

## Implementation of Child-Friendly School Programs in Shaping Disciplined Character

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Agesta Eka Salindry, \*Yuniar, Afriantoni<sup>abc</sup>

<sup>123</sup>Raden Fatah State Islamic University Palembang, Indonesia.

Corresponding Author: [Agesfarm1@gmail.com](mailto:Agesfarm1@gmail.com)

### A B S T R A C T

This research focuses on the implementation of child-friendly schools. This study aims to explain: 1) The implementation of child-friendly schools 2) Efforts to form the character of student discipline through child-friendly school education; and 3) Supporting and inhibiting factors in the process of implementing child-friendly schools. This research is a qualitative descriptive type. Observation, interviews, and documentation are the methods used to obtain data. The data analysis used in this study was carried out by reducing data, which was then presented in descriptive form, and verified by drawing conclusions. The results of the study show that child-friendly schools that implement child-friendly school policies have a system that is free from violence and discrimination. The implementation of the curriculum which is used in accordance with the development of children, qualified educators and educators who have teacher qualifications. Adequate school facilities and infrastructure. Child participation where the teacher always involves the child in everything they do. Child-friendly school programs depend on the participation of parents and the community. All teachers' efforts to ensure that students come to school and enter on time, perform assigned classwork, sit in designated places, adhere to school and classroom rules to demonstrate orderly behavior, and dress neatly are part of the responsibility and discipline of students in school. The factors that support the implementation of Child-Friendly Schools are positive attitudes and support from various parties, which facilitate as much as possible the facilities and infrastructure for school needs.

**Keywords:** *Implementation, Child-Friendly Schools, Character, Discipline*

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## INTRODUCTION

Child-friendly schools (SRA) were born from two major things, namely the mandate that must be held by the state to fulfill children's rights as stated in the Convention on the Rights of the Child which was ratified by Indonesia in 1990, as well as the demands of Law No. 23 of 2003 concerning child protection which is clear in article 54. Child-friendly schools were developed by UNICEF, using the concept of child-friendly schools as an ideology by providing safe and secure schools, well-trained education resources and adequate learning environments (Khoiruddin, 2016). In realizing a Child-Friendly School, it needs to be supported by various parties, including families and communities, which are actually the closest educational centers for children. A supportive and protective environment that gives children a sense of security and comfort will help the process of finding their identity.

Violence in education is behavior that exceeds the boundaries of the code of ethics and rules in education, both in physical form and abuse of a person's rights. The perpetrators can be anyone: school leaders, teachers, staff, students, parents/guardians, or even the community. If violent behavior exceeds the boundaries of institutional authority, teacher codes of ethics and school regulations, then such violence can lead to human rights violations, and even criminal acts. The form of violence that is often found is in the form of harassment (*bullying*) (Istiningsih et al., 2021).

The components of child-friendly schools include: (1) SRA Policy; (2) Educators and education personnel trained in children's rights; (3) Implementation of a child-friendly learning process with the application of discipline without violence; (4) Child-friendly facilities and infrastructure that do not endanger children; (5) Children's participation; (6)

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Participation of parents, community institutions, the business world, other stakeholders, and alumni. In this case, some disciplines in school, for example: coming on time, dressing according to the rules, being on time in collecting assignments, discipline of attitudes and so on (Violeta & Lessy, 2024). Efforts made by schools to instill character and discipline values involve the role of all components in the school, both from the principal, teachers, students, and all parties in the school. In addition, the existence of a binding discipline will support the formation of disciplined character (Sinta & Nurfadilah, 2018).

A child-friendly school is an ideal concept for school-age children. In child-friendly schools, all education is child-centred and the learning process must be supported by positive, healthy and safe social, physical and emotional conditions. The goal of the child-friendly school program is to commit to providing education that fulfills, guarantees, and protects the rights of children who develop children's interests, talents and abilities as a provision for life in the future as well as create a learning environment safe from violence, bullying including children with special needs by providing support and modification of appropriate learning, overall the child-friendly and caring program does not only create a loophole learning that is conducive and fun but also builds a strong foundation for the holistic development of children's character and potential (Listiwati, 2022). In this case, child-friendly schools also prioritize the values of discipline character for students. Learning discipline is one way to help develop their self-control during the teaching and learning process.

Children can get a limit to correct their wrong behavior with discipline. Discipline also helps children gain a sense of satisfaction due to their loyalty and obedience and also teaches children how to think regularly. Discipline also helps children gain a sense of satisfaction due to their loyalty and obedience and also teaches children how to think regularly. Discipline in the value of the nation's character is an act that shows orderly behavior and obedience to various provisions and regulations (Khodijah, 2024). Learning discipline itself is an effort made by individuals to change behavior both through training and experiences related to knowledge, attitudes and behaviors that apply in the teaching and learning process.

## METHOD

The researcher uses a literature study (library research) to collect data on how to understand and study terrorists from various literary sources related to terrorism literature. There is an empathetic stage of literature study, which involves applying the necessary tools to the library, compiling a bibliography of the works, organizing time, and reading or recording the literary materials (Firmansyah et al., 2021). Data collection is carried out using methods of searching for sources and constructing knowledge from various materials, such as books and journals that have already been published. The library materials obtained from these various sources of information are analyzed critically and in depth to support the proposals and ideas (Adlini et al., 2022). The validity technique used is data triangulation.

## FINDINGS AND DISCUSSION

The results of the study show that the implementation of Child-Friendly Schools in shaping the character of discipline. These results were collected through observation, interviews, and documentation. The purpose of this data collection is to find and obtain information about the Implementation of Child-Friendly Schools in shaping the character of the discipline.

### ***Implementation of Child-Friendly Schools Child-Friendly School Policy***

Child-friendly school policies require minimum nationwide service standards and anti-violence policies (fellow students, teachers, and other school staff). Child-friendly school policies also require a code of ethics and non-violent discipline enforcement. The Child-Friendly School Policy aims to make schools safe and fun for students, free from violence between students and teachers (Dewi et al., 2024).

### *Implementation of Child-Friendly School Programs in Shaping Disciplined Character Curriculum*

The curriculum is basically an experiential or planning program designed for students, so it should motivate students to learn and complete assignments. Teachers can provide motivation to students before class starts to make students more motivated. It is essential to increase students' motivation to learn so that they can pay attention and understand the day's lessons well. Without motivation to learn, students will experience problems such as laziness, saturation, boredom, and others. Teachers do more than just motivate their students to learn (Lutfiah & Kurniawan, 2023).

Teachers are better at making learning fun for students in addition to providing motivation to learn. They can also assign tasks that are less burdensome to students, such as assigning assignments to each meeting. Implement the curriculum in a way that is not burdensome to students and is carried out by teachers and schools in general. It is essential for the growth of learners to increase their interest in learning. Without the help of teachers and an educational approach that does not burden students physically or psychologically, student growth will not be fully achieved (Indarta et al., 2022).

#### ***Educational Personnel Trained on Children's Rights***

One of the principal's duties is to provide training to teachers and employees. The training will give educators and employees a better understanding of children's rights and help them work together to create child-friendly schools. This training consists of educators, principals, counseling guidance educators, library officers, administration, security, cleaning, extracurricular supervisors, and parents or parents. Teachers must often hold socialization to teachers and staff regarding the quality of good educators and education (Violeta & Lessy, 2024). To improve teachers' abilities, schools often call or hold workshops, seminars from experts or experts. It is hoped that educators and education staff at schools can provide education and learning that allows their students to behave like an educated person. Academic achievement, moral and noble behavior, and high motivation and enthusiasm for learning are examples of this learned behavior.

#### ***Child-Friendly School Facilities and Infrastructure***

The school ensures that the school environment is comfortable, safe, and does not endanger the child. This includes installing signs in hazardous places, collecting table ends, clean toilets with running water, and good lighting and air circulation. Schools must have facilities and infrastructure that meet several criteria, such as safety, health, comfort, convenience, security, and completeness of supporting facilities. The main market means needed focus on children's educational needs. Having an open space where children can gather, play, and create with their objects safely and comfortably is one of the characteristics of a location that is considered child-friendly (Dewi et al., 2024). Therefore, having sufficient facilities and infrastructure in every school is very important so that students stay safe and feel comfortable while studying at school, including being a child-friendly school.

With the facilities and infrastructure available, most schools meet the standards of child-friendly facilities and infrastructure, which have been regulated by the national education system legislation and in accordance with the standards of child-friendly school facilities and infrastructure, which include adequate facilities and infrastructure and friendly attention to each student. The operational standards of this school have been set by the government in accordance with the Regulation of the Minister of National Education number 24 of 2007, and also includes child-friendly schools.

#### ***Children's Participation***

Children are trained as SRA guards and co-teachers. They are also involved in program planning, discipline, and evaluation of child-friendly schools. This is done so that children feel recognized and have the opportunity to actively participate in building a child-friendly school. For an effective learning process, student participation or learning engagement is required. actively in learning at school. When students experience changes in cognitive, affective, and psychomotor behavior, this is called the learning stage (Rosad, 2019). This change is moving forward from the previous situation, which is a good thing. In school, students must be creative and involved in school-related activities.

***Participation of Parents, Community Institutions, the Business World, Alumni and Other Stakeholders.***

In addition to educational units and learners, the role and participation of parents in SRA is essential. The success of SRA is highly dependent on parental involvement from the preparation stage to implementation, including regulating discipline in the child's first home. In addition, the participation of alumni, community organizations, and the business world will also greatly help the realization of SRA (Tefa et al., 2023). The participation of alumni, community organizations, and the business world can be in the form of assistance with facilities and activities that support the realization of SRA.

***Efforts to Shape Student Discipline Character through Child-Friendly School Education Come to School and Get to Class on Time.***

One of the important things that must be instilled in the younger generation is character education. Character education helps children overcome deviations. This comment is in line with the idea of Bebeau et al. (in Wuryandani, 2018) that character education is essential to fight against the anarchy and deviance experienced by adolescents. Through character education, good values can be instilled in children. These values will help children in behaving in daily life, such as coming to school and going to class on time. Students at SMAN 5 Bogor have been given rules about coming to school and entering class on time, and they have become accustomed to obeying school rules (Alfansyur et al., 2021).

***Carrying out Class Assignments for which they are responsible.***

Students have shared rights and obligations during their schooling. Every student has the right to get the best education and learning from their teacher. They also have an obligation, namely to do the assignments given by the teacher according to the schedule. This is not only a form of obligation, but it also shows a great sense of responsibility. Students like this are really aware that the assignments given will have an effect on their future (Listiwati, 2022). In addition, the school conducts socialization and evaluation on the importance of a responsible attitude and the importance of completing school assignments. This is in accordance with the results of the study which states that students are required to have discipline in learning so that the learning results obtained are in accordance with the minimum learning completeness criteria,

***Sit in a Predetermined Place.***

Children can use this disciplined character as self-control to obey family, school, and community rules. How students follow the rules that apply in schools as a place of teaching and learning shows the level of student discipline. Highly disciplined students show their readiness to receive lessons in class and follow the assigned seats. The school must have rules for seating that are already set by the school, but the school or educator gives the freedom to the student to sit wherever they want in an orderly manner (Dewi et al., 2024).

***Obeying School and Class Rules***

Education is carried out in schools, according to Wuryandani and, in addition to serving as a place for teaching and learning, schools are also one of the formal institutions that provide the responsibility to build students' character. Students must have discipline, which can be described as orderly behavior and obedience to various rules. Discipline is essential to create a school and classroom environment that is conducive to the teaching and learning process.

***Dress Neatly.***

One of the responsibilities and discipline of students at school is to wear neat uniforms that are in accordance with school rules and schedules. Students must abide by school rules and always dress neatly on schedule. If they do not comply with the regulations, students will be sanctioned (Fandini et al., 2018).

***Supporting and Inhibiting Factors in the Implementation Process of Child-Friendly Schools Supporting Factors***

The results of observations and interviews conducted by the researcher show that there are several factors that support and hinder the child-friendly school program. The views and commitment of teachers, as well as positive support from various parties, are supporting

factors. The teacher's view shows a positive attitude and supports the child-friendly school program. Khoiruddin (2016) A good, welcoming, and supported education by adequate facilities demonstrates this commitment. In addition, there is positive support from institutions and parents. Therefore, the implementation of Child-Friendly Schools fully facilitates the facilities and infrastructure needed by students.

### **Inhibiting Factors**

Not all child-friendly schools run smoothly. In addition, sometimes there are obstacles or problems. The results of the research and interviews show that some of the factors that hinder the implementation of child-friendly schools are the lack of facilities for students with disabilities, the lack of student interest in child-friendly school programs, and the occasional use of swear words by students. It takes a lot of money to have facilities that accept children with special needs and are friendly. Meanwhile, funds are to implement the Friendly School Program (Evi Husniati Sya'idah & Tontowi Jauhari, 2024). Sometimes, students think of the word "swearing" as a joke. In situations like this, teachers must actively monitor how students behave at school. By looking at student interactions, teachers can spot abusive words or swear words and stop them from being followed by other students. As a result, there are several obstacles that hinder the implementation of the Child-Friendly School Program.

## CONCLUSIONS

Based on the results of research in East Senuro Village, it can be concluded that the successful implementation of child-friendly schools is supported by a parental strategy that prioritizes a non-violent approach, the use of a curriculum that is appropriate for children's development, and active participation from parents and the community. This program aims to form the character of student discipline through lessons on time discipline and discipline that are carried out both inside and outside the classroom with the support of teachers, principals, and parents. The main supporting factors include a positive attitude, commitment from the school, the provision of adequate facilities and infrastructure, quality educators, and effective socialization, so as to create a comfortable and safe learning environment for all students.

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