

The Development of Noble Character Through The Program, Child-Friendly Schools

M. Mujib Qulyubi¹✉, Aris Adi Leksono², Ahmad Khori³

¹⁾ University Nahdlatul Ulama, Indonesia

²⁾ The Indonesian Child Protection Commission, Indonesia

³⁾ The Indonesian Child Protection Commission, Indonesia

e-mail: mujibqulyubi@unusia.ac.id

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ABSTRACT. *The term character is generally equated meaning with manners, manners, manners in English, and it is no different from the meaning of the word moral. The purpose of this research is to get a description of the development of noble character through a program of child-friendly schools. This study used a descriptive qualitative method. Based on the results of the research, it is known that a lack of understanding of teachers and the school community about the relevance of the policy development of noble character through the implementation of the program of child-friendly schools. It becomes an opportunity for problem-solving learning by formulating an alternative to overcome the problems encountered, through the strategy conceptual form of practical tips program, child-friendly schools, then through group discussions guided (Focus Group Discussion). Which was attended by the Head of school and teachers, supervisors SRA DKI Jakarta Province Head of JUNIOR high school Learning and academics. Strategy conceptual form of practical Tips is a step to carry out the program of child-friendly schools so that it can provide space for the teacher to pour creativity in the effort to improve the implementation of the learning and development of noble character in the child.*

Kata kunci: *Development, Morality, Policy and the SRA.*

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INTRODUCTION

Change the paradigm of education from teaching to the process of learning is emphasised with the statement that the participant students actively develop the potential of himself. Model pembelajaran yang centered on the educator (*teacher centered*) to be centered on the participants students (*student centered*) confirms the alignments of the system of education of the national against the participation of children. However, in its application, is still plagued with various problems. The process of education still make the child as the object and teachers to be the party that felt most right and never wrong, the incidence of *bullying* in schools is still often the case. Data KPAI (2014-2015) about the Cases of Violence (Violence of the Physical, Psychic, Sexual and Neglect Against Children), as much as 10% is done by the teacher. Forms of violence that many found in the form of harassment (*bullying*), as well as the forms of punishment that do not educate for participants students, such as pinching (504 cases), snapped with the sound of hard (357 cases) and twisting (379 cases).

In the Presidential Regulation Number 5 Tahun 2010 on the National Medium Term Development Plan (RPJMN) 2010-2014 in the field of PHPA, tax office and PA has compiled a policy about the PHPA through the Regulation of the State Minister of Women Empowerment and Child Protection No 5 Tahun 2011 about the Policy of the Fulfillment of Education Rights of the Child. Followed up with a Mutual Agreement a. between the Ministry of Women Empowerment and Child Protection Republik Indonesia with the Indonesian Ministry of National Education Number 013/MEN.PP.PA/VIII/2010 and No. 09/VIII/KB/2010 on the Implementation of Gender Mainstreaming and Pengarusutamaan the Rights of the Child the Field of Education, and a Joint Agreement between the Ministry of Women Empowerment and Child Protection with the Ministry of Religious affairs Number 2 Year 2011 on the Implementation of Gender Mainstreaming and Pemenuhan the Rights of the Child in the Religious Field, as well as the regulations and legislation about the District/City is Worthy of the Child (KLA), has signaled the importance of the synchronization policy of the Ministry/Agencies/Regions/Agencies (K/L/D/I) which encourages the Implementation of School Friendly Child in the school, family, community, environment, mass media and the world havea (Faizah, 2022; Faizah & Mubin, 2018).

On the scale regionally, the percentage of the implementation of Child Friendly School (CFS) is one indicator of the KLA as set forth in the Regulations of the State Minister of Women Empowerment and Child Protection No. 12 Year 2011 on the Indicators of the District/City is Worthy of the Child Article 11, that the indicator of the KLA for cluster education, utilization of spare time, and cultural activities as referred to in Article 7 letter d includes:(a) the rate of participation in early childhood education; (b) the percentage of compulsory education 12 (twelve) years; (c) the percentage of child-friendly schools; (d) the number of schools that have the programs, facilities and infrastructure of children traveling to and from school; and (e) available facilities to creative activities and recreation child friendly, outside of school, which can be accessible to all children. KPP and PA have also compiled a General Guide to Child-Friendly Education (PRE) and therefore, the KPP and the PA deems it necessary to draw up Technical guidelines for the Implementation of Child-Friendly Schools (Madkan & Mumtahanah, 2022; Mumtahanah, 2020).

In addition to the approach of regulative, Child Friendly School (CFS) was born on the mandate to be administered by the State to fulfill the rights of the child. It, as stated in the Convention on the Rights of the Child which has been ratified by Indonesia in 1990. Selian it, also the demands of the Law No. 23 Year 2003 on Child Protection and Law No. 35 of 2014 on the amendment of Law No. 23 Year 2003 on Child Protection that clearly in article 54, which reads: “(1) the Child and in the educational unit is obliged to obtain protection from violence physical, psychological, sexual crimes, and other crimes carried out by educators, educators, fellow learners, and/or other parties”. In paragraph two it is stated as follows: “(2) the Protection referred to in paragraph (1) is carried out by educators, education personnel, government officials, and/or community”.

In pratis policy of CFS is presented, to respond to the concerns of parents and the community will be rampant cases of violence, poisoning in school children due to snacks that are the polluted substances which harm, also cases of children who become victims because of the infrastructure that is not sturdy and many children feel that school is not always a pleasant experience for the child. Until now still found the child to attend school in buildings that are not worth it, the infrastructure that does not meet the standards, rain, floods, even famine, in addition to the threat of experiencing bullying and violence perpetrated by teachers and peers. In addition

to these factors, the violence on the child is also prone to happen because 55% of parents give access to the child against the ownership of mobile phones and the internet, but 63% of parents stated that it does not monitor the content accessed by children. (KPAI:2015).

METHOD

This research use the approach qualitative. According to Lexy J Moleong (2015:6) states research is qualitative research which intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by way of description in the form of words and language, in a specific context of natural as well as utilizing various methods of natural. In qualitative research analysis that used is descriptive-analytical which means interpretation of the content, created and arranged in a systemic or comprehensive and systematic.

When viewed from the source data, then data collection can use primary sources and secondary sources. Sugiyono (2015:137) stated that a primary source is a data source that directly provides data to the data collector. Whereas, secondary sources are sources that do not directly provide data to data collectors, for example through other people or documents. Researchers used data collection techniques data collection techniques include interview, observation, and documentation.

According to Sugiyono (2015: 336) data analysis in qualitative research carried out since before entering the field, in the field, and after completion in the field. Techniques of qualitative data analysis according to Miles and Huberman consists of three stages that must be performed, namely : (1) Data reduction/data reduction (2) Data display/presentation of data (3) Conclusion drawing/verification.

The validity of the data is done by using the technique of triangulation, where triangulation techniques are data validity checking technique that utilizes something else out that data for checking purposes or sebagai a comparison against that data Lexy J. Moeloeng (2015 : 330). Triangulation used in this research is triangulation of sources, i.e. comparing and checking behind the degree of confidence of any information obtained through time and different tools in qualitative research.

RESULT AND DISCUSSION

The development of the School Child-Friendly is referring to the conception of the Child Friendly School (CFS), which is the unit of education formal, non-formal and informal that are safe, clean and healthy, caring and cultured environment, are able to guarantee, fulfill, respect the rights of the child and protection of children from violence, discrimination and abuse other as well as to support the participation of children tertuma in planning, policy, learning, supervision and grievance mechanism related to the fulfillment of the rights and protection of children.

Result

During the development of noble character with the implementation of the program Child Friendly School there is a change that is felt by the entire school community, particularly learners. Infrastructure SMP Negeri 52 Jakarta as continuous running to meet the standard of a Child Friendly School the head of school to establish cooperation relationship is very intensive with a variety of parties and always involves all *stakeholders* with attention to the needs of the child learners. The availability of space to play the open for the child and the school environment clean, healthy and green make the students be happy and comfortable to linger in schools as well as children who have special needs also can enjoy the learning process with safe and convenient without discrimination. Communication between teachers, pupils and parents are

also well established so that students are not ashamed or afraid to report acts of violence that occur on their self-esteem. (Safitri Rangkuti, Irfan Ridwan Maksum). 2019. *The PUBLIC* (Journal of the Science of Administration), Under the license CC BY-SA 4.0 ISSN: 2301-573X (Print), ISSN: 2581-2084.

The location of the school located on the complex of the elite so as to make students comfortable and not disturbed in carrying out the process of teaching and learning. Some of the challenges faced in the present era is the lack of understanding of information and communication among them are: there are still many children of school age who have not been able to enjoy 9 years of basic education. (1) no uneven spread of facilities and infrastructure education/schools (as an example: not all schools have the channel the phone, especially connection internet): City vs. Village/Area Remote/Regional Border, Western Indonesia versus Eastern Indonesia. (2) is Not uniform and still the low quality of education in every level of school that mark with the rate of graduation of the UN which is still low, thus also the values of UN that are obtained students. (3) the Low quality of competence of most teachers, where from the number of teachers that there 2.692.217, it turns out that meet the requirements (certified) only 727.381 people or new 27% of the total number of teachers in Indonesia. And not less important is (4) the low level of utilization of ICT in schools which has facilities of ICT (kualitas low), on the other not all schools have the means of ICT are adequate. With a challenge like that then in SMPN 52 Jakarta Learning ICT admission in the eyes of subjects ranging from grade 8 up with 9.

The charge kurikulum 2013 (PP No. 32 year 2013) as follows: The structure and charge of the curriculum in SMP Negeri 52 Jakarta year 2019/2020 contained in the Content Standards include five groups of subjects as follows: 1) Groups of subjects of religion and morals; 2) Groups of subjects of nationality and personality; 3) The group of subjects of science and technology; 4) Groups of subjects of aesthetics; and 5) Groups of subjects of physical, sport and health.

Core competence is the level of ability to achieve the standards of competency that must be owned by a student at any particular grade. Through core competencies, vertical integration of a variety of basic competencies in the different classes can be maintained. The formulation of the competence of the core using the notation as follows: 1) The Core competence of a spiritual attitude; 2) The Core competence of social attitudes; 2) The Core competency of knowledge; and 3) Core competency skills.

Discussion

The Development Of Noble Character

According to Maolani (2003, p.11) coaching is defined as: the Efforts of education both formal and non-formal that was held consciously, terencana, focused and responsible in order to grow, pembimbingan and develop the basics of a balanced personality, intact and aligned knowledge and skills in accordance with the talent and the ability-his ability as a preparation for the next on the initiative of their own to add, improve and develop himself, his fellow man and the environment towards the achievement of dignity, the quality and ability of the human optimal and personal self. Syaepul Manan, 2017. *Development of Noble Character Through Example d isan Habituation*, Journal of Islamic Education-ta'lim, Vol. 15 No. 1 - 2017.

The concept of true education according to Islam is the concept of education is able to cultivate the quality of thinking with the heart and faith to obtain the Blessing of God. So,

education in the concept of Islam is meant to understand life and get to know your way back to God. Education is defined as the process of maturation of the quality to think and be creative on the basis of faith and morals. Build education of Islam is the same is the case with building a character and taqwa that grow on top of faith, sincerity, honesty, patience, justice, humanity, and passion for obtaining the good as well as usefulness. Mengeailright education different from building a road, building, bridge, or other physical means. Is the weight of penanaman noble character is the foundation of the basic behavior of human beings, not just statistics that can be added, subtracted, multiplied, and divided according to the needs of the numbers of pehe penduduk. Man is the figure who has a talent, interest, ability, interest, character, and self-esteem. Therefore, rules, planning, and general management more set the affairs of the physical from the psychic. *Abmad Khoris. 2014. The Study Of Religion, A New Concept Of Islamic Education And Science. Insania, Vol. 19, No. 2, July - December 2014.*

Program Child Friendly School

As far as these students generally have good morals, if you found some mischief still in the reasonable category, and that's where we strive to realize the child friendly school.

Discipline that have been determined for students are as follows; 1) The attitude of the students respect the teachers and citizens of the school other; 2) Students not involved brawl; 3) The spirit and discipline of the students in learning; 4) Student discipline mentati discipline school

With the application of the discipline of the students so as to realize the humangan that harmony between the citizens of madrasah (students-teachers-staff of the TU and the employees). The commitment of the management in running the auth program Implementation and service SRA also runs in accordance with the agreement of the results of the meeting although sometimes there are some people who still do not understand, but it is the responsibility as well as being a shared obligation to remind each other.

The School's Policy Is Child-Friendly

The policy of child-friendly schools presented by the Deputy Head of the Department of Education of DKI Jakarta, Syaefuloh Hidayat added, it already formed a task force (Task Force) Child Protection refers to the Governor Regulation (Pergub) No. 86 Year 2019 on the Prevention and Reduction of Violence For Learners in the Education Unit and the Environmental Education Unit.

According to him, in the Article 8 Paragraph 1 Regulation of the listed duties of the task Force to create an environment of friendship that is free from discrimination and acts of violence and actively participate in order to the prevention of acts of violence. If there are learners who do acts of violence, the task force must establish with the give an oral reprimand, a written reprimand as well as the actions that are educative.

“The task force we've been form of at the level of province, county, city and school. We will be announced aggressively more Force for more effective and optimal,”. <https://wartalika.id/news/megapolitan/2020/01/31/disdik-dki-terapkan-sekolah-ramah-anak>, in download Sunday, 11 October 2020.

As the embodiment of the indicator as well as the development of Child friendly City (KLA) in the City of Jakarta, the Department of Women Empowerment and Child Protection (DP3A) of the city of jakarta designate SMP Negeri 52 as one of the schools that apply the program of Child Friendly Schools (CFS).

The process of planning starts from identifying the needs of the SRA then do the coordination with the residents of the madrasa, as well as the realization of the need to pay

attention to the top priority, so that nothing is missed. Identifikasi problems, making discussion in the team of CFS with committee related issues that have been identified, determine the problems to be addressed with attention to the scale of priority for the primary, Held a meeting with all the residents of the madrasa, Make decisions together, including involving the parents of students so that all all the programs that are in the plan right on target and establish the relationship of mutual trust and openness with the program, SRA will be applied.

Competency standards are set to one unit of education, levels of education, and educational programs. In accordance with the Government policy of Compulsory education for 12 Years then a Standard Competency to be the basis of curriculum development is the ability that should be owned by students after participating in the educational process for 12 years. In addition, in accordance with the functions and objectives of basic education and secondary education as well as the function and purpose of each educational unit at every level of education then the curriculum development is also based upon the Competency Standards of basic education and secondary education as well as the Standard of Competence education unit.

Model competency-based curriculum is characterized by the development of competence in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in a variety of subjects. Competence includes knowledge packaged in one subject. Competence includes the attitudes and skills packed in each subject and are cross the subjects and organized with attention to the principle of strengthening the organization (horizontally) and sustainability (vertical organization) so that it meets the principle of the accumulation in the learning process (Arif, Munfa'ati, & Kalimatusyaroh, 2021; Najmi, Rofiq, & Maarif, 2021).

The curriculum is based on the principle that every attitude, skills and knowledge described in the curriculum shaped the Basic Skills can be learned and mastered every learner (mastery learning) in accordance with the traditions of competency-based curriculum.

Curriculum developed by giving the opportunity to learners to develop differences in ability and interest. On the basis of the principle differences in the ability of individual learners, the curriculum gives the opportunity to learners to have a mastery level above the standard that has been specified (in the attitude, skills and knowledge) (Prasetyo & Ilham, 2022). Therefore a variety of programs and learning experiences provided in accordance with the interests and abilities of early learners (Pratiwi & Amalia, 2021).

The curriculum should be responsive to the development of science, culture, technology, and art. The curriculum developed on the basis of the awareness that science, culture, technology, and art developing dynamically. Therefore, curriculum content should always follow the development of science, culture, technology, and the arts; to build curiosity and the ability for learners to follow and utilize the exact results of science, technology, and art (Saadah & Asy'ari, 2022; Sandria, Asy'ari, & Fatimah, 2022).

The curriculum is directed to the development process, acculturation and empowerment of learners that lasted a lifetime. Empowering learners for lifelong learning formulated in the attitudes, skills, and knowledge base that can be used to develop a culture of learning.

The curriculum was developed with attention to the interests of national and regional interests to build the life of society, nation and state. National interest developed through the determination of the structure of the curriculum, the Standard of Ability/SK and the Basic Skills/KD as well as the syllabus. The interests of the developed regions to build human beings who are not uprooted from their cultural roots and are able to contribute directly to the

surrounding community. Both of these interests complement each other and empower the diversity and unity that is expressed in Unity to build the Unitary State Republic of Indonesia. Assessment of learning outcomes is intended to measure and improve the achievement of competence. Assessment instrument learning outcome is a tool to know the weaknesses of each learner or group of learners. Such deficiencies must be immediately followed by process improvements to the deficiencies in the aspects of learning outcomes owned by a person or a group of learners.

In addition to the principles above a variety of shared commitment has also been done such as performing management services in the field of administration, preparedness and response in resolving the problems related to the students on the report or the news that is being circulated. The step of organizing is also done by way of training and socialization of the child friendly school, this is done in an effort to optimize the service program child friendly school according to the ability and condition of the school (Farida, Ma`arif, & Kartiko, 2021; Hakim & Sari, 2022; Halim, 2022a, 2022b; Sirojuddin, Ashlahuddin, & Aprilianto, 2022).

Organizing these at the end can build mainset citizens of the school to together realize the environment of the school ramag child. It reflects the results of the interview with the coordinator of the program SRA SMPN 52 Jakarta. The citizens of the School should be one glance to carry out the program of the government as the sound of article 4 of the LAW No. 23 Year 2002 on child protection states that children have hakuntuk can live, grow, develop and bertpartisipasi be reasonable and in accordance with the dignity of humanity as well as protection from violence and discrimination.

Education calendar is setting the time for the learning activities of students during one school year. Education calendar includes the beginning of the school year, weeks of effective learning, the learning time effective, effective, elective, and holidays. Here is the calendar in detail :

Weeks Effective

The beginning of the school Year; the Beginning of the school year is the time of the commencement of learning activities at the beginning of the school year in each educational unit. In SMP Negeri 52 Jakarta the beginning of the school year 2019/2020 begins Monday, date 15 July 2019 and ending Friday, June 26, 2020.

Weeks Effective Learning; Weeks effective learn to ais the number of weeks of learning activities outside of holiday time for each school year in each educational unit. One academic year 2019/2020 consist of 52 weeks. The number of effective weeks is estimated at 4to 5 weeks is effective and there are about 7 weeks is not effective.

Learning time Effectively; learning Time effectively is the number of hours of learning each week covering the number of hours of learning for all subjects including local content (curriculum level area) plus hours for other activities that are considered important by the education unit.

One hour of learning face-to-face 40 minutes. Effective weeks of class VII is multiplied 39 h = 23 x 39 x 40 = 35.880 minutes/semester, Weeks effective class VIII multiplied by 39 hours = 23 x 39 x 40 = 35.880 minutes/semester, Weeks effective class IX multiplied by 39 h = 23 x 39 x 40 = 35.880 minutes/semester.

Time Off; holiday Time is time is set to not held the learning activities scheduled in the educational unit in question. Time off can take the form of a pause the middle of the semester,

the lull between semesters, the holiday is the end of the school year, religious holidays, public holidays including day-to-day huge national, and special holidays.

Holidays

The beginning of the school year 2019/2020 begins Monday, date 15 July 2019 and ends Friday, 26 June 2020. Semester 1 begins Monday, 15 March 2019 and ended the day Wednesday, 20 December 2019, while semester 2 starts Monday, 6 January 2020 and ending Friday 26 June 2020.

School holidays are set based on the Decision of the Minister of National Education and/or Ministers of Religion. Related to religious holidays, regional head of the kabupaten/kota level, and/or organization, the education provider can assign a special holiday.

CONCLUSION

Development of noble character with the implementation of programs of Child-Friendly Schools encourage the whole school community to care for the school environment and anti-violence so that the atmosphere in schools into healthy, safe and comfortable. Conditions which encourage the protégé can develop and excel in school, one at the beginning of the year 2019, SMP Negeri 52 Jakarta managed to improve the quality of learning as well as the morals of the learners increased. Not only the students who excel but teachers are also encouraged to become more excited in teaching. The teaching and learning process become more fun, creative and interactive to encourage the passion of learning in children so that children easily absorb the knowledge delivered by the teacher. Efforts to develop a noble character of learners to be one of the important things to create the child becomes the man responsible and honest is more important than intelligence cognitive. The form of the development of noble character for example to educate children to perform routine activities do sholat dhuha before the learning process started, reading short passages, the position of the hands with the cpc/mother teachers, train properties and the brush is honest, responsible, disciplined and always reflect the attitude of the tawadu'.

In the initial planning process is performed through the pmount the CAP refers to the Law Number 25 Year 2004 about National Development Planning System, LAW No. 20 Year 2003 about National Education System, Government Regulation Number 19 Year 2005 about National Standard of Education, Decree No. 19 Year 2007 regarding Standard of Education Management and the Strategic Plan of the Ministry of Religious AFFAIRS, the Regulation of the Minister of Religion of the Republic of Indonesia No. 90 of 2013 on the Implementation of the School/Madrasah.

Then implemented with always emphasize on, the competence of education took place a very tight and sharp almost limitless. Schools that are not able to compete in a fair and open will be uprooted selected by the state. Therefore, the SMP Negeri 52 Jakarta needs to develop and improve continuously with attention to the resources, both human resources and other resources.

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