative, interactive teaching and learning process, both individually and in groups. There is a participatory learning process. Students are more active in the learning process. The teacher as a facilitator of the learning process encourages and facilitates students in finding their own way/answer to a problem. Students are involved in various activities with an achievement of 96.43% related to developing competencies by emphasizing the process of learning through doing things (learning by doing, demos, practice, etc.).

Classroom arrangement 85.71% of students were involved in setting up chairs, decorations and illustrations depicting science, etc. Classroom environment 78.57% of students were involved in expressing their ideas in creating a school environment (determination of class wall colors, decorations, suggestion boxes, wall magazines, school gardens), availability of clean water, hygienic and sanitation facilities, hygiene facilities and health facilities, Sanitary facilities such as toilets, washing places, are adapted to the child's posture and age.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the implementation of child-friendly schools at Dewi Sartika CBM Elementary School, it went according to the program plan with an average achievement of 87.50%, good criteria, an increase of 32.5%. The good character of the child increases when the learner really understands, cares for, and behaves according to prevailing ethical values such as self-confidence, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, patient, careful, willing to sacrifice, brave, trustworthy, honest, keeping promises, fair, humble, friendly, love beauty (aesthetic), sporty, and steadfast. Individuals also have the

awareness to do the best or excel, and act according to their potential and awareness

The implementation of child-friendly schools in developing student character can bring positive results to prepare schools that are ideal, safe and comfortable for learning activities, of course by implementing them properly, as has been implemented at SDN Dewi Sartika CBM. The stages of planning, organizing, implementing and supervising are then developed to make it even better, starting from analyzing school conditions, determining the direction of school policies, then making development strategies, and making target achievements.

Recommendation

In implementing child-friendly schools in schools so that they run well there are things that must be considered including 1. need to be planned systematically and planned to get even better results, 2. in organizing child-friendly schools it is necessary to involve the school community so that collaboration occurs, a sense of ownership and responsibility, and 3. the need for active involvement of related agencies.

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