

THE ROLE OF THE SCHOOL PRINCIPLE IN THE IMPLEMENTATION OF CHARACTER EDUCATION IN CHILD-FRIENDLY SCHOOL

Sindi Ladya Baharizqi¹

Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia

Leli Halimah²

Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia

Marlina Eliyanti³

sindi.ladya@upi.edu, lelihalimah@upi.edu, marlina.eliyanti@uniku.ac.id

ABSTRACT

Child-friendly schools are schools that are based on children and learning processes that must be supported by positive, healthy and safe social, physical and emotional surroundings. SDN 1 Cigadung is a child-friendly pilot school in Kuningan District. This type of research is qualitative with a case study type. The purpose of this research is to find out the role of the school principal in the implementation of character education at SDN 1 Cigadung. The results of this study are 1) The role of the principal in the implementation of child-friendly schools at SDN 1 Cigadung. 2) Driving and inhibiting factors for the role of the principal in the implementation of child-friendly schools at SDN 1 Cigadung.

Keywords: Character Education, Child Friendly Schools, The Role of School Principals.

INTRODUCTION

According to data from the Indonesian Child Protection Agency (KPAI) from 2019 to 2021, the number of violent crimes against children continues to increase. The data shows a significant increase in the number of cases in 2020 compared to the previous year. The education cluster also experienced a significant increase from the previous year with 1451 cases in 2020. This proves that schools have not been able to create a comfortable and safe place for children. Schools, which should be a second home for children, can become a dangerous place when violence occurs. A good school is a school that is able to create comfort in children (Thomas et al., 2018). However, in reality there are still schools that do not provide a sense of security and comfort to students. Violence that occurs in schools does not only include physical, psychological, or sexual crimes, but can be in the form of bullying, teasing, and punishment, and is not educational for children.

This incident is a weakness in the provision of education in Indonesia. Therefore, the current government prioritizes the protection of children who get violence from the environment. As stated in Law Number 23 of 2002 which has been revised into Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection in article 54 which reads: "(1) children in and around education units must receive protection from acts of physical, psychological violence, sexual crimes, and other crimes committed by educators, education personnel, fellow students, and / or other parties. (2) protection as referred to in paragraph (1) is carried out by educators, education personnel, government officials, and/or the community." In addition, in fulfilling children's rights, the government builds an education system that is oriented towards the interests of children's rights, namely through a child-friendly school program. This led the Ministry of Women's Empowerment and Child Protection to issue

Minister of Women's Empowerment and Child Protection Regulation No. 8 of 2014 concerning Child Friendly School Policy which is a rule of education, formal, non-formal and informal that is safe, clean and healthy, caring and environmentally cultured, filling, respecting children's rights and protecting children from violence, differences and other mistreatment and supporting children's participation, especially in planning, policy, learning, supervision, complaint mechanisms related to the fulfillment of children's rights and protection in education units. Child-friendly schools are institutions that recognize and respect children's rights to education, health, play, protection against violence and discrimination, free expression of opinion and decision-making according to their abilities. (Wurdayani, W et al 2018).

Child-friendly schools emerge as a policy that aims to fulfill, guarantee and protect children's rights in the school environment to avoid incidents of violence and non-educational activities that can interfere with children's mental conditions. The school as an educational unit makes the child-friendly school program a systematic and planned work to fulfill, guarantee and protect children's rights to create a generation that is not only intelligent, but also tolerant, respectful and acceptable to society so that schools feel comfortable from an early age for children intellectually, spiritually and above all emotionally. (Ramdhan, R and Torro S, 2022).

Based on data in the field, SDN 1 Cigadung became a pilot for child-friendly schools at the elementary school level in Kuningan Regency in 2021 through an award certificate given directly by the Kuningan Regent. At SDN 1 Cigadung there are still some who mock each other. In addition, hostility to fights between classes also still occur. The implementation of child-friendly schools at SDN 1 Cigadung has increased, until now SDN 1 Cigadung is still trying to maintain and fulfill rights during education. SDN 1 Cigadung is a school that highly values children's rights while studying at the school. This can be seen from the school's vision and mission, school goals, school rules, teacher discipline, student discipline, staff discipline, facilities and various programs to realize children's rights. SDN 1 Cigadung tries to ensure children's safety by conducting direct supervision and also through CCTV installed in every corner of the school.

Overcoming this requires involvement in creating child-friendly schools with reliable leaders who can overcome existing problems (Dakir, 2018). In carrying out their duties and responsibilities, school principals need strategies and innovations to guide the decisions to be taken (Dewi, R, 2021). Principals as school leaders must have an important role in the implementation, responsibility for policies and programs that have been made and planned, especially the achievement of child-friendly school programs. The author is interested in this research because the principal plays a strategic role in the world of education and supports existing policies and programs for the expected success of education.

RESEARCH METHODS

This research is a case study approach. The data in this study include various detailed descriptions of the problems studied, which are then described descriptively to find out how the principal's role in the implementation of character education at SDN 1 Cigadung. This research was conducted in a public elementary school in Kuningan Regency. SDN 1 Cigadung is a public elementary school that has been recognized as a child-friendly pilot school. Data collection in this study used observation, interview and documentation techniques. This aims to make the data obtained representative enough to describe the phenomenon at the research

location. The data collection instruments used interview, observation, and documentation guidelines prepared by the researcher.

RESULTS AND DISCUSSION

1. Implementation of the Child-Friendly School Program in Developing Character in Students

Implementation is the process of motivating the organization to perform tasks with enthusiasm and goodwill to achieve its goals. So with this, leaders create agreements and encourage targets that support the achievement of organizational goals (Sumarto, 2019). SDN 1 Cigadung is a pilot school for child-friendly schools. The Child Friendly School Program has been implemented with high commitment by all residents of SDN 1 Cigadung. Based on the research results, the implementation of the child-friendly school program at SDN 1 Cigadung is running well in accordance with the vision and mission of SDN 1 Cigadung. The implementation of activities has provided positive results in accordance with the goals and objectives of the implementation of the Child Friendly School program. Along with the title as a child-friendly school, various school policies to ensure and fulfill children's rights in every field of learning are carried out in a planned and responsible manner. The main principles are non-discrimination of interests, the right to life and respect for children. This is in accordance with the SRA (Child Friendly School) standard from the Indonesian Child Protection Commission (KPAI) states that the indicators include (1) Child Friendly School (SRA) policy, (2) implementation of child-friendly learning, (3) educators and education personnel trained in children's rights, (4) SRA facilities and infrastructure, (5) child participation, (6) participation of parents/guardians, the business world, community institutions, stakeholders and alumni.

The implementation of the Child Friendly School Program is carried out with various stages of implementation, as follows socialization, fostering teacher togetherness, habituation, incorporating child-friendly school values in the learning process. The child-friendly school socialization program begins with socialization to teachers, staff and parents. For example, training activities, seminars on character education that must be instilled in students. Then the school seeks to build teacher solidity through monthly briefing activities, carried out in order to always provide an understanding to teachers to link the concept of child-friendly character in learning by conveying the importance of the concept of child-friendly character for personality development. Then the habituation program. Habituation is done by providing a certain stimulus continuously (Hall and Rodríguez, 2017). The habituation that is applied by getting used to saying greetings, greetings, smiles, polite, polite (5S) at SDN 1 Cigadung. One of the efforts of good habituation in school activities is to provide encouragement and good examples or examples. (Wati, E et al, 2021). In addition, the implementation of a child-friendly school policy at SDN 1 Cigadung is carried out by making a written commitment agreed upon by all school members. The creation of a Child Friendly School Policy has the aim of fulfilling, guaranteeing and protecting children, as well as ensuring that educational units are able to develop children's interests, talents and abilities and prepare children to be responsible for a tolerant, respectful and cooperative life for progress and the spirit of peace.(Utami, T et al, 2021).

The implementation of the Child Friendly School (SRA) program has an impact on children's character development, such as students feeling happy with the learning process at school, and increasing active participation of parents in schools. So that the

implementation of child-friendly school programs can provide progress such as the creation of good and polite children's characters, as well as having good socialization skills and life skills. This research is relevant to previous research which states that child-friendly education is effective for increasing student creativity (Lian et al., 2018). According to Awaluddin in Misnatun (2016), the implementation of child-friendly schools can be carried out: (1) learning together as a learning community; (2) focusing on children as the center of learning; (3) encouraging children to participate in learning by giving children the freedom to be creative and express opinions; (4) teachers are to provide the best educational services without distinguishing the social status of their students; (5) accustoming children to tolerance by respecting parents and loving their siblings; (6) avoiding unreasonable punishment and replacing punishment with constructive punishment; and (7) implementing PAIKEM-based learning strategies.

So this is in accordance with what happens at SDN 1 Cigadung, which prioritizes a child-friendly attitude towards students. at SDN 1 Cigadung it is not legal to yell at children and hurt both physically and psychologically. For example, if students are late for school, they will be punished by picking up trash and doing activities to clean up the school environment or assigning tasks independently. This is done to internalize the value of cleanliness and protecting the environment by giving a deterrent effect to students so that mistakes are not repeated. In addition, the school also monitors child-friendly learning in every learning plan formed by the teacher. During the learning process, learning is done in a fun way while interspersed with the cultivation of character values. Each teacher pays attention to all students without discrimination, so as not to create jealousy in each student. The relationship between parents and teachers in guiding children's development is extraordinary at SDN 1 Cigadung. The school understands its essence and strengths in education. Cooperation with parents is essential for children's development. One of the programs implemented to overcome this problem is to form a group on the Whatsapp application consisting of parents and homeroom teachers. The school continuously communicates with parents through the WhatsApp group. When making policies, parents are invited to discuss together in order to reach an agreement.

The advantages of child-friendly school characteristics at SDN 1 Cigadung are as follows: (1) child-friendly is a service provided by stakeholders to students in order to provide comfort in accordance with child-friendly principles. The child-friendly principles themselves are not yelling at children, hurting children, making children feel safe, comfortable when they are at school, not discriminating against children (non-discrimination), and not making children feel depressed either physically or psychologically; (2) the form of child-friendly services is that there is no physical punishment, but there is still firmness. When children do things that deviate from the corridor, there is a punishment that is educational in nature; and (3) more emphasis on the ability to dialogue and behave with students rather than emotions.

One of the ways SDN 1 Cigadung instills character values is through extracurricular activities, learning and school environment management activities. These activities are interspersed with massive socialization about good friendly schools with religious values and Pancasila. The enthusiasm of students in participating in this activity is very good, based on data obtained at the school, all students carry out this activity until it is completed. In addition to value planting, there was socialization about the forms and characteristics of various violence and sexual harassment on the internet. This is done because there are still many students who do not understand and are not aware of the various forms of sexual harassment and violence that are commonly carried out on the internet. The complaint

mechanism when students are found to receive various deviations is also not overlooked to continue to be socialized to students.

2. Supporting and inhibiting factors of school principals towards the implementation of child-friendly schools in elementary schools

Based on research conducted at SDN 1 Cigadung, the principal has carried out his role as educator, manager, administrator, supervisor, and leader related to the child-friendly school program. In improving the quality of teaching staff, the principal of SDN 1 Cigadung carries out his role as a manager by providing training and socialization of child-friendly schools to teachers, as an administrator who coordinates students with teachers, a supervisor who controls the implementation of child-friendly school programs and as a leader in the implementation of existing school policies that are running. This is in line with the opinion of Dewi, R (2021) Not only carrying out their main duties, principals also have other roles and responsibilities. The role of the principal is as an educator, manager, administrator, leader and supervisor. The principal as an educator plays a role in educating and fostering his school community.

Push factors are things that provide additional support, help, support and speed up the work process. The principal's role in child-friendly schools at SDN 1 Cigadung is driven by external and internal factors. The first internal factor is the motivation or drive to improve the quality of education in order to educate the nation's life, shape the character and civilization of a dignified nation. In addition, the quality of the school is because SDN 1 Cigadung is one of the favorite schools with various achievements that support the implementation of friendly schools. In addition to internal factors, external factors also participate as supporting factors, namely the commitment and participation of related parties outside the school community.

In relation to the role of the principal towards child-friendly schools at SDN 1 Cigadung, there are several inhibiting factors encountered, namely a) low awareness of the low awareness and participation of parents, b) inadequate allocation of funds, c) the difficulty of organizing several teacher members to be involved in the school.

CONCLUSIONS AND SUGGESTIONS

SDN 1 Cigadung is a child-friendly pilot school in Kuningan district. The implementation of child-friendly schools at SDN 1 Cigadung is overall good, namely in terms of communication, resources, and disposition, which are good because they are in accordance with the standards for implementing child-friendly schools, although there are several things that have not been implemented. SDN 1 Cigadung seeks to implement school policies to guarantee and fulfill children's rights in every aspect of learning in a planned and responsible manner in order to instill character values in students in accordance with the 6 core components of Child Friendly Schools, namely Child Friendly School (SRA) policies, child-friendly learning, rights-trained educators and education personnel, child-friendly infrastructure, child participation, and participation of parents/guardians, communities, businesses/industries, and alumni as well as through the implementation of special programs.

The role of the Principal in implementing the Child Friendly School (SRA) program to develop character in students at SDN 1 Cigadung with his role as a ducator, administrator, manager, supervisor, and leader. The role of the principal is driven by factors, namely external and internal factors. While some of the inhibiting factors encountered are a) low awareness of

the low awareness and participation of parents, b) inadequate allocation of funds, c) lack of activeness of some teacher members.

ACKNOWLEDGMENTS

The authors would like to thank SDN 1 Cigadung for their cooperation and the lecturers who guided the writing of this article.

REFERENCES

- Dewi, R. (2021). Strategi Kepala Sekolah Dalam Implementasi Program Sekolah Ramah Anak. *Jurnal Inspirasi Manajemen Pendidikan Volume 09 Nomor 02 Tahun 2021*
- Dakir. (2018). *Pengaruh Gaya Kepemimpinan Situasional Kepala Sekolah Dalam Supervisi Akademik Terhadap Kompetensi Profesional dan Kinerja Guru*. Yogyakarta: K-Media.
- Hall, G., & Rodríguez, G. (2017). Habituation and conditioning: Saliency change in associative learning. *Journal of Experimental Psychology: Animal Learning and Cognition*, 43(1), 48.
- Ikbal, M. Et. All. (2020). Pengelolaan Lingkungan Dalam Mewujudkan Sekolah Ramah Anak Di Sma Negeri 45 Jakarta: Sekolah Tinggi Ilmu Ekonomi Indonesia.s
- Indrawan, I., et al. (2020). Manajemen Pendidikan Karakter. *In Paper Knowledge . Toward a Media History of Documents*
- Kadarsih, I, dkk. (2020). Peran dan Tugas Kepemimpinan Kepala Sekolah di Sekolah Dasar: Edukatif : *Jurnal Ilmu Pendidikan Volume 2 Nomor 2 Tahun 2020 Halm 194- edukatif: jurnal ilmu pendidikan Research & Learning in Education* <https://edukatif.org/index.php/edukatif/index>
- Kementrian Pemberdayaan Perempuan dan perlindungan anak mengeluarkan Permen PPPA Nomor 8 Tahun 2014 tentang kebijakan Sekolah Ramah Anak.
- Kementrian Pendidikan dan Kebudayaan No. 6 Tahun 2018
- Lian, B., et al. (2018). Giving creativity room to students through the friendly school's program. *International Journal of Scientific and Technology Research*, 7(7), 1–7. <https://doi.org/10.31219/osf.io/zebpd>
- Nuriati, Azis Muhammad, A. H. (2022). Peran Kepala Sekolah dalam Meningkatkan Kinerja Tenaga Guru Sekolah Dasar dan Sekolah Menengah Pertama. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), 565–571.
- Misnatun. (2016). Pola Pembentukan Karakter Anak melalui Pendidikan Ramah Anak dalam Prespektif Pendidikan Islam. *TADARUS: Jurnal Pendidikan Islam*, 5(2).
- Mulyasa. (2013). *Menjadi Kepala Sekolah Profesional*. Jakarta: PT Remaja Rosdryakarya,
- Mariam Orkodashvili. (2013). Quality Education through Child-Friendly Schools: *Resource Allocation for the Protection of Children's Rights. Revista Romaneasca pentru Educatie Multidimensionala*, 2013, Volume 5, Issue 1, June, pp:101-109. <http://revistaromaneasca.ro>

- Ramdhan, R dan Torro S. (2022). Peran Komite Sekolah Terhadap Pelaksanaan Sekolah Ramah Anak Di Smpn 2 Parepare. *Pinisi Journal Of Sociology Education Review; Vol. 2; No.1; Maret 2022*
- Ramdhani, M. A. (2014). Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter. *Jurnal Pendidikan UNIGA: Jurnal Pendidikan Universitas Garut, 8(1), 28–37.* <https://journal.uniga.ac.id/index.php/JP/article/view/69/70>
- Rangkuti, S. R., & Maksum, I. R. (2019). Implementasi Kebijakan Sekolah Ramah Anak Dalam Mewujudkan Kota Layak Anak di Kota Depok. *Publik (Jurnal Ilmu Administrasi), 8(1), 38.* <https://doi.org/10.31314/pjia.8.1.38-52.2019>
- Siaran-Pers-Catatan-Hak-Anak-Tahun-2021.pdf
- Sumarto. (2019). Manajemen Mutu Sekolah Melalui Pelaksanaan dan Pengawasan Program Kerja. *Jurnal Literasiogi. 2 (2): 164.*
- Suwandayani. (2020). Peran Budaya Sekolah dalam Pembentukan Karakter Anak Sekolah. *Prosiding Senasgabud.*
- Thomas, S., Jose, K. A., & Kumar, P. A. (2018). Child Friendly Schools: Challenges and Issues in Creating a Positive and Protective School Environment. *In Positive Schooling and Child Development (pp. 233–248).*
- Undang-Undang Republik Indonesia Nomor 35 Tahun 2014 tentang Perlindungan Anak.
- Utami, T dkk. (2021). Implementai Sekolah Ramah Anak Di SDN Lempuyangwangi Kota Yogyakarta: *POPULIKA/Vol. 9 No. 2 Tahun 2021.*
- Wahyudin, W. (2017). Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School: *International Education Studies; Vol. 10, No. 3; 2017 ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education. URL: https://doi.org/10.5539/ies.v10n3p215*
- Wati, E, dkk. (2021). Strategi Penerapan Program Sekolah Ramah Anak Di SD Negeri Kasihan Bantul: *Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran 18 Volume 5 Nomor 1 April 2021 e-ISSN: 2549-9114 dan p-ISSN: 2549-9203. DOI: https://doi.org/10.26858/pembelajar.v5i1.15681*
- Wurdayani, W dkk. (2018). Implementasi pemenuhan hak anak melalui sekolah ramah anak. *Jurnal Civics: Media Kajian Kewarganegaraan Vol. 15 No. 1 Tahun 2018.* <https://journal.uny.ac.id/index.php/civics/index>
- Yosada, K dan kurniatai, A. (2019). Menciptakan Sekolah Ramah Anak: *Jurnal Pendidikan Dasar Perkhasa P-ISSN 2461-078X E-ISSN 2654-783X JPDP 5 (2) (2019) 145-154 .* <http://jurnal.stkippersada.ac.id/jurnal/index.php/JPDP/>