



**IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL PROGRAM FOR
FOSTERING A CONDUCIVE LEARNING ENVIRONMENT AT
INTEGRATED ISLAMIC ELEMENTARY SCHOOL**

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Abstrak


Penelitian ini bertujuan untuk mendeskripsikan implementasi program sekolah ramah anak untuk menumbuhkan lingkungan belajar yang kondusif di SD Islam Terpadu. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif (deskriptif). Subjek penelitian adalah kepala sekolah, pendidik kelas, dan siswa. Teknik pengumpulan data yang digunakan adalah menggunakan observasi, wawancara dan dokumentasi. Proses analisis data di menggunakan model yang dikemukakan oleh Miles dan Huberman meliputi Reduksi Data (*Data Reduction*), Penyajian Data (*Data Display*), dan Penarikan Kesimpulan/Verifikasi (*Conclusion Drawing/Verification*). Keabsahan data menggunakan triangulasi teknik dan sumber. Hasil penelitian menunjukkan implementasi program sekolah ramah anak dalam menumbuhkan lingkungan belajar yang kondusif di SD Islam Terpadu Baitul Jannah melalui penataan fisik sekolah, kualifikasi guru, dan suasana belajar yang kondusif. Penataan ruang kelas yang menarik, nyaman, berwarna-warni dan gambar dan karya peserta didik yang dipajang, kelas menjadi lebih hidup dan memotivasi siswa untuk belajar. Pendidik yang profesional dalam menerapkan metode pengajaran yang berpusat pada siswa menjadikan siswa menjadi lebih berkembang dalam pembelajaran. Proses pembelajaran di kelas melalui interaksi yang menyenangkan, menarik, dan positif antara guru dan siswa dapat menciptakan lingkungan belajar yang kondusif dan produktif.

Kata Kunci: Implementasi, Program Sekolah Ramah Anak, Pembelajaran Yang Kondusif

Abstract

This study aims to describe the implementation of the Child-Friendly School Program to cultivate a conducive learning environment at an Integrated Islamic Elementary School. A qualitative (descriptive) research method was employed, with school administrators, teachers, and students as research subjects. Data collection techniques included observation, interviews, and documentation. Data analysis followed Miles and Huberman's model, comprising Data Reduction, Data Display, and Conclusion Drawing/Verification. Data validity was ensured through triangulation of techniques and sources. Findings reveal that the implementation of the Child-Friendly School Program at Baitul Jannah Integrated Islamic Elementary School fosters a conducive learning environment through physical school arrangements, teacher qualifications, and conducive learning atmosphere. The attractive, comfortable, and colorful classroom arrangement, along with student artwork displays, enlivens classrooms and motivates students to learn. Professional educators employing student-centered teaching methods contribute to students' developmental progress. Interactive, enjoyable, and positive teacher-student interactions in the classroom create a conducive and productive learning environment.

Keywords: *implementation, child-friendly school programs, conducive learning*

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INTRODUCTION

Education is a fundamental right for every child and serves as the primary foundation for their optimal development of potential. A conducive, safe, and enjoyable learning environment plays a crucial role in supporting children's learning processes and facilitating their holistic growth (Rusmawati et al. 2021; Widodo 2019). However, many schools still do not fully consider this aspect, causing children to feel uncomfortable, stressed, and unmotivated to learn.

In response to this issue, UNICEF launched the global initiative of Child-Friendly Schools in 2010 (Arissa 2022; UNICEF 2010). The Child-Friendly School program has a very specific goal, which is to create a learning environment that is not only safe and healthy but also supportive and respectful of the dignity and rights of children. In its implementation, Child-Friendly Schools adopt a holistic approach that encompasses various aspects of the teaching and learning process (Rahmawati and Supriyoko 2022; Saptono 2022). In addition to focusing on academic achievement, this program also considers the physical, mental, emotional, and social development of children. Thus, it

emphasizes not only intellectual intelligence but also the overall development of the child in various dimensions of life.

A healthy learning environment for children is characterized by the presence of facilities that are secure, friendly, and enjoyable, as well as interactive, participatory, and engaging teaching methods. The provision of facilities helps ensure a sturdy and protected environment from hazards, ranging from being free of hazardous materials to being well-secured. An important factor for children to learn comfortably and avoid various diseases is the school environment. In addition to this, the availability of learning resources such as quiet study spaces, well-ventilated outdoor areas, and easy access to clean air contributes to the development of a healthy learning environment.

The implementation of the Child-Friendly School program is highly relevant and important in the context of Islamic schools. As educational organizations dedicated to advancing Islamic principles, Islamic schools have a strong commitment to providing a learning environment that is vital for students, in line with Islamic teachings that value the dignity of families and childhood (Hussin and Tamuri 2019; J. Mark Halstead 2007; Mabud 2018). According to Islamic law, a child is a divine creation of Allah SWT and must be protected, nurtured, and raised with utmost care (Gulen 2018). The Prophet Muhammad (peace be upon him) set an example in treating children with gentleness and compassion (Evianah 2023; Hairina 2016). He also emphasized the importance of educating children from an early age with methods that are appropriate for their developmental stage. By applying the principles of early childhood education, Integrated Islamic Elementary Schools can create a learning environment that is safe, protected, and free from all forms of discrimination and misunderstanding (Inayati and Trianingsih 2019). This will help children to grow and develop optimally, both academically and in terms of character, in accordance with the guidance of the Islamic religion (Gulen 2018). Furthermore, the implementation of this program also reflects the school's commitment to respecting and protecting the rights of children as the future generation of the nation.

Child-friendly learning prioritizes interactive and participatory methods (Fang, Azizan, and Huang 2024; Tayefi Nasrabadi, García, and Pourzakarya 2021). The role of educators has changed; they are no longer just a source of knowledge but facilitators who encourage children to actively engage in their own learning process (Crosby, R.M. Harden 2000). By utilizing role-playing, discussions, and creative projects, learning becomes more interactive and meaningful for students.

In addition, it is important for schools to establish policies that protect children from all forms of violence, discrimination, and inappropriate treatment (Ananda et al. 2023; Fahmi 2021). Such policies may consist of written rules and a school culture that prohibits both physical and verbal violence, as well as enforcing strict penalties for offenders (Christiana 2019; Putri 2022; Sfaat 2023). As a result, students feel safe and comfortable in the school environment, which has a positive impact on effective learning for students.

The implementation of the Child-Friendly School Program in Integrated Islamic Elementary Schools can serve as a solution to create a conducive learning environment

aligned with Islamic values. By adhering to these principles, it is hoped that children can grow and develop optimally, both academically and non-academically, and possess noble characters in accordance with the guidance of Islam. Law No. 20 of 2003 emphasizes the importance of education in developing holistic self-potential, encompassing spirituality, personality, self-control, intelligence, noble morals, and skills (Rosyad and Zuchdi 2018). Morality refers to the accepted standards of good and bad behavior related to attitudes and actions in society at large.

Namun, penerapan Program Sekolah Ramah Anak tentunya tidak lepas dari The challenges and obstacles that need to be addressed include factors such as limited resources, lack of understanding and commitment from relevant parties, as well as cultural and traditional barriers that may not fully support the implementation of this program (Fitriani, Istaryatiningtias, and Qodariah 2021; Pangestuweni, Sugiharto, and Hudallah 2021). Currently, moral education still faces many challenges, such as the moral degradation of the younger generation characterized by rule violations, bullying, and non-compliance with educators (Fitriani and Istaryatiningtias 2020; Mandiudza 2013; Prasetya, Sulasmi, and Susana 2021). One of the Islamic schools implementing the Child-Friendly School Program, SDIT Baitul Jannah, still faces challenges in maintaining a positive learning environment. Despite efforts to implement the program, there are still several issues, such as shouting, using foul language, fighting, and taking belongings from peers among the students.

Ramdani Salam's research highlights several obstacles in the Child-Friendly School Program, such as the need to improve the cleanliness of school facilities, including the inadequate condition of some classrooms (Salam et al. 2023). Supported by Fathatul, it is emphasized that the lack of adequate facilities and infrastructure, especially those supporting an inclusive environment, creates discomfort for students, especially those with special needs, which is experienced by several elementary schools (Fathatul Jannah and Hidayati 2022).

The need for a child-friendly approach to create a safe, comfortable, and respectful learning environment that upholds children's rights in accordance with the principles of child protection is crucial. Educators and schools play a crucial role in realizing child-friendly schools through a learning process free from violence, discrimination, and intimidation (Erdianti and Al-Fatih 2020; Thomas, Alphonsa Jose, and Aneesh Kumar 2018). Educators are tasked with facilitating children's growth by involving them in curriculum decision-making processes (Darma et al. 2023; Novitasari and Sunarti 2023). Just like in the research, schools have policies against violence, improvements in facilities and infrastructure, and the formation of a child-friendly school task force consisting of students (Cornivia 2022). Through a non-violent, non-discriminatory, and non-intimidating learning approach, and involving children in child-friendly programs, it is important to create a safe learning environment that supports children's rights, with educators and schools playing a crucial role in realizing this.

Although there has been extensive research on the implementation of Child-Friendly School Programs, most of it focuses on general educational settings without

considering the unique challenges and opportunities faced by Islamic schools. Specifically, the integration of child-friendly principles with Islamic values remains an underexplored area. This gap leads to a lack of understanding of how these two aspects can be harmonized to create a conducive learning environment that aligns with religious teachings. Furthermore, research on the effectiveness and practical challenges of implementing such programs in faith-based schools is still very limited, particularly in the context of distinct socio-cultural and religious dynamics.

Based on the above exposition, this research aims to comprehensively examine the implementation of the Child-Friendly School Program in Integrated Islamic Elementary Schools, identify supporting and hindering factors in its implementation, and provide recommendations for improvement and enhancement in the future. This research offers novelty by focusing specifically on the implementation of Child-Friendly School Programs in Integrated Islamic Elementary Schools, a topic that has been largely unexplored. By examining how these programs can be adapted to align with Islamic values, this study provides a new perspective in the field of education. The research also has the potential to bridge the gap between secular child-friendly education models and religious principles, ultimately contributing significantly to the development of educational policies and programs that are more responsive to the needs and rights of children at both national and global.

METHODS

This research is a field research conducted at SDIT Baitul Jannah Bandar Lampung, where the researcher directly engaged in the location to conduct observations, interviews, and data collection related to the Implementation of the Child-Friendly School Program in Building a Conducive Learning Environment at Integrated Islamic Elementary Schools. Data were collected from primary sources such as program coordinators, educators, and students, as well as secondary sources such as supporting documents. The research subjects were selected using purposive sampling, which included the school principal, classroom teachers, and students, as they were directly involved in the implementation of the program. The research object is the influence of the child-friendly school program on students' learning outcomes. The data collection techniques used included direct observation, interviews with relevant parties, and documentation such as reports and other supporting documents (Koderi, Sufian, and Erlina 2023; Linneberg and Korsgaard 2019; Theophilus Azungah 2018).

The collected data were analyzed using a qualitative descriptive method, employing the Miles and Huberman model, which aims to understand and describe the implementation of the Child-Friendly School Program in depth. The analysis began with the transcription of interviews and observations conducted in the field. Following this, the researcher performed coding on the transcribed data to identify the main themes that emerged related to program implementation, its impact on the learning environment, and students' learning outcomes. Using the Miles and Huberman framework, data analysis involved three concurrent activities: data reduction, data display, and conclusion

drawing/verification. Each identified theme was then analyzed in-depth to understand the relationship between supporting and hindering factors in the implementation of the program. Additionally, the researcher used data triangulation by comparing findings from various primary and secondary data sources to ensure the validity of the analysis results. The final results of this analysis are presented in a narrative form that details the process, challenges, and impact of the Child-Friendly School Program implementation at SDIT Baitul Jannah, thereby providing comprehensive insights into the success of the program in creating a conducive learning environment and supporting students' learning outcomes (Eko Haryono 1979; Thalib 2022).

RESEARCH FINDINGS AND DISCUSSION

The implementation of the Child-Friendly School Program to create a conducive learning environment at SDIT Baitul Jannah in Bandar Lampung focuses on several aspects, including the physical arrangement of the school, the qualifications of educators, and the conducive learning atmosphere.

The classroom arrangement at SDIT Baitul Jannah in Bandar Lampung is designed to be attractive and comfortable for students. The rooms are designed with adequate lighting and equipped with appropriate teaching media and materials for the students' age group. The arrangement includes decorations, seating arrangements, pictures, students' artworks, and posted classroom rules. The school grounds are also well-maintained by guards and cleaning staff. A comfortable and orderly classroom atmosphere helps create conducive learning conditions for students (Hui, Sam C.M. and Cheng 2008; James, Willis, and Patton 2001; Setiati, Utari, and Wardhani 2020).

The classroom arrangement at SDIT Baitul Jannah in Bandar Lampung is done with careful consideration of the comfort and needs of the students. The classrooms are designed based on adequate lighting, both from natural sunlight and artificial lights, to ensure they are neither too dim nor too bright (Hui, Sam C.M. and Cheng 2008; Samiou, Doulos, and Zerefos 2022; Setiati et al. 2020). The media and learning materials used are also tailored to the age and developmental level of the learners, making them easier to understand and capturing their attention (Koderi et al. 2023). Classroom arrangement includes colorful and attractive wall decorations, flexible seating arrangements to facilitate various types of learning activities, pictures and artworks created by students displayed on the walls, and class rules written in language easily understood by children (James et al. 2001; Purnomo 2017). Furthermore, the school grounds are well maintained by caretakers and cleaning staff, ensuring that they appear clean, green, and comfortable for activities.



Image 1. Classroom arrangement.

The classroom arrangement described here includes colorful and attractive wall decorations, flexible seating that can be adjusted to facilitate various learning activities, student artwork displayed on the walls, and class rules written in language easily understood by children. A good classroom arrangement creates a stimulating and engaging learning environment for students (Gremmen et al. 2016; Widiastuti, Susilo, and Nurfinaputri 2020). With colorful and attractive wall decorations, as well as student artwork displayed, the classroom becomes more lively and motivates students to learn.

The educators at SDIT Baitul Jannah in Bandar Lampung adhere to and apply the principles of the Convention on the Rights of the Child in the learning process. They act fairly without discrimination, utilize learner-centered teaching methods, and serve as friends who help overcome learning difficulties. Through fair and non-discriminatory treatment, every student feels respected and given equal opportunities to learn and grow (Buchner et al. 2021; Kilkelly 2020). Teaching methods are creatively, innovatively, and variably designed to enhance students' absorption and learning motivation. The use of learner-centered teaching methods helps accommodate individual learning needs and styles, allowing each student to learn in the most effective way for them (Rivalina and Siahaan 2020; Schuh 2004). Furthermore, the role as a friend who assists in overcoming learning difficulties fosters a strong bond between educators and students, building confidence and learning motivation (An, Mindrila, and Strategies 2020). Creatively, innovatively, and variably designed teaching methods also enhance students' interest and engagement in the learning process, thereby helping to improve their absorption of the subject matter and learning motivation.

Furthermore, educators at SDIT Baitul Jannah also adopt learner-centered teaching methods. They understand that each child has different needs and potentials, so they strive to identify and respond to students' individual needs. By being friends and mentors, they not only teach but also help students overcome learning difficulties and develop their potential optimally (Buchner et al. 2021; Rivalina and Siahaan 2020; Schuh 2004).

As a professional educator in Islamic education, their duties are not only limited to delivering subject matter but also encompass various important aspects in shaping students' character and personality (An et al. 2020; Arfandi and Samsudin 2021). Their approach in planning and implementing the curriculum must align with national educational standards

and Islamic values that respect the dignity and rights of individuals. As learning facilitators, they actively employ innovative teaching methods and strategies to enhance students' motivation and participation.

In creating a conducive learning environment, educators act as leaders who can build good relationships with students, parents, and other school staff (Arfandi and Samsudin 2021; Illahi 2020). Educators are responsible for guiding and supporting students in their moral and spiritual development in accordance with Islamic teachings, serving as role models in behavior and the values they impart (Munawir, Salsabila, and Nisa' 2022). By fulfilling these duties with dedication, a professional educator in Islamic education can make a significant contribution to shaping a generation that is faithful, intelligent, and beneficial to society (Flores 2020; King 2011; Sancar, Atal, and Deryakulu 2021). Thus, creating a learning environment with an effective, conducive, enjoyable, and engaging atmosphere for students.

The learning process at SDIT Baitul Jannah in Bandar Lampung takes place in a fun and engaging atmosphere. Educators display warmth, enthusiasm, and treat all students equally. The enjoyable learning environment starts with classroom organization, including well-arranged, comfortable learning spaces that facilitate interaction between students and educators in creating a conducive environment (Azmiyah and Astutik 2021; Çoban and Atasoy 2020). Educators not only deliver learning materials but also provide guidance, motivation, and support to students in achieving learning goals.

The involvement of educators and students in the development of learning is a shared responsibility. Thus, in the planning, implementation, and evaluation of learning activities, they ensure alignment with the needs and interests of the students (Suwarni 2022). Educators who manage their classrooms effectively by establishing clear rules, providing structured guidance, and managing interactions among students can create a positive and productive learning atmosphere (Çoban and Atasoy 2020). Educators should also use media creatively as additional learning tools to share information.



Image 2. The classroom learning atmosphere.

The image above depicts the conducive learning environment within the classroom at SDIT Baitul Jannah in Bandar Lampung, characterized by positive interactions, engaging visualizations, and active collaboration among students. The teacher, acting as a facilitator, creates a safe and supportive environment, promoting the holistic growth of students.

This study significantly contributes to the understanding of how to implement the Child-Friendly School Program in creating a conducive learning environment, particularly within Integrated Islamic Elementary Schools. It offers valuable insights by identifying and examining critical aspects such as school physical arrangement, educator qualifications, and the learning atmosphere, highlighting how these elements are interconnected in establishing an optimal educational setting. A key finding emphasizes the importance of attractive and comfortable classroom arrangements tailored to students' ages, as supported by previous research. Additionally, the role of trained educators who adhere to the principles of the Convention on the Rights of the Child and apply learner-centered teaching methods is underscored. The study also explores how a fun, engaging, and positively interactive atmosphere between educators and students can foster a productive learning environment. Its contributions to the academic world include providing a deeper understanding of how to align educational practices with child-friendly and Islamic values, thereby enhancing the overall effectiveness of education within this context. The findings of this research contribute to the academic world by providing a deeper understanding of how to align educational practices with child-friendly and Islamic values, thereby enhancing the overall effectiveness of education within this context.

CONCLUSION

The implementation of the Child-Friendly School Program in fostering a conducive learning environment at Integrated Islamic Elementary School Baitul Jannah identifies key aspects such as school physical arrangement, teacher qualifications, and conducive learning atmosphere. With an attractive, comfortable, colorful classroom setup, adorned with students' artwork displayed, the classroom becomes lively and motivates students to learn. Moreover, the role of professional educators in implementing student-centered teaching methods enables students to develop further in their learning. The learning process, characterized by enjoyable, engaging, and positive interactions between teachers and students, can create a conducive and productive learning environment. Overall, this research provides a significant contribution to understanding and implementing the Child-Friendly School Program comprehensively, from physical to pedagogical aspects, to fulfill children's rights in education. These findings offer references and insights for other schools, especially Integrated Islamic Elementary Schools, in efforts to enhance learning quality and fulfill children's rights through the implementation of this program.

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