

Effectiveness of Children's Friendly Program In The Formation of Student Characters

Hotma Siregar

Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

hotmasiregar@umsu.ac.id

Abstract--- Creating character learners is an educational task, the essence of which is to build a complete human being, that is, human beings with character. Child-friendly education implemented directly or indirectly in schools will shape the character of students. Character education is not only a demand of government, laws and regulations, but also by religion. The purpose of this research is to find out how the implementation of child-friendly programs in SMP Negeri 1 Batang Quiz and to find out effective or not child-friendly programs in the formation of student character in SMP Negeri 1 Batang Quiz. Data collection techniques used in this study are the method of documentation and interviews. The method used in this research is quantitative descriptive method that summarizes a large amount of raw data into information that can be interpreted. The implementation of child-friendly programs is based on several principles, namely non-discrimination, children's rights, the best interests of children, children's survival and development, and good development for children. This research was conducted in a duration of 6 (six) months. Although the research period is very limited, it also appears that child-friendly programs are effective. The effectiveness is seen with the change in student attitudes for the better. Changes in attitude actually do not fully indicate a change in character, because changing characters requires quite a long time.

Keywords: Effectiveness, Child Friendly Program, Student Character

I. INTRODUCTION

Education is a conscious and planned effort, especially in realizing an effective and efficient learning atmosphere so that students in this case children in particular can manifest themselves in high religious spiritual strength, intelligence, self-control, personality, morals noble, as well as skills, which will be useful both for him, the community, the nation and the State to achieve this learning process, of course, must be supported by all parties.

The government has tried to revive educational activities through educational methods

that truly educate and can be enjoyed by students. This is evidenced by the issuance of national education policies as explained in the National Education System Act Article 40 paragraph 2 which says "education and education personnel are obliged to create a meaningful, creative, dynamic and dialogic educational atmosphere.

This is in line with Article 54 of Law NO. 23 of 2002 concerning Child Protection which reads: "Children in and within the school must be protected from acts of violence committed by teachers, school management or friends in the school concerned or other educational institutions.

From these articles it can be concluded that the protection of children both in the formal, informal and non-formal education environment is very much considered by the government, especially the Indonesian Child Protection Committee. Where children must feel safe and comfortable during the learning process. One of them is by creating a child-friendly educational environment, which is to create a safe, comfortable, healthy and conducive atmosphere, accept children as they are, and respect children's potential. Thus the child is no longer an object in education but as a subject, the child is free to be creative in learning with an atmosphere of an educational environment that is full of love.

Making character students is the task of education, the essence of which is to build whole people, namely good human beings and character. Understanding good and character refers to the norms adopted, namely the noble values of the Pancasila. All the points of Pancasila are fully integrated into the dignity and human dignity. Human rights consist of three components, namely human nature, humanitarianism, and humanitarian dimensions.

Child-friendly education that is implemented in schools directly or indirectly will shape the character of students. The principle of child-friendly schools is to make the interests and

needs of students as the main consideration in determining each decision and action taken by managers and providers of education. Child Friendly Schools are essentially the school that provides full children's rights, as well as classroom and school management.

According to Alwisol (2007: 8) character is a description of behavior by highlighting the value (right-wrong, good-bad) both explicitly and implicitly. Character is different from personality because personality understanding is freed from value. Nevertheless, both personality (personality) and tangible character behavior are shown to the social environment, both are relatively permanent and guide, direct and organize individual activities

According to S.M. Dumadi (1995: 11) character originates from the Greek "charassein", which means goods or tools for scratching, which in the future are understood as stamp / stamp, traits that are attached to someone. A person's character or character can be formed, meaning that one's character can change, even though the character contains innate elements (internal potential), which everyone can be different. However, character or character is strongly influenced by external factors, namely family, school, community, social environment, and others.

Specific understanding, character is typical good values (know the value of goodness, real good life, and good impact on the environment) that are imprinted in themselves and manifest in behavior. Coherent characters emanate from the results of thinking, exercise, sports, and sports and the intention of someone or a group of people. Character is a characteristic of a person or group of people who contain values, abilities, moral capacity, and determination in facing difficulties and challenges.

Besides that, according to kak Seto in Arismantoro (2008: 14), another thing that is not less important for us to understand in educating children is that we need to understand child psychology. Basically children are: not miniature adults, the world plays, develops, likes to imitate and be creative.

Therefore, it can be described that child-friendly programs are an approach in the learning process that prioritizes humanistic values which are also called educating children with an approach of affection. Children are no longer used as objects of learning but as subjects of learning, where parents and teachers are only directors and mentors for them. In other words, child-friendly programs are a program in developing humanistic learning for children and trying to change the learning

atmosphere to be more enjoyable by fulfilling or supporting children's rights and integrating the physical, psychological, and mental potential of children with an approach of affection both in family, school, society and country.

II. METHOD

The method in this study is a qualitative method which is this research descriptive and tend to use analysis. The existing theory is used as a guide so that the focus of research is in accordance with the facts in the field.

Operational definitions or conceptual frameworks that describe the relationship between specific definitions / concepts to be examined. However, further elaboration of this concept is still needed by providing operational definitions. Based on the title that has been submitted, it is necessary to explain the following meanings: child-friendly program is a program that consciously seeks to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner.

The main principle of child-friendly programs is non-discrimination of interests, rights to life and respect for children. According to Lickona (2012) character formation is a trait that is formed from our habits, our habits when children usually survive until adolescence, parents can influence both bad, the formation of their child's habits.

Research Instrument: Documentation Study, Interview, Data Analysis Techniques. Thus the conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning, but maybe not, because as has been stated that the problem and the formulation of the problem in qualitative research are still temporary and will develop after the research is in the field.

III. RESULT AND DISCUSSION

1. Implementation of Child Friendly Programs in SMP Negeri 1 Batang Kuis

According to Alwis in Salahudin and Irwanto (2013) making character students is the task of education, the essence of which is to build whole people, namely good human beings and character. Understanding good and character refers to the norms adopted, namely the noble values of Pancasila. All the Pancasila points are fully integrated into human dignity. Human rights consist of three components, namely, human nature, human pancadaya, and human dimensions.

School role is very important in character building efforts. In this context, character education is a school effort carried out jointly by teachers, school leaders (and all school members) through all school activities to shape students' morals, character or personality through virtues found in religious teachings. For those who are Muslim, they always make the Koran and the Sunnah as the basis for perspective, thinking, acting and acting.

The character formation patterns that are applied and carried out by schools are as follows:

1. Give good example;
2. Providing motivation to children;
3. Working together to form characters both at school and at home;
4. Generating internal motivation from the child;
5. Schools must be a model of a peaceful and harmonious society;
6. Schools must provide opportunities for students to practice moral behavior.

In the school environment, all school members must give students the space to form activities that support character formation, such as bulletin and parenting. In addition, the school environment must also reflect the formation of the character of students by carrying out various activities and completing everything related to supporting the formation of the character of students, such as syiar, facilities and infrastructure.

The implementation of child-friendly programs is carried out by referring to 6 (six) important components, namely:

- a. There is a written commitment that is considered a child-friendly program policy;
- b. Implementation of child-friendly learning processes;
- c. Educators and educators trained in children's rights;
- d. Child-friendly facilities and infrastructure;
- e. Children's participation;
- f. Participation of parents, community institutions, businesses, other stakeholders and alumni;

The implementation of child-friendly programs is also based on the following principles:

- a. Non-discrimination is to guarantee the opportunity for every child to enjoy children's rights, namely education without discrimination based on disability, gender, ethnicity, religion and background of parents;
- b. The best interest for children is always to be the main consideration in a decision and action taken by the manager and organizer of education related to students;
- c. Life, survival and development that is creating an environment that respects the dignity of the child and guarantees the

holistic and integrated development of each child;

- d. Respect for children's views which includes respect for the rights of children to express views in all matters that affect children in the school environment;
- e. Good management, namely ensuring transparency, accountability, participation, information disclosure, and the rule of law in educational units;

2. Effective Child Friendly Program in Forming Student Character in SMP Negeri 1 Batang Kuis

Child-friendly programs are defined as programs to realize safe, healthy, caring, and cultured conditions of the environment that are able to guarantee the fulfillment of children's rights and protection of children from violence, discrimination and other mistreatment while the child is in the education unit, and support children's participation especially in planning, policy, learning and supervision. Child-friendly programs are not building new schools, but conditioning a school to be comfortable for children, and ensuring schools fulfill children's rights and protect them, because schools are the second home for children after their own homes.

Character formation through child-friendly programs can be said to be effective, because from the data obtained from interviews about child-friendly programs in forming student character shows good. This means that almost all children's characters can be formed through this program. In this program the child is required to be responsible, disciplined, honest, caring, tolerant and creative, from that attitude the child's character can be formed.

IV. CONCLUSION

The essence of education is to build a whole person, that is, a good human and with character. Understanding good and character refers to the norms adopted, namely the noble values of Pancasila which are integrated into human dignity.

Batang Kuis State Middle School through several activities related to child-friendly programs has succeeded in forming student character. The relationship between character and sustainable child-friendly programs so that there is a match between the two. Constraints in character formation are parenting, the environment, and technology that is increasingly sophisticated.

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