



Realizing Child-Friendly Schools in The Classroom Learning Process

Ika Novitasari^{1,*} Sunarti¹

¹ Universitas PGRI Yogyakarta, Indonesia

Corresponding author. Email: ika170297@gmail.com

ABSTRACT

This study aims to discover how to realize child-friendly schools in the learning process in the classroom. The research was conducted at Muhammadiyah Senggotan Elementary School. This type of research is qualitative research. Data collection was carried out by observation, interview, and documentation methods. It uses the Miles and Huberman data analysis model. To check the validity of the data using triangulation techniques and sources. The results of the study show that in order to realize child-friendly schools in the learning process in the classroom through three aspects. The first aspect is child rights-based learning planning, which includes curriculum documents, classroom environment arrangement, Learning Implementation Plans, teaching materials, and learning media. The second aspect is the learning process, which includes learning materials, inclusive and non-discriminatory learning, carrying out the learning process in a fun, compassionate, and free-from-discriminatory treatment of students inside and outside the classroom, applying caring and cultured habits of the environment in learning, and ensuring communication and dialogue for mutual learning. The third aspect of the assessment of learning outcomes refers to children's rights.

Keywords: *Child-Friendly Learning, Child-Friendly School*

1. INTRODUCTION

One of the essential pillars in children's growth and development is education. Education is a necessity for every individual. Every child in Indonesia must undergo nine years of education consisting of primary and secondary education. Children will receive education in a place called a school. School is one place where children's rights can be fulfilled. The right of children to obtain education so that their potential can develop properly. In addition to obtaining rights, children must also carry out their obligations. One of these obligations is to participate in activities in school.

Education can play a role in developing the various potentials within each optimally, namely developing the highest individual potential in the physical, intellectual, emotional, social, and spiritual aspects by the stage of development and characteristics of the physical environment and socio-cultural environment in which he lives. [2] education is a deliberate and planned effort with the aim of creating a learning environment and learning process that encourages students to develop their potential, including religious and spiritual aspects,

self-control, personality, intelligence, morals and skills that needed by himself and society.

Currently, in Indonesia, child-friendly schools have developed. Child-friendly schools are formal, non-formal, and informal education units that are safe, clean, and healthy, care for and have a culture of the environment, can guarantee, fulfill, and respect children's rights, and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, benevolence, learning, supervision, and complaint mechanisms related to fulfilling the rights and protection of children in education, (KPPA and PA: 2016). [12] Child Friendly Schools can be described as educational institutions that consciously guarantee and fulfill children's rights in every aspect of life with clear planning and responsibilities.

Child-Friendly Schools (CFS) is not about building new schools. However, Child-Friendly Schools (CFS) is a government policy or program that needs to be conditioned by schools to make them comfortable for

every child. Schools must ensure they fulfill children's rights and protect them because school is a second home for children after their own home. Child-friendly school programs were also created to prevent many cases of bullying. So, it is hoped that it will guarantee the safety of students. [3] child-friendly schools are safe and comfortable for children. Child-friendly schools are a vehicle or means to realize the goals of national education, namely humans who have personality, noble character, spiritual strength, intelligence, and skill and are helpful for resources and nation-building.[5], child-friendly schools must consider the condition of the school environment to be safe, clean and healthy, and oriented towards cultural values. Schools must protect the rights and ensure the protection of students from acts of violence, discrimination and unfair treatment. In addition, schools must guarantee student participation in planning, policies, learning processes, supervision and complaint systems related to providing student rights and protection during the education process.

[11] Educators and education staff at schools are expected to be able to organize education and learning that is able to facilitate students to have behavior that reflects an educated person.

Muhammadiyah Senggotan Elementary School is one of the schools in Yogyakarta City that has implemented the Child-Friendly School Program. Child-friendly Schools have the principle of making the needs and interests of each student the primary consideration in determining every action and decision taken by education managers and administrators. In essence, Child-Friendly Schools (CFS) are obliged to provide all children with full rights and classroom and school management. This program is related to child-friendly villages and districts, which the government previously launched. The Child-Friendly School Program (CFS) implements 3Ps: provision, protection, and participation. Therefore, Child-Friendly Schools (CFS) must respect students' rights when expressing their views on all matters, especially regarding educational science, technology, arts, and culture, so that students feel comfortable and enjoyable in the teaching and learning process. In addition, CFS guarantees every student the opportunity to obtain their rights in education without discrimination based on disability, gender, ethnicity, religion, type of intelligence, and parental background. [7], Child Friendly Schools can be realized if educational institutions including schools, families and communities can work together in efforts to build Child Friendly Schools (SRA).

Teachers as educators in elementary school educational institutions play a role that is no less important than parents. Education services at schools are responsible for meeting children's needs for growth

and development. So, whatever the teacher does in the school environment will impact the child's life in the future. If teachers can provide good educational services, children will naturally receive good learning intake, too, and vice versa.

One way to create a child-friendly school is to create child-friendly learning activities. Child-friendly learning will give birth to the nation's next generation, whose behavior does not deviate from applicable rules. Deviant behavior includes corruption, violence, free sex, crime, brawls, theft, drug abuse, Etc. It is hoped that child-friendly learning will improve children's social, emotional, cognitive, language, and moral qualities so that they will give birth to children who have friendly, polite, honest personalities, good character, intelligence, and love of the homeland and nation.

2. METHOD

2.1. *Types of research*

The research that will be carried out is qualitative. The data presented in qualitative research is in the form of pictures and words and not in the form of numbers. [13] argues that qualitative research is a systematic (structured) activity to conduct research between theories and facts that exist in the real world and not to test theories or hypotheses. Furthermore, Prastowo (2016: 26) states that qualitative research is a research method that is carried out regularly in analyzing a natural object without manipulating or testing hypotheses, by utilizing a natural approach. Qualitative research will be carried out using descriptive methods. The data obtained during the research were in the form of words, writings, pictures, and documents that came from informants or sources that could be trusted. Anggito and Johan (2018: 11) state that qualitative research reports contain data quotations in the form of facts found in the field, which are used to support the content of the report.

2.2. *Time and Place of Research*

This research was conducted at Muhammadiyah Senggotan Elementary School, located at Senggotan Dukuh V, Tirtonirmolo, Kasihan, Bantul, DIY (Pathok Negara Dongkelaan Mosque Complex). This research was conducted in the 2022/2023 school year, from April 2023 to June 2023.

2.3. *Research subject*

Researchers determine the source of data using purposive sampling. Researchers used purposive sampling because the selected data sources can provide the expected data. All information obtained came from the principal, teachers, and second grade students.

2.4. *Data, Instruments, and Data Collection Techniques*

Researchers took data sources: the principal of Muhammadiyah Senggotan Elementary School, teachers, and class II students. This study uses data collection techniques through observation, interviews, and documents. Researchers used observation guidelines, interviews, and documents.

To gather information from sources, researchers used unstructured interview techniques.[9] unstructured interviews have the advantage that the interviewer can explore as much information as possible. The instrument used in this research used field notes.

2.5. *Data analysis technique*

The data analysis technique in this research was carried out from the start of the data collection stage in the field until the data had been entirely collected. Then, intensive data analysis was carried out. To analyze the data so that it is easy to understand, researchers used the interactive analysis model proposed by Miles and Huberman, which consists of four stages, including data collection, data reduction, data presentation, and conclusions or verification.

In this research, the researcher used technical triangulation and source triangulation to test the validity of the data obtained during the research. Source triangulation is a technique for checking data credibility by examining data obtained from several sources. Triangulation techniques are used to test the credibility of data by checking data with different techniques at the same source. [4] explain that data triangulation involves checking data repeatedly.

3. RESULTS AND DISCUSSION

Based on research conducted at the Senggotan Muhammadiyah Elementary School, to create a child-friendly school in the learning process in the classroom. divided into three aspects, first, learning planning based on children's rights, second, the learning process, and third, assessment of learning outcomes referring to children's rights.

3.1. *Learning Planning Based on Children's Rights*

3.1.1. *Curriculum Document*

In the world of education, the curriculum is essential. With the right curriculum, students will get the appropriate learning targets. Each school has a document regarding the applicable curriculum. Curriculum documents that every school should have at least contain a syllabus and lesson plans. To follow up on the CFS indicators contained in Women Empowerment And Child Protection Ministerial Regulation No. 8 of 2014, which explains that one of the CFS indicators is having a curriculum document based on children's rights, the Muhammadiyah Senggotan Elementary School has a policy to design lessons that prioritize the fulfillment of children's rights.

The curriculum documents referred to in this study are syllabus and lesson plans.

3.1.2. *Classroom Environment Arrangement*

To create a comfortable school, you can start with child-friendly classrooms that support the learning process so that children actively develop their potential in a fun way.

Muhammadiyah Senggotan Elementary School has made classroom arrangements that support a child-friendly learning atmosphere. In second grade, for example, there are various paintings and various displays that decorate the walls of the room. Not only that, the room is also painted in bright colors by the children's theme. Various children's works are also displayed to foster children's pride and self-confidence. The classroom has a reading and work corner, which is comfortable, clean, and tidy. Child-friendly classrooms are created so students feel at home and grow in self-confidence. Apart from that, an award board is also attached to the stars. Students compete to be more creative and braver to get this star.

Teachers must determine varied seating arrangements to create a new, exciting student atmosphere. The tables and chairs used have obtuse angles. Student writing desks can be arranged in groups, rows, rows, circles, semicircles, horseshoes, Etc. Adapted to the learning objectives to be achieved. Various pieces of furniture inside and outside the classroom have been placed correctly so as not to interfere with student accessibility. It is also by Women Empowerment And Child Protection Ministerial Regulation No. 8 of 2014 concerning Child-Friendly Schools policy, which states that "Class environment arrangements that support an active, inclusive and learning-friendly learning atmosphere." Furthermore, Kristanto (2011:47) also stated that a good, neat, beautiful, structured, and integrated will facilitate teachers and students in conducting learning activities.

Class agreements are also posted on the class information board as rules that apply in class, picket schedules, lesson schedules, class management, Etc. Preparing class agreements, picket schedules, and class administrators is done through class deliberation. It was done so that no students objected, and all students were expected to live happily.

3.1.3. *Lesson plan*

The lesson plans used at Muhammadiyah Senggotan Elementary School are child-friendly. The LIP was created without deviant things such as pornography, ERRI (Ethnicity, Religion, Race, and Intergroup), terrorism, and violence. It is by Women Empowerment And Child Protection Ministerial Regulation No. 8 of 2014 concerning Child-Friendly School policies, which states that "The Learning Implementation Plan (LIP) is child-friendly (including: does not contain elements of violence, pornography, and terrorism)."

Learning plans made by each class teacher at Muhammadiyah Senggotan Elementary School are carried out by considering aspects of children's needs in terms of playing and resting. It is indicated by the existence of learning activities that provide time for children to rest and play.

3.1.4. Teaching materials

Teaching materials used in learning are child-friendly. The teaching materials used have met the criteria of ideal teaching materials. The teaching materials used are various and do not contain ERRI, pornography, or violence. It is to the guidelines for child-friendly schools (2015), which state that teaching materials are safe and free from elements of pornography, violence, radicalism, and ERRI.

3.1.5. Instructional Media

Before starting learning activities, teachers should prepare learning media appropriate to the material to be delivered. Engaging learning media is proven to be able to create a fun, exciting learning atmosphere and is expected to be able to produce meaningful learning for students. The learning media used must not contain ERRI pornography and violence. In addition, the media used should not harm students. The resource persons (grade 2 teachers) used multiplication and division board learning media in this study. The media is adapted to the material delivered and low-grade students' characteristics.

Using media, learning activities can occur more interactively and involve students. Learning activities are not dull so that the material studied becomes easier to understand. so that learning objectives will be more easily achieved.

3.2. Learning process

3.2.1. Learning materials

The learning material delivered is not gender biased, respect for fellow students, men and women are treated the same, learning material contains conventions on the rights of the child, and is culturally charged and environmentally sound. In conveying learning material using language that is easily understood by students.

3.2.2. Inclusive and non-discriminatory learning

Senggotan Muhammadiyah Elementary School has implemented inclusive and non-discriminatory learning. Teachers provide opportunities for all students to do exercises, help students with learning difficulties, and use language that is easy to understand without distinguishing between one another. Human rights are formulated and guaranteed by the government in the 1945 Constitution of the Republic of Indonesia, Article 28B paragraph (2), which reads: "Every child has the right to survival, growth and development and the right to protection from violence and discrimination." These provisions have provided a strong foundation that children have the right to live, grow and develop and have the right to receive

protection from violence, exploitation, and discrimination.

3.2.3. Carry out the learning process in a fun, loving way and free from discriminatory treatment of students inside and outside the classroom.

a. Learning fun

Learning is said to be fun if there is an atmosphere that is relaxed, free from pressure, safe, attractive, awakens interest in learning, full involvement, students' attention is devoted, the learning environment is attractive, enthusiastic, feelings of joy, high concentration. On the contrary, learning becomes unpleasant when the atmosphere is depressed, feeling threatened, scared, helpless, not enthusiastic, lazy/uninterested, bored/bored, monotonous learning atmosphere, learning does not attract students (Indrawati & Wawan Setiawan, 2009: 24).

Learning at Muhammadiyah Senggotan Elementary School is carried out in a fun way. The joy of the children can be seen when participating in learning activities. Several things must be done by the teacher, among others:

- Greet students enthusiastically

When the teacher enters the classroom, the teacher should greet students enthusiastically and show a cheerful expression. Creating a memorable start is important because it will affect the next process. If the beginning is good, interesting and attractive, then the learning process will be more lively and exciting. Teachers must provide positive energy to students. Students also feel enthusiastic in participating in learning. Examples of greetings that can be done are: "Good morning great kids! Nice to meet you today!"

- Do ice breaking

To create a pleasant classroom atmosphere, the teacher invites students to do ice breaking. Ice breaking can be done during lunch break or when the students are starting to get bored, so that they have the enthusiasm to return to studying. When the research was carried out there were several ice breaking carried out by teachers, for example: enthusiastic clapping, happy clapping, counting claps, trees blowing in the wind, etc. Giving ice breaking makes the children feel happy and excited to take part in learning activities.

- Giving motivation

Teachers have an important role to ensure that students understand the material presented. Teachers can motivate students to learn during class by using technology, giving motivational words, giving students praise, giving awards in the form of stars attached to the award board, etc.

- Using a variety of methods

Each student has their own character. In addition, teachers need to realize that students in one class have different tendencies, intelligence, and learning styles. Therefore, to accommodate all students learning with different backgrounds, teachers can use a variety of methods.

- Using learning media

Teachers must find new ways to make students feel at home following learning activities. One of them is by using learning media. Exciting and diverse learning media will affect the progress of students. Using learning media, students will be enthusiastic about learning because they think the teacher is giving new knowledge they have never gotten. In addition, using learning media will create an effective and efficient learning activity so that the material delivered by the teacher to students can be absorbed optimally. There are many learning media around us that we can use for learning. The learning media must be adapted to the material taught in class. For example, based on the research, the teacher I delivered multiplication and division material using learning media such as a multiplication and division board. The media is self-made so that it can adjust to the needs of students. Students are very enthusiastic about trying the learning media. Even students who tend to be quiet and shy come forward to the front of the class and try to use the media.

- b. Loving learning

In the world of education, compassionate learning significantly impacts the learning outcomes that are created. Compassion will deliver the key to "student success" in various fields according to their potential. With affection, it will also give birth to students who are creative, innovative, superior, and achievers.

Learning full of love will have a positive impact on students and encourage more positive behavior as well. One of the most important things teachers need to do with their students is to interact gently and affectionately and show this love to them in a tangible way. In addition to this method, good relations will not be created to

encourage students' mental and spiritual development and refinement.

Love or affection starts from our mindset towards our students. How does a teacher view the sides and angles of the characteristics of each child? If we believe in something good and faithful, our hearts will be filled with genuine affection, leading to our attitude and behavior towards these students. Therefore, teachers need to build suitable cufflinks about each student.

Based on the results of the research, compassionate learning can be done by starting and ending learning by praying, creating a safe and comfortable classroom atmosphere, building students' emotions by giving positive comments, giving motivational sentences that touch feelings, speaking the language of love and using intonation that does not make students feel afraid, gives awards, conveys material in a comfortable atmosphere, helps students find it challenging to understand the material, pays attention to students, is full of gentleness, Etc.

- c. Learning that is free from discrimination

Muhammadiyah Senggotan Elementary School has carried out learning that is free from discrimination. The school has accepted all children from various backgrounds and facilitated their diversity in learning. Every child can receive an education without discrimination based on disability, gender, ethnicity, religion, or parental background. Students must be treated fairly, both in the form of value, attention, protection, and treatment. A teacher must provide grades transparently according to the achievements of the child. Every student has the right to protection from all forms of violence and discrimination at school, including bullying, sexual harassment, and discrimination based on religion, ethnicity, gender, Etc.

3.2.4. Apply caring habits and environmental culture in learning

Senggotan Muhammadiyah Elementary School has provided an overview of the local culture implemented by the community. This is done by schools to prepare children so they can enter society. This goal is in accordance with what was stated by Ki Hajar Dewantara in Zuriah (2011: 122) stating that education is an effort to advance children's character, mind and body, so that they can improve the perfection of life, namely the life and livelihood of the children we educate in harmony with her world. Customs found in society are taught to children in class, both local

habits and modern habits. According to Koesoema (2018: 19), schools also pass on values and social norms from society so that in the future when they are directly involved in society they do not experience awkwardness and difficulties.

As a form of concern for the environment, schools teach children to protect the surrounding environment by processing rubbish and holding class pickets. Children are taught to keep the environment clean by throwing rubbish in the right place.

3.2.5. Ensure communication and dialogue of mutual learning

Communication in everyday life is very important. Humans cannot avoid various forms of communication, because with communication humans can build the relationships they need as social creatures. Learning communication is a process of conveying a concept or idea from one person to another to achieve a message effectively and efficiently in learning. Kristanto (2011: 153) to foster harmony between school members requires good communication patterns between students and students, students and teachers, students and employees, and teachers and employees, as well as providing good service and not discriminating. The interactions that are built in the learning process will be more dynamic by involving all the individuals involved in it. To build good communication with students, this can be done by using language that is easily understood by students, asking about material that is not yet understood, holding question and answer sessions, conducting discussions and conveying opinions, holding deliberations in making decisions, not tending to blame students easily, being a good listener. In addition, the teacher can take the time during breaks to chat in class with students.

3.3. Assessment of Learning Outcomes Refers to Children's Rights

3.3.1. Learning assessment is carried out based on process and promotes authentic assessment

Learning at Muhammadiyah Senggotan Elementary School has carried out authentic assessment according to the applicable rules. The teacher does a good assessment while in class, namely assessing all aspects of affective, cognitive, and psychomotor. Forms of assignments given to students are also very varied. Assessment is done objectively.

Authentic assessment needs to be carried out to provide a real picture of the extent of mastery that students can achieve regarding certain basic competencies they have mastered. This assessment provides a more detailed and accurate picture of certain aspects that will be assessed according to the criteria or indicators for the assessment carried out, including affective, cognitive and psychomotor.

3.3.2. Applying various forms of assessment to the three aspects of learning (attitudes, knowledge, skills)

As explained previously, Muhammadiyah Elementary School has implemented various forms of assessment on three aspects of learning including attitudes, knowledge and skills. In the 2013 curriculum, the attitude assessment referred to is spiritual attitudes and social attitudes. Attitude competencies are included in core competencies, namely core competency 1 (KI 1) for spiritual attitudes and core competency 2 (KI 2) for social attitudes. Knowledge is included in core competency 3 (KI 3), and skills are included in competency 4 (KI 4).

3.3.3. Implementing learning assessments without comparing one student with another student

Assessment of learning at Muhammadiyah Senggotan Elementary School is carried out objectively. The teacher does not compare students to one another. In providing an assessment, the teacher uses the benchmark of the learning objectives to be achieved. If there are students who have not reached the target of the learning objectives, the teacher always motivates these students. If necessary, the teacher will provide additional hours for students who are deemed necessary. In determining the value score, the teacher uses an assessment rubric. This is in accordance with the opinion expressed by Martiyono (2012: 148) that is objective in the assessment means that the assessment must be carried out in a fair, planned manner, and apply clear criteria in scoring.

4. IMPLICATIONS

The results of the research presented on "Creating Child-Friendly Schools in the Classroom Learning Process" have the following implications:

4.1. Use break times to play and share stories

Teachers of Muhammadiyah Senggotan Elementary School have created a child-friendly school in the learning process in the classroom. In this case, as much as possible, the children feel happy and comfortable while participating in learning in class. If there are students who feel bored, the teacher should organize activities that can raise students' enthusiasm to take part in learning again. As was the case when the research was carried out, one student did not want to do the assignment and only wanted paper toys. Teachers need to find ways to make students want to focus on learning. One way the teacher can do this is to use break time to play with students. Examples of games that are liked by grade II children at Muhammadiyah Senggotan Elementary School are playing the role of buying and selling, cooking, Etc. At that moment, teachers can become more familiar with students. When students are close to the teacher, it will undoubtedly make it easier for the teacher to

organize their students so that they want to follow the lesson well

Teachers can also use break time to open story sessions for students who want to talk (confide) with the teacher. Several class II students often share stories with their teachers, whether they are happy or sad stories. With the closeness between teachers and students, teachers will know if students are experiencing problems. An excellent and harmonious emotional relationship will positively impact the teaching and learning process. They are included in the student's academic results. In addition, a harmonious relationship between teachers and students will also improve students' social competence. It is supported by Yulianto (2016), who states that child-friendly schools have the concept of openness and can apply a learning process that focuses on the psychological development of students in forming the habits and initial conditions of a child. So, with this form of education, students who are intellectually and spiritually intelligent will emerge so that both of them can integrate the intelligence of the mind with the intelligence of the heart to form quality and high-quality students.

There is no harm in building closeness with students at all. By being close to students, Smart Teachers will have a good relationship with students, creating a sense of security and comfort for students when studying with the teacher. Students have various backgrounds and characters, making it a challenge for teachers to build closeness between teachers and students. However, intelligent teachers must have the ability to understand and recognize students' potential to find the right way to teach. The hope is that students can learn well and that the learning goals can be achieved well.

4.2. *Using various learning models*

The implementation of learning at Muhammadiyah Senggotan Elementary School, especially in class II, has implemented child-friendly learning, namely the Child-Friendly Teaching Model. The scientific approach uses various learning methods and carries out authentic assessments by assessing students' attitudes, knowledge, and skills.

CONCLUSION

Based on the results of research and discussion to create child-friendly schools in the learning process in the classroom, it is divided into three aspects, the first is planning a lesson based on children's rights, the second is the learning process, and the third, the assessment of learning outcomes refers to children's rights.

1. Learning Planning Based on Children's Rights

Learning planning at Muhammadiyah Senggotan Elementary School includes curriculum documents, classroom environment structuring, Learning Implementation Plans, teaching materials,

and learning media. The arrangement of the classroom environment is varied to create a new and exciting atmosphere for students. Student writing desks can be arranged in groups, in a row, in a row, circular, semi-circular, horseshoe, Etc. Adjusted to the learning objectives to be achieved. Learning Implementation Plans (LIP), learning media, and teaching materials are created without deviant things such as pornography, ERRI (Ethnicity, Religion, Race, and Intergroup), terrorism, and violence.

2. Learning process

The learning material delivered is not gender biased, respect for fellow students, men and women are treated the same, learning material contains conventions on the child's rights, and is culturally charged and environmentally sound. Learning is carried out in a fun, loving, and discrimination-free manner. The school prepares children to be able to enter society. Customs found in society are taught to children in class, both local and modern habits. Students must be treated fairly, both in the form of grades, attention, protection, and treatment. Every student has the right to protection from all forms of violence and discrimination at school, including bullying, sexual harassment, and discrimination based on religion, ethnicity, gender, Etc.

3. Assessment of learning outcomes refers to children's rights

Learning assessment is carried out based on process and promotes authentic assessment. As previously explained, at Muhammadiyah Senggotan Elementary School, various forms of assessment have been applied to the three aspects of the lesson, including attitudes, knowledge, and skills. The learning assessment carried out has also fulfilled children's rights.

SUGGESTION

Based on the conclusions presented, the suggestions are as follows:

1. Schools are expected to reinforce the implementation of agreed non-violence commitments so that bullying will no longer occur in the school environment.
2. Schools are expected to continue cooperating with the community and parents of students to get support so that the Child-Friendly School (CFS) program can run optimally.
3. Teachers should prepare themselves optimally by using varied learning methods.
4. Teachers in the learning process must be creative, active, fun, and varied to attract students' attention.

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