CHARACTERISTICS OF CHILD-FRIENDLY SCHOOLS TO PREVENT VIOLENCE (CASE STUDY IN SDI AL ZAHRA INDONESIA)

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Abstract

This study aims to describe the characteristics of child-friendly schools at SD Al Zahra Indonesia to prevent violence. With a qualitative approach with an observation method by the instruments that have been prepared. From several indicators, it can be concluded that has qualified as a child-friendly school, although it has not been officially launched. It is hoped that the fulfilment of these indicators will reduce the impact of violence on children in schools. The development of child-friendly schools can be applied to all levels of education, especially in basic education.

Keywords: child-friendly schools, violence prevention, primary education

Abstrak

Penelitian ini bertujuan mendeskripsikan ciri-ciri sekolah ramah anak di SD Al Zahra Indonesia dalam upaya mencegah kekerasan. Dengan pendekatan kualitatif dengan metode observasi sesuai dengan instrument yang telah disusun. Dari beberapa indicator dapat dimpulkan bahwa SD Al Zahra Indonesia telah memenuhi syarat sebagai sekolah ramah anak, meskipun belum dicanangkan dengan resmi. Diharapkan dengan terpenuhinya indicator tersebut akan mengurangi dampak kekerasan terhadap anak di sekolah. Pengembangan sekolah ramah anak dapat diterapkan pada semua jenjang Pendidikan terutama pada pendidikan dasar.

Kata kunci: sekolah ramah anak, pencegahan kekerasan, pendidikan dasar

1. Background

Education is important for human beings. Without education, man will have difficulties in living his life. So important is education, even Islam requires its people to think, read, and study. This is stated in the word of Allah SWT. in QS. al-Mujaadilah verse 11:

$$... يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ ...$$

"... God will exalt the believers among you and those who are given knowledge to some degree..." (Ministry of Religious Affairs of the Republic of Indonesia, 1989: 910-911).

Education is essentially a process of humanization for students who are understanding themselves and their environment (Djamal, 2016: 1). Education is expected to form a character that can cultivate awareness as a being and servant of God Almighty, who can strengthen the scientific base and skills, and who can cultivate a sense of love and pride in becoming an Indonesian nation (Noah, 2014: 23). So that education is carried out not only to produce someone who is an expert in certain scientific fields but someone who also has good morals and has a sense of love for the motherland.

This is under what is stated in UURI, namely the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation, and State" (Utami et al, 2017: 170).

The school has so far been considered an established educational institution and can produce a generation that will determine the future of the nation (Kusdaryani, et al, 2016: 125). Schools formally have the responsibility of developing abilities and shaping the character and civilization of a dignified nation to improve the life of the nation (Djamal: 3). So that in practice, schools must be able to provide the best education for students. Education that is following character and development, as well as education that is enjoyable for all learners and avoids actions that lead to violence.

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This child-friendly education can be concluded as an education that prioritizes a friendly, safe, comfortable and affectionate learning environment that is very influential in the development and formation of children's character without discrimination (Yulianto: 139). This child-friendly education is formed in the concept of Child-Friendly Schools (CFS).

Based on this, the researcher feels interested in conducting to Child-Friendly Schools in Efforts to Prevent Violence in Elementary Schools"

2. RESEARCH METHODS

The type of research used in this study is a descriptive type of research with a qualitative approach. Qualitative methods are defined to understand what phenomena are experienced by the subject of study, for example, behaviour, perception, motivation, actions and so on.

Violence against Children

In the Big Indonesian Dictionary, violence is defined as the matter of (being of nature, characteristic) hard; the conduct of a person or group of persons causing the death of another person or causing physical or property damage to another person; Coercion. The term violence is used to describe behaviour, both *overt* and *covert*, and both offensive or *defensive*, which is accompanied by the use of force on others (Eflaningrum, 2010: 48). Violence is the act of a person or group of people by using their power or power on others that cause physical damage and even causes death.

Child violence is violence against immature individuals, including those in their mother's womb (Kusrahmadi, 2010: 74). Violence against children is a form of indecent activities or very inhumane

acts, wrong behaviour from parents, caregivers and the environment in the form of physical, psychic and mental violent treatment which includes abuse, neglect and exploitation, threatening and others against children (Amelia et al: 4)).

Violence against children is any act against a child that results in physical, mental, sexual, or psychological misery or suffering, including neglect and ill-treatment that threatens the integrity of the body and degrades the dignity of the child committed by those who should be responsible for the child or those who have power over the child, who should be trustworthy, e.g. parents, immediate family, teachers, and companions (Erlinda, 2014: 11).

So it can be concluded that violence against children is violence committed against someone immature to cause misery both physically, mentally, sexually, and psychologically.

Forms of violence can be physical, verbal, or behavioural violence. Physical violence, such as hitting, kicking, dragging, and even acts of mistreatment can cause injury, disability, or even life to be lost. Verbal violence is usually in the form of threats, swearing, or swearing that can cause the victim trauma, stress, or prolonged fear. Perilkau violence is usually in the form of acts of indifference, unwillingness to talk, or gestures that mean mocking or insulting that cause the victim anxiety or stress (Priyatni and Nurhadi, 2017: 250).

Factors of Violence

Violence in education can occur because the educator has very little affection for students or in the past he has been treated harshly, and the lack competence of the principal to guide and evaluate educators in his school (Amelia et al: 5).

Violence occurs through a dialectic process, where students show behaviours that according to the teacher's perception deviate from the prevailing order such as being crowded when following lessons, not doing assignments and others, then influencing teacher behaviour in actions in the form of violence to students. On the other hand, violence can also be initiated and originated from teacher behaviour such as the delivery of subject matter that is not heard by students and others then affects student behaviour, namely not paying attention to the teacher, many themselves to encourage teachers to carry out repressive actions in the form of violence against students (Djamal: 231). The factors that cause violence in schools can come from the competence of the principal, teachers, and students.

The Impact of Violence on Students

The impact of violence on children can be: a) physical, resulting in the organs of the student's body being damaged, such as bruises, injuries, etc., b) psychological, pain, insecurity, resentment, decreased enthusiasm for learning, concentration, creativity, loss of initiative, endurance, decreased self-confidence, inferiority, stress, depression, and so on. In the long run, it can result in decreased achievement and behaviour change, c) Social, withdrawal from the social environment, quiet, communicating with teachers and friends, difficult trust others, and increasingly close yourself from association (Syafrida, 2013: 56).

Child-Friendly Schools

Child-friendly education is an education that prioritizes a friendly, safe, comfortable and compassionate learning environment that is very influential in the development and formation of a child's character without discrimination (Yulianto: 145).
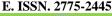
Child-Friendly Schools are educational units that can guarantee, fulfil, respect children's rights, and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, and complaint mechanism (Utami et al: 171-172).

A friendly school is a school that openly involves children and adolescents to participate in social life, as well as encourages child growth and development and welfare (Sari, 2017: 28).

From some of the understandings above, it can be concluded that child-friendly schools are schools with a safe and comfortable environment, which guarantees the fulfilment of children's rights and provides protection for children from various kinds of violence.

Child-Friendly School Indicators

Sekolah Ramah Anak ini bisa terwujud apabila pusat pendidikan (sekolah, keluarga dan masyarakat) bisa bahu - membahu membangun sekolah ramah anak ini. Keluarga adalah komunitas terdekat bagi anak didik. Lingkungan keluarga yang ideal bagi anak adalah sebuah lingkungan keluarga yang harmonis, sehat baik lahir maupun batin.

Child-Friendly School Indicators 6 (six) important components, namely: 1) Child-Friendly School Policy; 2) Curriculum Implementation; 3) Educators and Education Personnel Trained in Children's Rights; 4) Facilities and Infrastructure Sekolah Ramah Anak; 5) Child participation; and ^Participation of Parents, Community Institutions, The Business World, Other Stakeholders, and Alumni (Sari: 29).

The characteristics of a child-friendly process include the: a) Fair treatment for males and females, b) the learning process is such that students feel happy following the lesson, c) proses learn to teacher supported by teaching media, d) students are involved in various activities that develop competencies, e) students are involved in the arrangement of the class, as well as, f) students are involved in expressing their ideas in creating a school environment (Utami, et al: 172).

The implementation of child-friendly education in schools can be done through several things including habituation activities that are carried out regularly, teacher examples, a fun learning process, and advice given to students. To respond to students who violate the rules, the teacher responds without violence and discrimination against students.

3. RESEARCH RESULTS AND DISCUSSION

In this study, the researcher will explain the analysis of the characteristics of child-friendly schools found at SD Al-Zahra Indonesia.

All students at SD Al-Zahra Indonesia have the same rights and obligations, none of which are discriminated against. The relationship between teachers and students is also very good, both inside and outside the classroom. There is also one of the routine activities that teachers do for their students, namely calling for their presence at the gate every morning. All were welcomed without discrimination.

SD Al-Zahra Indonesia applies to learning with varied methods.

Learning is carried out in varied methods, such as group formation, quiz methods, and conducting project activities. In addition, learning activities are not only carried out in the classroom but also outside the classroom. Using media that is interesting and has benefits in learning. In teaching activities, teachers use learning media that are following the material and learning strategies well according to their usefulness. The arrangement of classes is carried out by the class citizens themselves. The placement of benches is adjusted to the number of students and the area of classes. Periodically, bench placement is carried out in various patterns so that with varying sitting positions, students do not feel bored and saturated. The class is also decorated with various crafts made by students.

SD Al-Zahra Indonesia has a good environment for child development.

From the results of the study, researchers saw that students at SD Al-Zahra Indonesia felt comfortable at school. This statement is supported by observations about school facilities and infrastructure. Researchers found adequate facilities and infrastructure, among others, to support clean schools providing sinks. There are quite a lot of bathrooms, on each floor, there is a bathroom. In addition to sanitation, there are canteens, playgrounds, UKS, libraries, laboratories, and classes that support students to study comfortably and safely.

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4. CONCLUSION

Violence against children in schools is intolerable so efforts need to be made in preventing it. One of them is through a child-friendly school program. Child-friendly schools create a child-friendly environment, that is, create a safe, comfortable, healthy and conducive atmosphere, accept children as they are, and appreciate the potential of children. Based on the results of the analysis, although SD Al-Zahra Indonesia has not yet declared itself as a child-friendly school, the characteristics of a child-friendly school have been fulfilled. So it would be better if the development of child-friendly school indicators is carried out to then declare itself as a child-friendly school. Likewise, for other schools, it will be a huge contribution to efforts to prevent violence against children if every school starts preparing and declaring itself as a child-friendly school.

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