



Management to Create Child-Friendly Schools in Early Childhood Islamic Education Institutions

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ABSTRAK

Sekolah ramah anak sangat penting karena memberikan lingkungan yang aman dan mendukung bagi perkembangan anak. Saat ini sekolah ramah anak sedang digalakkan di seluruh lembaga pendidikan Kabupaten Madiun. Pemerintah telah menerbitkan surat keputusan tentang sekolah ramah anak di lembaga Pendidikan Anak Usia Dini yang memenuhi syarat dan mampu mewujudkan Sekolah Ramah Anak. TK IT Nur Al Izhar adalah salah satu lembaga PAUD berbasis Islam yang ditunjuk sebagai Sekolah Ramah Anak dari pemerintah daerah. Penelitian ini bertujuan untuk mengetahui manajemen dalam mewujudkan sekolah ramah anak di PAUD Berbasis Islam. Metode penelitian adalah pendekatan kualitatif. Pengumpulan data melalui observasi, wawancara dan dokumentasi. Teknik analisis data berupa reduksi data, penyajian data, penarikan. Hasil penelitian ditemukan bahwa lembaga PAUD belum sepenuhnya menerapkan sekolah ramah anak terutama kurangnya pelatihan guru terkait hak anak dan kurangnya sosialisasi sekolah ramah anak kepada orangtua. Beberapa kendala dalam mewujudkan Sekolah Ramah Anak, yaitu adanya mindset Sekolah Ramah Anak yang belum sepenuhnya dipahami oleh seluruh guru dan tenaga non guru, orangtua siswa yang belum memahami Sekolah Ramah Anak. Manajemen sekolah ramah anak sebagai bagian dari upaya konsistensi dalam memberikan pendidikan yang nyaman, aman pada anak.

ABSTRACT

Child-friendly schools are very important because they provide a safe and supportive environment for children's development. Currently, child-friendly schools are being promoted in all educational institutions in Madiun Regency. The government has issued a decree regarding child-friendly schools in Early Childhood Education institutions that meet the requirements and are able to realize Child-Friendly Schools. TK IT Nur Al Izhar is one of the Islamic-based PAUD institutions that has been appointed as a Child-Friendly School by the local government. This study aims to determine the management in realizing child-friendly schools in Islamic-

Based PAUD. The research method is a qualitative approach. Data collection through observation, interviews and documentation. Data analysis techniques in the form of data reduction, data presentation, and withdrawal. The results of the study found that PAUD institutions have not fully implemented child-friendly schools, especially the lack of teacher training related to children's rights and the lack of socialization of child-friendly schools to parents. Some obstacles in realizing Child-Friendly Schools, namely the mindset of Child-Friendly Schools that have not been fully understood by all teachers and non-teaching staff, parents of students who do not understand Child-Friendly Schools. Child-friendly school management as part of an effort to consistently provide comfortable, safe education for children.

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1. Introduction

Early Childhood Education Programs (ECE) management includes managing, organizing, and directing educational interactions between students, teachers, and the surrounding environment intentionally and systematically, all of which aim to achieve the goals set by PAUD (Fitria et al., 2024). A child-friendly school is a formal, non-formal and informal educational unit that is safe, clean, healthy, environmentally caring and cultured, capable of guaranteeing, fulfilling, respecting children's rights, protecting children from violence, discrimination and other abuse and supporting participation. Children, especially in planning, policy, learning, supervision and complaint mechanisms related to cater children's rights and protect children in education (Deputi Tumbuh Kembang Anak Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2020). Article 54 of the Child Protection Law states that children in and within the school environment must be protected from acts of violence committed by teachers, school administrators, or their friends at the school concerned or other educational institutions. Every child has the right to live their life, grow, develop and receive education safely, protected from violence and discrimination (Senowarsito & Ulumuddin, 2012). Child-friendly schools are essential in all educational units, including PAUD institutions.

The data from the research above shows that violence is occurring in among children. The scope of education is a determining factor in all children's problems today, but what is very unfortunate is that violence in education continues to increase in the form of beatings, both physical and verbal, and sexual harassment, which can be carried out by school principals, educational staff, namely teachers and other people (Fajriah et al., 2019). Those in the school environment, such as cleaning services, security guards, and drivers provided by the school.

The Ministry of Women's Empowerment and Protection of Children's Rights has published a technical guidebook for child-friendly schools. In the guidelines for child-friendly schools, there are three basic things that schools should understand when creating child-friendly schools. These three fundamental things are written in the child-friendly school guidelines published by the government. These three fundamental things are the concept of child-friendly schools, components of child-friendly schools, and stages towards child-friendly schools. These three things become a reference for educational units or institutions crowned child-friendly schools and receive a Decree as a child-friendly school. In this case, educational practitioners, especially the government, have trying to revive educational activities through educational methods that are truly intelligent and can be enjoyed by students.

The concept of a child-friendly school consists of four: 1) changing the paradigm of teachers to become teachers as mentors, mothers, and fathers at home and as friends for children. 2) the example adults give in their daily lives, 3) ensuring that adults at school fully protect children, 4) expecting parents and children to be active together in fulfilling the six components of a child-friendly school. The six components that child-friendly schools must fulfill are 1) child-friendly school policy where schools that want and fulfill the requirements as child-friendly school receive a Decree from the Regional Government; 2) educators and educational personnel trained in Child Rights and child-friendly schools. There are a minimum of 2 educators/educational personnel trained in the Convention on Child Rights and child-friendly schools; 3) child-Friendly Learning Process Creating a pleasant learning and teaching process, discipline is carried out without degrading the child's dignity and without violence; 4) Facilities and infrastructure at the school are comfortable, safe and do not endanger children. Such as installing signs in dangerous places, blunting the edges of tables, cleaning toilets with running water, good lighting, and air circulation, etc.; 5) involve children's participation in creating child-friendly schools; 6) involving the participation of

parents, community organizations, the business world, other stakeholders and alums to support child-friendly schools, both by playing a role in assisting in the form of facilities and activities to create child-friendly schools.

Child-friendly schools are important because they provide a safe and supportive development environment. Children abuses including verbal, physical, psychological, and gender inequality in the early childhood education are strictly prohibited (Oktavianingsih & Fitroh, 2022). These schools also create an environment that supports emotional well-being, helping children feel valued, which contributes to a positive learning experience. (Cahyani et al., 2024).

In establishing a child-friendly city, one of the indicators is child-friendly schools. This is part of the government's support for child-friendly schools and is a form of effort to give all children equal rights to education. Madiun district government is trying to create a child-friendly city by issuing a decree that child-friendly schools should be established for all levels of education, including early childhood education (PAUD). PAUD institutions that are deemed capable of creating child-friendly schools are given child-friendly school decrees. The learning environment also determines their process, the calm, comfort and safety of the room used (Anwar, 2022). Children can be directly involved in positioning items or objects in the learning environment (Astuti, 2023). Regulations for the safety and comfort of the learning environment for children. Apart from that, child-friendly schools also provide comfortable, educational facilities and infrastructure so that children have a healthy environment (UNICEF, 2005).

Based on regulations regarding child-friendly schools, there are several things that children really need in the process, not only material but also environmental conditions, a sense of security and comfort, as well as to fulfill children's rights that must be obtained to achieve goals (Abidin & Hamzah, 2022). So, child-friendly schools are a solution to fulfill children's learning rights.

Based on observations and interviews at several early childhood education institutions in Madiun Regency, they actually do not have any preparations to become child-friendly schools. Because they do not know how to start and run it and what to prepare and do. Even though there has been friendly outreach, there are still many doubts or uncertainties regarding implementation. This also happened at IT Nur Al Izhar Kindergarten, which is one of the early childhood education institutions mandated to obtain a child-friendly school decree. Creating a child-friendly school requires management to make it easier to achieve goals. Apart from that, management provides clarity on the activities carried out. A child-friendly school requires planning, organizing, implementing, controlling and evaluating the scope of management to support activities.

The concept of child-friendly learning here is cultivating a sense of love for children in the form of gentleness, not violence. Because violence is not the best way to educate children for whatever reason. Violence given by teachers will only cause deep fear in children. Studying with fear will not get the maximum results. Several studies have been related to child-friendly schools, and in general, child-friendly schools still have many obstacles. In Cambodia, child-friendly schools found that child-friendly school policies should have taken into account local cultural situations and also ignored the importance of local forms of pedagogy (King, 2020). In general, independent kindergartens are mostly child-friendly in terms of effectiveness, physical facilities, school materials, learning processes and inclusiveness. However, there are still obstacles to insufficient places and qualifications that increase teaching effectiveness; female students have low access to schools, and ventilation and safety measures outside schools are inadequate. Research conducted in 19 early childhood education units in Langke Rembong District found that all early childhood education institutions 1) needed to meet the criteria for child-friendly schools 2) and had factors

inhibiting them from meeting the criteria for being a friendly school. Children (Adriani Tamo Ina Talu & Fransiskus De Gomes, 2019). Abusafieh's research found that a more comprehensive evaluation of child-friendly kindergarten buildings is needed and suggested standardization of child-friendly school buildings in Jordan that is guided by UNICEF standards (Abusafieh et al., 2022). A previous research by Alfina & Anwar (2020) on child-friendly inclusive preschool found that preschool has its characteristics in carrying out its management, namely by adapting to the conditions of each institution; the management of child-friendly inclusive preschool at Pakar Kids School is in the process of looking for form and management is the biggest obstacle in efforts to create a child-friendly school at Pakar Kids School due to human resource management competence. Based on previous research studies, this research will discuss how management can be child-friendly. It is new research because it has yet to be studied. This research is expected to provide an overview of knowledge for schools to implement child-friendly schools.

2. Methods

The research approach is qualitative research with a case study type. This research data used observation, interview and documentation methods. Qualitative research prioritizes processes and meanings based on the subject's point of view or assessment. Therefore, the situation when the researcher comes to the field or the object to be researched while conducting research and is in the field, and after leaving the research field, the condition of the object being studied will remain and not change.

The research location is Nur Al Izhar IT Kindergarten, Madiun Regency. The research was conducted from 2022 to December 2023. The research subjects were all teachers, school principals, parents and young children at the school. Data collected in this research used observation, interview, and documentation techniques. Data collection in this research was carried out by means of interviews, observations and documentation studies. Interviews are one of the techniques used to collect research data. In simple terms, it can be said that an interview is a process of interaction between the interviewer and the informant by communicating directly, while observation is the stage where the researcher makes direct observations to find out various activities to support data through interviews and document study is the stage of collecting data in the form of written documents, images, works, or electronics.

Table 1. Grid Data Collection in Interviews

Number	Child-friendly school components
1	Understanding of child-friendly schools
2	Readiness to become a child-friendly school
3	Obstacles to implementing child-friendly schools

The data that has been collected is then analyzed using the following steps: (1) Data reduction: at this stage, the author collects and selects the primary and essential data, then excludes data that is not important; (2) Data presentation: in this step, the author arranges the data in such a way that it becomes information presented in descriptive sentences; (3) Data verification: in this section conclusions are drawn from the data that has been analyzed so that the research results can be reported.

3. Result and Discussion

3.1 Result

The observation results show that, in general, IT Nur Al Izhar Kindergarten meets the concept of a child-friendly school. However, there are several doubts and uncertainties regarding the implementation of child-friendly schools. After receiving the decision letter for

a child-friendly school, Nur Al Izhar Kindergarten needed clarification about establishing itself as a child-friendly school and establishing an identity as a child-friendly school. The results of discussions and observations with teachers and school principals were confusing because teachers and school principals felt they did not have a definite and complete understanding of child-friendly schools. This doubt is because they see and also hear issues about child-friendly schools where several schools have put up an identity as child-friendly schools, but the schools are still the same as before. For example, the way teachers teach is still the same; there is no change, and we still find children going on strike from school because their friends are bullying them.

Another concern is their perception that child-friendly schools must accept children with special needs. There are many concerns that if they put up an identity that is a child-friendly school, their school will become less interested because there are children with special needs. Apart from that, they also feel that they are not ready if there are children with special needs who register because they need to have the knowledge and knowledge to be educated at school.

During parenting sessions, parents were asked whether they had ever heard about child-friendly schools. Everyone present answered that they did not know. Their only understanding is that their children must go to school and that by the time they enter elementary school, they will be ready and able to read and write. They focus more on children's learning development and their presence at school.

The principal's information at the time the Decree was issued was that the school was child-friendly. There had been no further outreach regarding the school being child-friendly. The SRA manual has been published by the Ministry of Women's Empowerment and Protection of Children's Rights to guide schools in ensuring that schools are child-friendly. This book could actually be a technical reference in implementing child-friendly schools. However, IT Nur Al Izhar Kindergarten, in this case, stated that he had never been aware of these guidelines before receiving the Decree that schools were child-friendly. Child-friendly school guidelines were obtained from search results on Google. However, to achieve a child-friendly school, IT Nur Al Izhar Kindergarten stated that direction and assistance are needed to make the school child-friendly.

Table 2. Six Components of a Child-Friendly School before Obtaining a Decree

Number	Child-friendly school components	Reality
1	Obtain a child-friendly school decision letter from the local government	Have received a decision letter
2	Educators and Education Personnel Trained in Children's Rights and Child-Friendly Schools. There must be a minimum of 2 educators/education personnel who are trained in Child Rights Conventions and Child-Friendly Schools	Have not received training
3	Child-Friendly Learning Process Creating a fun learning and teaching process	It has been implemented but requires revision
4	Child-Friendly Facilities and Infrastructure Ensure that school infrastructure is comfortable and safe and does not endanger children	Most of them are child-friendly
5	Children are involved in realizing child-friendly schools in program planning activities, as well as in the implementation and evaluation of regulations in child-friendly schools.	It has been implemented but not yet optimal
6	Participation of Parents, Community Organizations, Business World, other Stakeholders and Alumni.	It has been implemented but not yet optimal

Based on Table 1, the infrastructure is the component of a child-friendly school that needs attention in the IT Nur al Izhar Kindergarten. The stages of creating a child-friendly school consist of six stages, namely 1) forming a child-friendly school implementation team, 2) reorganizing the rules of the educational unit and filling in a potential list with parents and children, 3) preparing a plan, and 4) action planning, and 5) arrange activities carried out by educational units in developing child-friendly schools. This stage is the flow of creating a child-friendly school that schools can carry out. In Table 2, the reality of what happened at IT Nur Al Izhar Kindergarten is explained to create a child-friendly school after receiving the Decree.

Table 3. Table 2 Stages of Creating a Child-friendly School

Number	Stages of Creating a Child-Friendly School	Reality
1	Forming a child-friendly school implementation team	There isn't any yet
2	Rearrange the rules of the educational unit and fill in the potential list with parents and children	Not yet compiled
3	make plans	There isn't any yet
4	action planning	There isn't any yet
5	arrange activities carried out by educational units in developing child-friendly schools.	There isn't any yet

The results of interviews with school principals show that schools have not implemented the six stages of a child-friendly school even though they have received a Decree because they need to learn the stages of a child-friendly school technically and in management. Some obstacles in realizing the stages towards a child-friendly school are the accreditation process and changing school principals. Human resource management's ability to design child-friendly schools is minimal. After teaching, teachers administer classes, and some administer the school. To realize the stages of a child-friendly school, separate time is needed outside of student study hours.

Parents of students represented by the committee generally wait for the school when there are activities. So far, when there are various activities involving parents, joint discussions are carried out between the school and the parent committee or association as representatives of the student's parents. Meanwhile, to gather all parents of students, such as committee and parenting meetings, not all parents are enthusiastic and present.

The change of school principal at the same time as receiving the Decree on child-friendly schools and accreditation meant that everyone had to adapt to the changes. Despite changes, the school is trying to be consistent with what it already is. Apart from that, PAUD teachers who are all women and have children under five are one of the challenges in realizing new things, such as the program to create child-friendly schools. Meanwhile, schools need administration and cleaning staff, so the teacher's job is to teach and make the school environment conducive.

3.2 Discussion

The development of child-friendly schools in early childhood education units is urgently needed. Child-friendly schools are one of the indicators of child-friendly districts/cities, namely districts/cities that have a development system based on children's rights through integrating the commitment and resources of government, society and the business world comprehensively and sustainably in policies, programs and activities to ensure the fulfillment of children's rights.

Creating a supportive and positive environment, in child-friendly schools helps ensure every child can reach their full potential and grow into a healthy, happy individual (Prasetiawan, 2016). Child-friendly schools (CFS) is an educational concept that prioritizes

children's rights and ensures that the school environment supports their physical, mental, and emotional well-being. Referring to the guidelines for child-friendly schools, the concept of child-friendly schools is actually about how teachers, parents and adults treat children in the process of getting an education. Child-friendly school teachers are mentors, parents, and friends of children at school. Parents can set an example for children. Adults in the child's environment are involved in protecting children from violence and keeping the environment conducive to learning.

The stages of creating a child-friendly school consist of six stages, namely 1) forming a child-friendly school implementation team, 2) reorganizing the rules of the educational unit and filling in a potential list with parents and children, 3) preparing a plan, and 4) action planning, and 5) arrange activities carried out by educational units in developing child-friendly schools. Although most facilities and infrastructure are child-friendly, they must be improved. A more comprehensive evaluation of child-friendly kindergarten buildings is recommended, and UNICEF standards should guide the standardization of child-friendly school buildings in Jordan. In this case, it is written in the UNICEF manual that facilities and infrastructure are the main things that can be realized, for example, school buildings, clean water, and bathrooms (UNICEF, 2005).

The Islamic-based child-friendly school model is a safe, clean, healthy, inclusive, and comfortable place for girls and boys' physical, cognitive, emotional, and psychosocial development, including children who need special education and special educational services. This type of school pays attention to all aspects of child development (Anwar & Zaenullah, 2020). Efforts to create this type of school must have support from various parties, namely family, school, and community. Child-friendly schools are primarily determined by the improvement and development of quality teacher factors (professional, pedagogical, social, and emotional abilities), learning facilities and infrastructure in the classroom and school environment, cleanliness (including students, school sanitation, greening), schools as a bridge liaison with the community, parents and teachers. Child-friendly schools are not just an abstract concept or methodology, but the concept of child-friendly schools is an educational principle that recognizes that child-centered education is part of human rights (Sasmita & Wantini, 2023). The availability of learning facilities is one of the factors that supports the success of the teaching and learning process in schools. The learning space can be an indoor or outdoor facility that can support the implementation of the teaching and learning process (Wuryandani et al., 2018). Educational infrastructure, including early childhood education, has several aspects, one of which is architectural design (Fitria et al., 2024).

Involving children and parent participation in creating child-friendly schools has been carried out but has yet to lead to child-friendly schools. The involvement of parents and teachers is significant to support the success of children's education (Anwar, 2021). The low parental engagement in early childhood education bring the negative impacts on children growth and development, so it is crucial for school to communicate the children stimulation to the parents (Oktavianingsih, 2018). School principals make efforts to improve the quality of education at the early childhood education level by maintaining balance and harmony in the relationship between educators, education staff, students, and student guardians. In transformational leadership, school principals can also involve parents who are members of school associations (Widiastuti et al., 2023);(Suparti & Aziz Al Mubarak, 2021). The principal plays an important role in creating a school that is friendly to all races, disabilities, family backgrounds and languages can influence the school in its efforts to create an inclusive environment (Izzah, Setianti & Tiara, 2023). The activities are a form of cooperation and educational concern between schools and parents, involvement between parents and teachers is needed in schools (Noerviana et al., 2024).

To become a child-friendly school, revisions are needed in the form of strengthening parental involvement and agreeing on a child-friendly culture and environment. The challenge mentioned previously is that parents need to understand child-friendly schools. Management is the biggest challenge for new school principals to continue old programs and make innovations. The importance of the leadership role of the school principal in managing the course of this achievement (Anwar et al., 2022); (Anwar, 2023). Towards a child-friendly school is to develop a child-friendly school culture and create a child-friendly school environment. The agreed child-friendly school culture is integrated into the work culture and the culture of child-friendly teaching and learning activities. Meanwhile, a child-friendly school environment means providing clean, comfortable, safe infrastructure and a conducive atmosphere supporting children to learn and develop their talents and interests. Making this happen requires reflection, ability, knowledge, time, and assistance.

4. Conclusion

The conclusion is that IT Nur Al Izhar Kindergarten has fulfilled the child-friendly school concept. Meanwhile, not all of the components of child-friendly schools have been fulfilled, especially teacher training about child-friendly schools and children's rights, as well as the socialization of child-friendly schools to parents of students. The stages toward child-friendly schools have yet to be implemented due to obstacles in teachers' and parents' understanding of child-friendly schools, changes in school principals, accreditation, and human resources. For this reason, management has a vital role in realizing child-friendly schools. Suggestions for creating child-friendly schools include providing expert training and assistance, increasing support from foundations and parents, and remembering that making a child-friendly school is very important, especially in an environment that continues to change according to technological developments. The research suggestion also includes the participation of the community and the business world to implement and develop child-friendly concepts in PAUD units.

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