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IMPLEMENTATION OF CHARACTER EDUCATION THROUGH CHILD-FRIENDLY SCHOOL PROGRAMS

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ABSTRACT

This study aims to analyze character education practices in schools with child-friendly policies. The method used was descriptive qualitative with a short sentence. The results of interviews and observations yielded phenomenological results. Data collection techniques were conducted through interviews, observations, and documentation using source triangulation involving the principal, teachers, and students. The research results show that the implementation of Child-Friendly School-based character education has been carried out through various programs such as fostering discipline, religous activities, strengthening social values, and creating a safe and comfrotable learning environment for students. Furthermore, the active participation of all school members significantly supports the program`s success. However, several obstacles remain, sucg as limited supporting facilities and a lack of consistency in policy implementation. Therefore, it can be concluded that the practice of character education through the Child-Friendly School policy has a positive impact on the formation of student attitudes and behavior.

Keywords: *Education, Character, Child friendly*

INTRODUCTION

Education is something stages targeted learning For increase knowledge, abilities, attitudes, and characteristic individuals to be able to become a better person good and able undergo life with good in society. According to [1] Education is A planned business with aware For create environment learning and teaching process so that participants educate in a way active can develop potential himself . Meanwhile according to [2] Education is something planned activities in a way systematic For form atmosphere learning and methods learning so that students can grow potential self they in a way active as well as own spiritual power, ability control self, character, intelligence, morals, knowledge life, insight general, and required skills . The goal is for them own related spiritual powers with religion, able control self, have good personality, intelligence, high morals, and required skills Good For himself Alone and for society. With the existence of education can also change behavior and attitudes every individual. Education is not only focus on insight, but also on development nature. School own not quite enough significant answer in implant values like discipline, responsibility answer, and each other honor through various activities in the environment school. One of the steps that can be taken taken is with apply policy supportive schools children, namely create atmosphere a safe, comfortable and respectful school rights children. With existence policy this, students can learn and grow with Good without experience violence or treatment discriminatory.

According to [3] characcter education is an approach that educates ethical values which include understanding, awareness or intention, and behavior to realize these

values, both towards god almighty, oneself, others, the environment, and the nation. The educational process in schools aims to instill and hone students` abilities, thereby developing individuals with good morals.schools serve not only as a platform for skill development but also as a platform for fostering social awareness within the community, ensuring smooth interactions within the community. A student`s character can be seen and assessed through their interactions with others. One of the characyeristics of humans, besudes being indiviuals, is that they are social beings[4]

Child-friendly schools according to [5] are schools that were established as an effort to realize the fulfillment of children's rights and protection while they are at school.Whereas based on [6] school friendly child is something approach or draft in purposeful education For create environment conducive, safe and supportive learning development as well as welfare children So can concluded that Child-Friendly Schools are institutions that actively strive to ensure and fulfill children's rights in every aspect of life in a planned and responsible manner.

From the explanation above, practice education character and school friendly children are very important. One of them role educator is teach participant educate in supervise development character and teaching environment active and conducive learning with implant values character in personality participant educate.

METHOD

Study This use approach qualitative descriptive. For understand in a way deep practice education character-based policy Child-Friendly Schools. Research implemented in one of the school the basis that has been implementing the Child Friendly School program, namely at Mejing 2 Public Elementary School. Subject study consists of from head selected schools, teachers, and students by purposive sampling, namely based on involvement they in implementation of educational programs character. Data collection techniques are carried out through interview in-depth, observation direct, and study documentation with head data triangulation schools, teachers, and students.

RESULTS AND DISCUSSION

Child-Friendly School Policies And Programs Focus Head School

School own role important in build atmosphere safe, comfortable, and learning support growth child. One of the steps taken is implementation Child-Friendly School policies and programs that emphasize the fulfillment of right as well as protection children in the neighborhood school. According to [7], Head school own not quite enough expected answer For lead and manage institution education said . His task designing, organizing, managing, coordinating, and supervising all activities carried out by the school including the Child Friendly School program. Therefore that, in the discussion This will review about Child-Friendly School policies and programs with emphasis on the role head school.

From the results observation with Head Schools at Mejing 2 Public Elementary School received results that School School apply policy about management plant with

choose types plants that do not dangerous For children. Plants that can cause danger will removed for create a safe atmosphere. This is allows children play with calm and get protection. In addition that, the school also has application complaints that can be used For convey various problems, including acts of bullying. Bullying has occurred become A action increasing crime exacerbated by low understanding and concern public about bullying, as well as Not yet effectiveness rule from government and the implementation of the program in institutions education. For support action oppose bullying, Indonesia implements anti-bullying strategies through application programs complaints made . With existence application complaint the Can strengthen development character students, especially in foster a sense of empathy and responsibility answer, and each other honor [8]

Objective main implementation This Child Friendly School emphasize how importance build atmosphere supportive schools comfort and happiness for students. A secure environment security and order can support student For feel tranquility, which allows they more concentration moment Study. Every day school carry out activity apple Morning that is prayer together, memorization letters short, singing Indonesian national anthem, singing song national, reading the text of Pancasila. With existence activity apple Morning the so that children can trained attitude discipline. In a way alternate children requested For read Pancasila text in front other friends. On the day Tuesday Thursday there is activity memorization, which can increase faith and devotion. Besides that, school always carry out activity routine daily, weekly, or spontaneous.

Based on interviews, Mejing 2 Public Elementary School develops character values through the implementation of a child-friendly school program. The values instilled include discipline, honesty, mutual cooperation, and caring [9] Discipline is attitude fundamental for students who encourage they act regular in reach purpose . With discipline, children accustomed to undergo a good and giving life impact positive for self Alone as well as environment The value of discipline is instilled through routine morning assembly and flag ceremonies. This habituation aims to foster discipline in students in their daily lives, both at school and outside of school.

The Honesty Canteen program trains students to behave honestly, even without direct teacher supervision, and fosters a sense of responsibility. In this activity, students work together to clean the school environment, including classrooms, the yard, and the surrounding area. Furthermore, Mejing 2 Public Elementary School also implements the value of caring, where students are accustomed to helping each other . This attitude reflects a sense of empathy, togetherness, and social awareness among students. In [10] The term " honest " in The Indonesian Dictionary refers to characters someone who says in accordance reality, have sincerity heart, can trusted, and No do violation of law trust . Besides that, learning in a way in groups can be one of effective way For applied, so that student need grow attitude each other mutual help as part from mutual cooperation [11].

The role of the principal at Mejing 2 Public Elementary School in ensure Success schools are greatly influenced by leadership head school in direct development as well as take policies in various aspect . Mensures that the child-friendly school program is implemented well through coordination with teachers and students, joint program preparation with the team, and supervision of activity implementation. In addition, the principal provides direction if there are deficiencies and conducts evaluations as an improvement effort so that subsequent activities can run effectively. However, in the implementation of the child-friendly school program there are still obstacles, the obstacles found are bullying behavior between students. However, when this occurs, teachers and the principal immediately take action by providing education to students about the impact and importance of avoiding bullying behavior. This effort is carried out as a form of guidance so that students understand the importance of mutual respect and creating a safe and comfortable school environment.

Based on the discussion above, it can be concluded that the child-friendly school program at Mejing 2 Public Elementary School has been implemented through various policies and activities that support a safe and comfortable learning environment. This program also plays a role in instilling character values such as discipline, honesty, mutual cooperation, and caring. The principal plays a crucial role in coordinating, supervising, and evaluating activities. Although there are still challenges in the form of bullying behavior, the school has addressed this through education, ensuring the program continues to run smoothly.

Implementation of Character Education in the Classroom: Teacher Focus

character building according to [12] is planting character in implementation education done through teaching, habituation, role model, coercion, and punishment that encourages and shapes character participants educate . Then according to [13] character identical with morals, so that character is values behavior human beings that include all over his activities Good in connection with God, self alone, fellow humans, as well as environment . From several opinion the can concluded that character important For implemented in Education as habituation For push perseverance and instilling values good good for example .

From the results observation with the class teacher at Mejing 2 Elementary School getting results that implementation of character education in elementary schools has executed with Good from beginning class One until class six and planted to student every day. One of the form implementation in character education development is with implemented murojaah (reciting the koran together) every day Tuesday and Thursday For form character, and minimize saying rough and no polite teacher punishes student with memorize letter short . Besides it also exists activity routinely carried out every Morning that is apple morning. Activities the containing appeals, announcements and descriptions through method lecture from necessary events student know.

Excess from implementation of character education This apply implementation of anti-bullying with always look for know problems faced every child good causes and solutions For settlement problem . Bully according to [14] is something behavior that

is carried out Keep going continuously then the victim is very easy in pressure . Frequent obstacles happen is repeated mistakes . Students who have reprimanded often repetitive again and there are also those who do it directly return Good. So it is said that planting character child implemented every moment with objective child always remember which actions are good and which are not need to be an example.

Experience Direct Child-Friendly Character Education Pratices Focus Student

Experience direct student is aspect important in evaluate success Implementation of the Child-Friendly School program. Perspective student give description real about How values character implemented in daily life in the environment school. Based on results interview simple with student 4th grade school basic, obtained a number of findings that show that this program has give impact positive to formation character students. This is in line with draft education character that emphasizes experience direct as means formation values and behavior [15]

Student state that they has know draft Child Friendly School as a safe, comfortable and pleasant environment For learn. This is show that program socialization has been up to the level understanding base students. According to they, comfort at school created Because the existence of good teachers, friendly friends, and free environment from action bullying. Conditions This in accordance with principle Child Friendly Schools that emphasize protection, participation and welfare participant educate In the learning process, students describe teacher's attitude as a patient and supportive figure. The teacher does not only convey material, but also provide attention when student experience difficulty learning. Interaction positive between teachers and students This become factor important in create climate conducive learning at a time implant mark empathy and mutual appreciate. This is in line with opinion that the role of teachers is very important in form character student through positive role models and interactions

Most favorite activities student in education character is Work groups and ceremonies, because through activity the they Study cooperation, discipline, and sense of responsibility answer. Activity based experience like This proven effective in implant mark character Because student involved in a way direct in practice social Impact from this program is also felt in a way directly by students. They confess become more brave, more discipline, and more responsible answer after follow various related activities with education character [16]

With thus, it can concluded that practice education character in framework Child Friendly Schools have walk with Good from corner view students . A safe and supportive environment, a positive teacher role, and supporting activities formation character become factor main the success of this program.

CONCLUSION

From the results of the observations and interviews, it can be concluded that the implementation of character education through the Child-Friendly School program at

Mejing 2 Public Elementary School has shown quite good results in shaping students` attitudes and behavior. This is reflected in various activities that continuously instill the vaules of discipline, honesty, mutual cooperation, and social awareness in students` daily lives, both inside and outside the classroom. This success is supported bt the role of the principal in managing and supervising the program, as well as the involvement of teachers as role models and facilitators in the learning process. In addition, students` active participation in various activities also stregthens the understanding and application of character values through direct experience. Although there are still obstacles such as bullying behavviorand limited facilities, efforts to address them through coaching and evaluation are continuously carried out, so that this program remains an effective step in creating a safe and comfrotable school environment that supports the overall development of students` character.

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