



Child-friendly school in improving children's confident character

Dwi Wahyu Ro'is Saputri^{1*}, Rachma Hasibuan²

^{1,2} Department of Early Childhood Education, Universitas Negeri Surabaya, Surabaya, Indonesia



*Corresponding Author: dwiwahyu.18002@mhs.unesa.ac.id



<http://dx.doi.org/10.32505/atfaluna.v5i2.4762>

Submission : September 9, 2022

Revision : November 11, 2022

Accepted : November 27, 2022

Keywords

*child-friendly school;
confident character; early
childhood education*

Abstract

This study aims to evaluate the effectiveness of a child-friendly school (CFS) in improving children's self-esteem. In addition, it also describes the implementation of child-friendly schools in learning activities, facilities and infrastructure. The study applied descriptive qualitative approach. The informants were the principal, teacher, and students aged 4-5 at Pembina Srengat State Kindergarten. The researcher gathered data through interviews, documentation, and observation. The result of this study suggest that CFS adoption has a considerable impact on boosting self-confidence. Children can express their emotions during play and learning activities, share their thoughts, and carry out the many duties assigned by the teacher. Although the teacher occasionally gives the students additional direction due to the children's frequently clashing personalities in early childhood, the character of self-confidence has been accomplished. It follows that creative and engaging teachers can influence students' feelings of enjoyment while studying, thereby continually developing a self-assured character.

A. INTRODUCTION

Early Childhood Education is a crucial educational setting where children can develop skills and knowledge to continue their education. Every child has the right to develop themselves by having their fundamental needs met, getting a primary education, and taking advantage of science, technology, and the arts to enhance their quality of life and the welfare of all people (Lubis et al., 2019). Reasonable and adequate facilities for play and learning activities will provide meaningful experiences for children who are used as provisions in the future.

One modification in the educational paradigm that aims to preserve and fulfill children's rights to an education is the child-friendly school program. The government has introduced a

child-friendly school (CFS) initiative as part of attempts to enhance Indonesia's educational system. Child-friendly schools are formal, non-formal, and informal education service units that offer a sense of security, a clean and healthy environment, have concern and culture in the background, can provide guarantees to accomplish, respect children's rights and protect them from acts of violence, discrimination, and another mistreatment, and encourage children's participation in planning activities, policy procurement, learning activities, implementation of supervision, and other activities (Bhayangkara & Raya, 2021).

Child-friendly schools were developed by UNICEF as a form of realizing quality education by considering three basic rights of children, namely provision, protection and participation in accordance with local government regulations related to child-friendly cities (Ratna & Torro, 2018). Reasonable and adequate facilities for play and learning activities will provide meaningful experiences for children who are used as provisions in the future. One modification in the educational paradigm that aims to preserve and fulfill children's rights to an education is the child-friendly school program. The government has introduced Pembina Kindergarten Srengat has been a pioneer in implementing a child-friendly school program in Blitar Regency and an assessment was carried out in October 2019. In supporting the achievement of the objectives of the child-friendly school program, Pembina Srengat State Kindergarten provides educational facilities in the form of a school environment that is safe from natural disasters, optimal environmental health, sufficient learning spaces, and adequate play pages, the implementation of child-friendly teaching and learning activities, effective learning resources and materials supported by creative and innovative teachers, as well as principals who are competent in their fields. The existence of appropriate health and security facilities, strategic school locations to be reached by the community, avoiding noise and crowds of passing vehicles, and fully supported by participation of parents and other interrelated agencies also implement gender sensitivity.

A child-friendly school is an educational institution that strives to fulfil, guarantee and respect the rights of children, which also protects children from violent behaviour, descriptive acts, bullying and other mistreatment (Ardiansyah & Hariri, 2021; Çobanoğlu et al., 2018). In addition to providing protection and guaranteeing the rights of child-friendly school children, it is also a school that offers support for children's participation in planning, procurement, policy, learning implementation, and complaint mechanisms (Bhayangkara & Raya, 2021). Rahman (2014) Argues that confident individuals can be indicated to have stronger feelings towards the actions performed, have calmness in attitude, can communicate well, can socialize well, always feel optimistic, can control emotions or feelings, believe in self-competence / abilities, and have an internal locus of control (looking at successes or failures, from one's efforts and not easily giving up on a situation, and did not expect the help of others. Self-confidence is a function of the perception of educating child-rearing behaviour, data analysis reveals that children with siblings have more self-confidence compared to only children, meaning that if we are closer to the child, such as the family or the child himself, it is perfect to respond and increase the child's self-confidence because having a close relationship can develop the child's motivation and self-confidence (Fransisca et al., 2020).

Some crucial points in the implementation of child-friendly school programs are that school institutions must be able to create community-based schools that can recognize the rights of all children, regardless of gender, religion, ethnic differences, and family status (Naimah, Widayasari, 2020). Child-friendly schools not only provide facilities for children's psychological rights but also mental birth facilities for children, including the fulfilment of child nutrition and freeing children from a disaster threat. These school buildings have good safety standards and evacuation routes (Asyifa & Djohaeni, 2021). In terms of implementing the child-friendly school program, there have been four concepts of child-friendly schools; namely, the paradigm of a teacher becoming a teacher being a teacher changed to a mentor, parent, and friend for children; adults can be and set an example for the child in daily activities; can ensure that adults are fully involved in protecting children in school; ensure that parents and children can be actively involved in the fulfilment of the six components of Child-Friendly Schools (Rosalin.N.L, 2020).

Child-friendly schools also have several components that must be implemented, including the first, the existence of a Child-Friendly School policy with a written commitment. In this case, the child-friendly school policy is shown in the form of a declaration, a child-friendly school team decree, a local government decree and guidelines from other schools with a child perspective. Some of the essential things that are covered in the Child-Friendly School policy are the anti-violence against children policy, making various efforts to implement anti-violence policies against children, making efforts to prevent out-of-school children, committing to implementing the principles of Child-Friendly Schools in implementing the regulation of Child-Friendly Schools and Activity Plans and School Budgets every year, there is a process of awareness and support for school residents to understand gender, convention on the rights of children and children who need protection and special treatment, schools are committed to realizing schools free of cigarette smoke and drugs, implementing schools that are safe from structural and nonstructural disasters, protecting and fulfilling the right of children to carry out worship activities in accordance with the beliefs adopted, integrating health materials and the environment in the learning process, having standard operating procedures to carry out follow-up in the event of violence, supervise extracurricular activities, and parents are required to report the child's medical history when registering and update it every year to carry out early detection and prevention.

The second component of child-friendly schools is educators and educators trained in children's rights and child-friendly schools. The essential things that need to be considered include training on rights for children, educators and children's rights trained personnel to have working groups, educators and education staff carry out training activities on children's rights and CFS, the availability of gender-trained counselling staff, child rights conventions, and children who need special protection/treatment. The third is a child-friendly learning process. Educators can create a pleasant learning atmosphere, do not contain violence and degrade the child's self-esteem. The learning activities that need to be carried out include learning activities carried out fairly, non-discriminatory, not gender biased, local culture, paying attention to children's rights, being able to provide meaningful learning experiences, being able to develop talents for learning interests and developing self-character, and children can be involved in play activities, able to increase love for the homeland and culture; assessment of learning outcomes

refers to the rights of the child; have child-friendly classes; and have teaching materials that are free of pornography, violence, radicalism, and Sara-shouldered. Fourth, child-friendly facilities and infrastructure. Schools must ensure that the advice and infrastructure provided must be safe, comfortable, and not harmful to the child. Some things that must be met in child-friendly school facilities include paying attention to several aspects of safety requirements, health and comfort needs, paying attention to the requirements for ease of use and safety, and paying attention to protection facilities; child-friendly schools are also advised to have counselling rooms for children and parents, adequate playrooms and classrooms according to children's needs, have land to do outdoor activities, has a library, educational game equipment that is appropriate for the age of the child's ability, and the existence of a canteen that provides safe food and drinks for children. The sixth component is the participation of children in program planning activities and the order, implementation and evaluation of child-friendly school activities. The sixth is the partition of parents, community organizations, the business world, other stakeholders and graduated students (Rosalin.N.I., 2020).

In addition to the concept and components of child-friendly schools, they also have principles that need to be understood in the formation and development of child-friendly school programs, including non-discrimination, namely schools can guarantee children be able to enjoy the right to obtain education based on disability, gender, ethnicity, religion, and parental background. The second is the best interest of children, where children are taken into consideration in making decisions and actions by administrators and education providers who have a relationship with students. Third, school survival and development can create harmonious environmental conditions to respect each other's dignity and ensure children's overall and integrated development. The fourth is respect for children's views, including respect for the right of children to express themselves in everything that affects the school environment, and the fifth is the existence of good management that can ensure transparency, participation, information disclosure, and the rule of law in one education.

Relating to character development in child-friendly schools, the confident character can be a target in achieving children's rights. Confident children are the key to improving their existing talents in children independently and freely so that children's abilities can develop optimally. The confident character that children have from an early age will be able to help children in developing social interaction skills (Hotimah, 2019). The existence of a belief that exists in the child to be able to do something shown by himself without any element of compulsion from others is also a form of self-confidence character in the child. Because children feel able to achieve goals and do various things in living life (Kamar et al., 2020). The existence of child-friendly schools is seen as being able to increase the character of self-confidence in early childhood because the confident character in children will be able to develop optimally and relatively well if the child is in a harmonious atmosphere and environment, reaping love, being educated with a sincere heart, a heart full of understanding and concern, a school environment that provides appropriate educational facilities, and mutual respect for existence.

The confident character can be the principal capital in carrying out life processes; the confidence that exists in children will be able to help optimize self-concept and the ability to interact socially (Hotimah & Ukhwatun, 2019). The confident character will shape the child's

mentality and character to be stronger so that it can become the child's capital in the future, especially when he has reached adulthood so that when the child is faced with various problems will be able to respond more calmly and realistically (Abarca, 2021). Dini (2017) states that the characteristics of self-confidence in a child are characterized by: 1) the child believes in self-abilities; 2) Dare to be yourself; 3) The emotions are stable/calm; 4) Have hope even if it is not realized; 5) Never give up, dare to face various challenges; 6) Not being encouraged by attitudes that other groups have to accept; 7) Not relying on the help of others. Another statement expressed by Khoerunnisa (2015) self-confidence is a mental or psychological state of a person, where the individual can evaluate the entirety of himself to give strong confidence in the abilities possessed to achieve his life goals.

Muslihin (2021) claimed in his research that children could argue fearlessly and without a doubt if they have confidence. When learning activities include playing, being confident enough to speak up or argue in front of the class, being willing to take the lead and take on different challenges apart from their friends, being able to express their opinions, and being able to get along with their classmates and play well with them. Furthermore, a study by Naimah (2020) describes how to implement child-friendly kindergartens to foster the development of early character. This study is divided into three categories: preparation, planning, and implementation. The taxonomy of child schools includes character education in the classroom, a secure learning environment, a welcoming school community, and religious institutions. Implementing inclusive learning, environmentally friendly learning, social education, justice-based education, and faith-based education are all consequences of child-friendly learning. According to the following study, Nuraeni et al (2019) states the Child-Friendly School (CFS) program has a favourable impact on early childhood character. The positive regression coefficient result demonstrates this conclusion. Therefore, it follows that modifications or enhancements to the components of early childhood-friendly school programs can enhance their quality. The two variables have a dependent and significant relationship. The CFS program's existence significantly impacts how early childhood character is improved.

This study included references connected to child-friendly schools to enhance children's self-confidence. School problems in child-friendly school programs include school infrastructure, parental backgrounds, and learning activities in and outside the classroom.

Research on the implications of the child-friendly school school program in developing life skills by Muitasari (2020) revealed that the Child-Friendly School program's implementation can be used as an effort to protect the rights of victimized children who are victims of violence, based on critical education theory divided into two stages, including awareness of the formation of child group activities by providing education based on the introduction of human reality from socialization materials, education, and skills, and humanizing human assistance through teacher forum activities, parent forums and children's activities. Researchers use this source to identify methods for enhancing children's self-confidence and figuring out the best infrastructure for children based on their requirements and their developmental phases.

Another source is Dewi & Sholeh (2021) demonstrates the significance of principals in the decision-making process for raising the standard of education. The principal's attitude and

choices, including one related to strategizing, impact the school's achievement. According to child-friendly school indicators, the principal has a strategy for implementing child-friendly school programs. This strategy includes putting Child-Friendly School policies into practice, conducting curriculum supervision stages, training teachers, completing school infrastructure and facilities, giving children places to participate in activities, and involving parents and the community. This guide is intended to help researchers choose the subject of principal interviews and identify some key challenges to implementing child-friendly school initiatives.

The following study noted that student autonomy in the application of the concept of child schools includes: The child can be observed from his activities at school, and at home and with his classmates displaying great self-confidence, high intrinsic enthusiasm to study both at school and home, the student is able and courageous to make his own decisions in the. Instructors utilize teaching strategies appropriate for children's learning styles, involve all students in the learning process, and correctly set up the school so that both teachers and students feel at home in environmental schools to implement the child-friendly school program (Ariyanti et al., 2021).

However, this study aims to evaluate the effectiveness of a child-friendly school (CFS) in improving children's self-esteem. This study also will describes teacher learning in and outside the classroom in implementing child-friendly school programs, identify school facilities and infrastructure that comply with the requirements for the performance of child-friendly school programs, and identify obstacles in implementing child-friendly school programs.

B. METHOD

The study applied descriptive qualitative research. The informants in this study were the principal, teacher, and students aged 4-5 at Pembina Srengat State Kindergarten. Semistructured interviews, passive observations, and documentation are the data collection methods used. In contrast to a structured interview, a semistructured interview is more open and informal in practice. Semistructured interviews gather information on a more significant, open problem (Sidiq, 2019). This semistructured interview technique is intended to gather information regarding implementing child-friendly school programs to enhance children's character and self-confidence. It is directed at the principal as a determinant of the child-friendly school implementation program. To obtain more specific information about the child-friendly school program's implementation, so the principals and teachers were interviewed.

Tabel 1.1 Interview

Interview Topic	Informant
1. What obstacles have the Pembina Srengat State Kindergarten school faced in enhancing the self-assured character of children between the ages of 4-5 as they implemented the kid-friendly school program?	Headmaster
2. To implement the child-friendly school program and to educate children, especially those between the ages of 4-5, are Pembina Srengat State Kindergarten's facilities and infrastructure appropriate and sufficient? According to you, what infrastructure and facilities are appropriate?	

1. How does the class teacher at Pembina Srengat State Kindergarten evaluate the development and achievement of children between the ages of 4-5, especially in developing children's confident character? Teachers
2. Are the Pembina Srengat State Kindergarten's facilities and infrastructure suitable and sufficient to provide education in improving the character of confidence in children, especially children aged 4-5 years old, in learning activities as the implementer of the child-friendly school program?

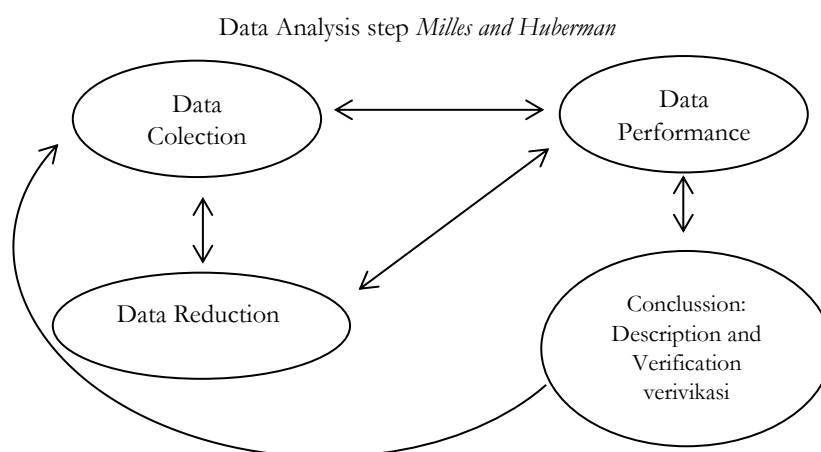
This study's observations focused on teacher implementation carried out when implementing learning in the classroom or outside the school. Observation activities are carried out as a support and strengthen sources of information after the interview. These observations are also aimed at children who are the main participants in child-friendly school programs. Observation instruments are based on the guidance book components and principles of implementing child-friendly schools.

Tabel 1.2 Observation

No	Indicator's of instrument	Note
1.	There is a written commitment to child-friendly school policies	<p>The commitment contains</p> <ul style="list-style-type: none"> • Anti-violence against children policy. • Make various efforts to implement anti-violence against children. • Make efforts to prevent out-of-school children. • Committed to implementing child-friendly school principles in implementing school-based management and plans for yearly end-of-school activities. • There is a process of awareness and support for school residents to understand: gender, conventions on the Rights of the Child, and children who need special protection and treatment. • Committed to creating smoke- and drug-free schools. • Committed to implementing schools that are safe from disasters in a structural and non-structural manner • Guarantee, protect, and fulfil the right of children to practice worship and receive religious education following the religion adopted. • Integrate health and environmental materials in the learning process. • Have Standard Operating Procedures to follow up educators who commit violence. • Supervise extracurricular activities. • Parents must report the child's medical history at registration and update it annually.
2.	Educators and Trained Educators of Children's Rights and Child-Friendly Schools	<ul style="list-style-type: none"> • There is training on rights for children. • There are gender-trained counselling/BPP (Education Organizing Bodies), the Convention on the Rights of the Child, and children who need special protection/protection.
3.	Child-friendly teaching and learning activities	<ul style="list-style-type: none"> • Learning activities are carried out fairly, non-discriminatory, not gender-biased, locally cultured, paying attention to children's rights, able to provide meaningful learning experiences and able to develop children's character; children can find talents of interest in learning,

	children are involved in play activities, can increase love for the homeland and be proud of culture.
	<ul style="list-style-type: none"> • Assessment of learning outcomes refers to the rights of the child. • Have kid-friendly classes • Having teaching materials free of pornography, violence, and radicalism is also not Sara-based.
4. Child-friendly facilities and infrastructure	<ul style="list-style-type: none"> • Safe facilities and infrastructure in terms of materials and uses for children • Facilities and infrastructure are easy to use for children • Have a health room (UKS) as an early security and safety facility • Have a counselling room that is safe, comfortable and child-friendly. • Has adequate outdoor and indoor playrooms • Have an APE and a reading room adjusted to the age of the child's ability. • Have a safe dining room and fulfil canteen children's nutrition and needs.
5. Children's participation	Child involvement is prioritized in program planning activities and the order, implementation and evaluation of child-friendly school activities.
6. Participation of Parents, Community Organizations, The Business World, Other Stakeholders And graduated students	The involvement of the role of parents, communities, stakeholders and graduated students aims to provide assistance in the form of facilities and infrastucture or provide activities to realize child-friendly schools.

The researcher's data analysis technique uses *Milles and Huberman's* analysis techniques which include data reduction, data presentation and data verification. Data reduction is the activity of summarizing and focusing on an important thing in research. This activity focuses on the implementation of child-friendly schools in improving the confident character of children after 4-5 years at Pembina Srengat State Kindergarten. Data presentation is an activity to describe narratively all the information that researchers find when conducting research activities in the field. Data verification is the last stage that is useful for inferring the overall data in order to answer the formulation of the problem. The analysis steps are as follows (Sidiq, 2019).



The test of the validity of the data in this study used the triangulation method, which includes triangulation of sources obtained from interviews with the head of the kindergarten and class teacher of kindergarten A, triangulation techniques consisting of interviews, observations, and documentation, triangulation of time, namely the time difference between interviews with the head of kindergarten and teachers of class TK A. Triangulation of sources is used to test the credibility of data that can be done by checking data obtained from several sources. Triangulation techniques are used to test data credibility which can be done by checking data to the same source but using different methods. The researcher also use time triangulation to test the validity of data because the timing of the interview can affect the effectiveness of valid and credible data.

The teacher's creativity in improving Students' learning ability can also provide an award that can trigger a sense of enthusiasm in learning activities, so that self-confidence will arise that makes students will always actively participate in the learning process (Anggraeni, 2019). The signs of a child who does not have self-confidence can also be described when the child secretly cries when given responsibilities or tasks without the help of others, the child does not dare to enter the school area himself, the child always asks to be served and hangs himself on others, the child also dares not to appear in front of the class and does not dare to express opinions or ask questions, the child panics easily when solving problems, the child becomes stuttering when spoken to, and the most prominent thing is that the child tends to retreat in the face of a challenge (Okki, 2014).

C. RESULT AND DISCUSSION

1. Result

The researcher completed the entire documentation process while performing the task. The implementation of kid-friendly schools in enhancing kids' self-confidence was examined through observation, interviewing, and documenting activities. Researchers collected data that can be used to identify teacher learning in the classroom and outside of it in implementing child-friendly school programs and school infrastructure and facilities that meet the requirements for such programs. It can also be used to identify obstacles preventing child-friendly school programs.

The next step is to minimize the data once the field data requirements have been met. Data are presented as narratives, sentences, and organized words illustrating how child-friendly schools have improved students' self-assurance. The first observation was made to look at the environment around the school, including learning activities in class A3, which revealed findings that learning activities were carried out with a variety of learning models and methods. Learning was done both inside and outside of the classroom, learning was done without discrimination, giving priority to children's interests, and teachers were offering guidance and guidance to those who needed it, ensuring the complete development and integration of each child, respecting the child's dignity, and giving them a chance to participate in all activities. The following are some learning activities on Wednesdays, Thursdays, and Fridays. Children wear purple uniforms on Wednesdays and Thursdays and khaki-colored uniforms on Fridays.



Figure 1. Uniform color in Wednesday and Thursday

The teacher conducts an outdoor learning activity that explains the theme of the universe with the sub-theme of the sun. Activities are carried out on the school's front page after the children carry out the rows and morning exercises. In this activity, the teacher guides with an explanation first, followed by a question and answer in accordance with the children's knowledge and experience without compulsion for the child to have an opinion.



Figure 2. Uniform color in Wednesday and Thursday

The students in the classroom carry out the following activity. In this activity, there is a teacher and one accompanying teacher for children who need special treatment. In this activity, the teacher gave a picture of the sun in the white board and the children were given paper with a view of the sun, continuing by coloring the sun according to their creativity.



Figure 3. Uniform color in Wednesday and Thursday

The documentation is taken when the children have completed the activity task in the classroom. Cutting and sticking activities. While waiting for the bell to rest, the children tidy up and clean up the papers and garbage around them, all waiting for friends who have not finished doing their tasks.



Figure 4. Uniform color in Friday

The picture is an activity carried out on Friday, namely an extra dance activity (jaranan dance) which interested kindergarten A class children attend. The activity is only carried out for 30 minutes. Then, after completing the class activity until the time the children return home from school.

In interview question “How does the class teacher at Pembina Srengat State Kindergarten evaluate the development and achievement of children between the ages of 4-5, especially in developing children's confident character?” show the answer:

“The division of children's classes in the class is adjusted to the age of the child with 15 children per class, so in each class the age of the child is the same so that it can make it easier for teachers to observe the level of children's learning achievements and child growth and development. The teacher conducts an assessment using rapping schale, anecdotal notes, and the teacher conducts child observations and interviews with parents. Activities in the classroom and outside the classroom always put the interests of the child first and the child is guided to dare

to have an opinion when learning activities and expressing the feelings felt by the child. Learning is carried out without discrimination, respecting the dignity of every child's right and gender refraction”.

It is clear from the interview that the teacher has implemented the idea of a kid-friendly school program into the learning activities in the classroom. By grouping the kids into classes, the teacher hopes to make it simpler for them to provide play and learning activities adapted to the children's interests and make it easier for them to grade the children's abilities following their age. Children can be excited to learn when information is presented engagingly and enjoyably. Learning materials can also be well-received by children, allowing teachers to increase children's confidence through various in-class and extracurricular learning activities. Children who can successfully finish tasks independently and appreciate both their work and that of others are showing signs of self-confidence. Children can learn to respect one another, not be afraid to express their thoughts following what is needed, and even be able to assume responsibility for some of the teacher's directives if learning is conducted without fostering acts of discrimination.

The following observations were made to analyze the facilities and infrastructure of Pembina Srengat State Kindergarten, Blitar Regency, which showed findings that the facilities and infrastructure in Pembina Srengat State Kindergarten, Blitar Regency were met in terms of quantity, while in terms of quality they were still not met in terms of safety. Some of the games on the school grounds are still made of iron and the base or floor on the playing page is still made of paving and hard soil so that if children fall, it will cause injury prone. For learning facilities and infrastructure, Pembina Srengat State Kindergarten, Blitar Regency provides several facilities that can support the process of learning activities, ensure children's health and children's safety in the school environment.

TK Negeri Pembina Srengat Kabupaten Blitar has 7 classrooms consisting of 3 kindergarten A classrooms, 4 kindergarten B classrooms, 1 Playgroup classroom (KB), and 1 Child Care Park (TPA) classroom. Pembina Srengat State Kindergarten is also equipped with a teacher's room, principal's room, living room, teacher's kitchen, School Health Business (UKS) and isolation room, teacher's parking yard, student and teacher's bathroom, gazebo, and flower garden. Some of the facilities and infrastructure provided in the class of TK Negeri Pembina Srengat Blitar Regency to assist teachers in learning activities include a reading corner, a center consisting of a religious center, a language center, a science center, and role-playing. Some of the supporting ornaments are hero posters, miniature vehicles and communication tools, whiteboards, crayons and books for each child, trash cans, bulletin boards, P3K boxes and sinks in each class.

The following are some facilities and infrastructure can be seen in the picture 5:



Figure 5. Classroom Condition

The classroom condition for teaching and learning activities equipped with various learning facilities, APE, centers, and reading corner.



Figure 6. School Garden

School front yard which containing a children's playground (seesaws, rainbow arches, slides, swivel circles, swings, cobwebs, and mini rock climbing) and a flower garden.



Figure 7. Student's Bathroom

The condition of the bathroom; that is still well maintained, has clean running water lines and sufficient air vents are not smelly and slippery, and have some personal hygiene tools.



Figure 8. Center yard playground

The center page of the school consisting of several outdoor games (seesaws, rainbow arches, slides, rotary circles, swings), almost the same as the games on the front school's front yard page coupled with the presence of shady trees.

From the interview, it was found that the principal, as the determinant of the child-friendly school program policy, has fulfilled one of the concepts that must be implemented by the school, namely the existence of adequate facilities and infrastructure. The facility and infrastructure provided by the school aim to support children's learning activities, increase children's interest in learning, and make it easier for teachers to deliver material to children. The quality of facilities and infrastructure influences children's development and safety and comfort. The ease and elasticity of the material for children to use is also a concern that must be prioritized.

In the last observation activity, the researcher focused on the obstacles experienced by TK Negeri Pembina Srengat in the implementation of child-friendly school programs to increase self-confidence in children aged 4-5 years, indicating that some children are still embarrassed, afraid, and not confident when learning activities take place at school, this is because the child's age is still too early, less well-established parental work, parental education and the circumstances of the child's surroundings. Apart from that, online learning activities during the pandemic also influence children's self-confidence because the habit of learning activities guided by parents at home makes children have to be able to complete tasks at school independently, confidently, and proudly of their work. Obstacles in this learning activity make parents have to accompany children in every action carried out by children.

The following are the obstacles encountered in Pembina Srengat State Kindergarten in learning activities attended by children who lack confidence, can be seen in the picture 9:



Figure 9. Outdoor teaching and learning activity

The figure 9 shows some obstacles for children who have not been brave and confident to participate in learning activities outside the classroom. Some children still need parents to accompany them at a close distance when studying at school.



Figure 10. Indoor teaching and learning activity

The figure 10 shows the child's obstacles when learning activities are in class; where children have not dared to carry out learning activities in the classroom independently, so they need assistance from direct parents and class teachers.

In the interview "What obstacles found by TK Pembina Srengat State as the child-friendly school program implementer in fostering the confident character?". The following results were obtained:

"The age of children affects children in learning activities, so sometimes children are excited and sometimes afraid to participate in learning activities at school without being accompanied by the parents directly. Children who take part in learning in the study group class will be better mentally confident that especially in children's learning activities will be more active. Not only does children's education influence the child's confident character, but parental education also influences because the higher the parent's education, the better the parent will provide direction and guidance to the child in activities to motivate children to learn and show children's interest talents. Parental work also influences children's self-confidence because parents who have established jobs, such as civil

servants, teachers, state-owned enterprises, etc., will make children more confident when associating with their friends, while parents who have less established jobs will also affect the child's confident character. The surrounding environment influences the child's confident character because the environment influences the child through what the child sees and hears. A harmonious environment will make children more confident when doing various activities because children feel supported. Meanwhile, a less harmonious environment will find it difficult to build self-confidence in children, making them feel more inferior and afraid to do various activities".

Based on the interview result, it was found that the provision of suboptimal stimulation of children's education is one of the obstacles for teachers in learning activities, in addition to children from backgrounds from the level of parental education are also an obstacle for teachers because the coordination of learning activities at school and home will be interrelated. Meanwhile, the parents' profession is also considered an obstacle for schools in implementing school programs. After all, the child's confident character is influenced by the time parents spend with children at home; the smooth financing of children's schools is also essential because parents' profession influences it. The existence of children in a healthy environment, for instance, free from abusive treatment, discrimination from society, far from the introduction of narcotics and drugs, and harsh treatment and speech which children hear has a crucial influence. If the environment around the child is not healthy, the association of children in school is also not good, so it becomes an obstacle for teachers in delivering learning materials and character education in early childhood because education in schools and at home is not in line.

After the data collection and data reduction stages are completed, the third stage is the presentation of data. The presentation of data is described in the form of a narrative about child-friendly schools in increasing self-confidence in children aged 4-5 years, especially in the duration of time teachers in learning activities. The first teacher, ST, has 21 hours of learning time in one week, and the second teacher, LS, also has 21 hours of learning time in one week. From the presentation of the data, it is known that the duration of teachers in learning activities in 2 teachers obtained the same result, namely 21 hours in one week.

In the first informant, the duration of the teacher in the learning activity obtained results of 21 hours in 1 week because the children started the activity at 08.00 – 10.00, which consisted of opening, core activities, to closing. Learning activities carried out by teachers inside or outside the classroom have the same duration. In the second informant, it was found that the duration of teachers in learning activities in class or outside the classroom in one week was 21 hours. The activities given by the teacher in each class are different but still use the same theme for each semester; It is because the age of the students in each class is different, so the teacher assigns tasks based on the level of achievement of the child's development and the child's ability.

The third phase is the verification and conclusion in the drawing stage. In the results of previous research, the principal has an essential role in making decisions to improve the quality of schools. The school's success is influenced by the attitude and decisions of the principal; one of them is strategizing. The principal has a strategy for implementing a child-friendly school program following child-friendly school indicators, which include implementing child-friendly school policies, conducting supervision stages on the curriculum, conducting training for teachers, fulfilling school facilities and infrastructure, providing participatory space for children,

and involving parents and the community (Dewi & Sholeh, 2021). In line with this opinion, the findings obtained are that TK Negeri Pembina Srengat has implemented the implementation of child-friendly schools in the field of education is appropriate because teachers uphold the rights of children to participate when learning activities, teachers and principals have full rights in supervision. Schools coordinate with each other with parents in providing education and direction of tutoring or other school activities.

Student's self-sufficient in child-friendly schools concept application includes; (1) The child can be seen from the activities at school and at home and with his friends showing high self-confidence, (2) high intrinsic motivation to study both at school and home, (3) the student is able and courageous to make his own choices in daily activities, (4) the student is responsible for accepting the consequences that accompany his choice, (5) the student can adjust to his environment, and (6) the student shows that he is not dependent on others. To carry out child-friendly school programs, teachers try to be role models for children by providing sincere guidance; teachers use learning methods that suit the needs of children, ensure all students are involved in learning, organize schools well so that teachers and students feel at home in environmental schools (Rohayati., 2021). It is also following the results of the study where researchers found that teachers look creative in carrying out learning activities in the classroom or outside the classroom using learning methods and models that are not pegged to books, creating comfortable classroom space for learning activities and activities tailored to the needs and abilities of children.

2. Discussion

Education must be oriented towards recognizing the reality of man and oneself. It is not enough to be objective or subjective, it must be both. The objective need to change inhuman circumstances always requires the subjective ability (subjective ability) to recognize in advance the inhuman circumstances that occur as accurately as Freire 2007:19 (in Siti Muitasari, 2020). According to Dewi & Sholeh (2021) Child-Friendly Schools refers to a program in realizing a safe, clean, healthy, caring, and cultured school, ensuring the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment while children are in education units, as well as supporting children's participation, especially in planning, policy, learning, and supervision due to the schools are the second homes for children after their own homes.

One of the focusses of Child Protection Law Number 35 of 2014 is the prevention of violence and school-based child protection. Child-Friendly Schools are an effort to solve the elimination of school-based violence. Child-friendly schools are school models that ensure every child inclusively is in an environment that is safe, physically, socially, and psychically comfortable, that it can live to grow, develop and participate reasonably according to its developmental phase, and get protection from violence and discrimination.

In implementing school policies, children must pay attention to adequate facilities and infrastructure for learning activities. Learning media in the learning process is used to assist in learning and teaching activities and can help provide concrete experiences, motivate, and arouse children's interest in learning (Liyana & Kurniawan, 2019). Child-friendly schools do not create

new buildings but a new paradigm in educating and teaching students to create a new generation that is resilient without violence, fostering adult sensitivity in academic units to fulfill rights and protect the students (Yosada & Kurniati, 2019).

Pembina Srengat kindergarten has implemented a child-friendly school program that can be assessed in the context of learning with the existence of appropriate learning and teaching programs, a supportive school environment, and adequate infrastructure. The kindergarten has a success target in improving the overall self-confidence character of children adjusted to the age of the child consisting of children graduating and is expected to have an attitude of anti-violence, high tolerance, and care for the environment, have a loyal attitude towards friends, a proud attitude towards the alma mater, and love the homeland. In addition to having a graduation standard, it also has a content standard that lists the implementation of Child-Friendly Schools. It lists the legal basis of the Child Protection Law, able to realize a trained child-friendly school, free of violence both physically, sexually, emotionally, and child-neglected. The standard process in teacher learning activities uses a standards-based scientific approach by providing opportunities for children to receive their rights appropriately, and teachers strive to serve the needs of children properly and thoroughly.

Child-Friendly Schools (CFS) support children to participate in planning, policy procurement, learning implementation, and complaints mechanisms. The implementation of child-friendly schools pays attention to the surrounding environment, guaranteed to be safe, clean, beautiful, caring, and cultured. Then, it also guarantees to fulfill children's rights from acts of violence, discrimination, and other inappropriate treatment, providing opportunities for children to participate in the preparation of planning, policy-making, learning, control, and complaint mechanisms against child protection. It also can instill character values in students, including knowledge, awareness or desire, as well as behavior to apply the values of kindness to God Almighty, oneself, the community environment, fellow creatures, as well as the nation and state to be able to become excellent and valuable human beings (Bhayangkara & Raya, 2021). The objectives of developing Child-Friendly Schools include preventing violence against children and other school residents, preventing children from getting pain due to food poisoning and an unhealthy environment, preventing accidents in schools caused by infrastructure and natural disasters, preventing children from becoming smokers and drug users, creating better, familiar and quality relationships between school residents, facilitate monitoring of children's condition while the child is in school, make it easier to achieve educational goals, create a green and organized environment, special characteristics of children become more at home in school, children are accustomed to positive habituation (Rangkuti & Maksum, 2019).

There are several principles that need to be considered by school institutions in order to implement child-friendly school programs, namely: (1) Non-discrimination: schools are able to guarantee every child to be able to enjoy children's rights in education without discrimination based on disability, gender, ethnicity, religion, and parental background, (2) Best interests for children: children are taken into consideration in decision making and actions by education managers and providers which has a relationship with students, (3) Survival and development: able to create harmonious environmental conditions so that they can respect each other's dignity and can ensure the child's development as a whole and integrated with each child, (4) Respect

for children's views: includes respect for the child's right to express themselves to everything that affects the school environment, (5) Good management: can ensure transparency, accountability, participation, information disclosure, and the rule of law in the education unit (Lenny. N.R, 2015).

In order to strengthen the Child-friendly school programs law, there are should be followed, including: (1) The commitment of child-friendly schools must be written, (2) Educators and staff must be trained in child's rights and child-friendly schools programs, (3) Carry out child-friendly learning process activities, (4) Provide child-friendly facilities and infrastructure, (5) Prioritizing the participation of children, and (6) Participating in the participation of parents, community organizations, the business world and other stakeholders and alumni.

Character is a symbol or sign of a person's identity that can be used as an assessment for others; if the child does not have character, then what will arise is the emergence of various problems and riots in society and his mindset (Kamar et al., 2020). According to Zakiah Drajat in (Nuraeni et al., 2019), character education is an effort to instill character values in students, which includes knowledge, awareness, or willpower, and actions to carry out the values of goodness and virtue to God, oneself, others, environment, and nationality to become a human being with character. Furthermore, Achmadi in (Nuraeni et al., 2019) described the purpose of Character Education to develop the potential of students as human beings and citizens who have the character and culture of the nation, Develop commendable student habits and behaviors, instill a spirit of leadership and responsibility as the successor of the nation, Develop the ability of independent learners, creative, national, and Develop the environment. Principles of Character Education consists of student Center, Constructivist, sustainable, developing values (not teaching values), Fun (yel-yel), and Having meaning full learning. Sapuro (2016) explained that several internal, external, and general factors influence the child's confident character building. Internal factors include self-acceptance, self-awareness, physical condition, and life experience, while external factors include education, parental employment, and the environment). Furthermore, there are also common factors that affect children's self-confidence, namely timidity, anxiety, negative thinking, self-closure, and inferiority.

Early childhood is the right personality formation phase to instill good values into the soul of every child (Taja et al., 2019). The learning process in Early Childhood Education emphasizes all aspects of successful development in early childhood development. Self-confidence in early childhood can be seen through the activities that children participate in every school, children's activities when making friends with peers and children's activities when outside the system or in the family environment. UNICEF has researched six countries and provided results that Child-Friendly Schools in various contexts have successfully implemented three fundamental principles, including inclusiveness, child-centeredness, and democratic participation. Schools operating in very different national contexts, with different levels of resources and serving populations with different needs, have become child-centered, promote democratic participation, and be inclusive. Schools are also assessed to have high levels of family and community participation, and the use of child-centered pedagogical approaches has more necessary conditions for learning; that is, students feel safer, supported, and engaged, and

believe that adults in schools support inclusion programs and successful education (Street et al., 2009).

D. CONCLUSION

Child-friendly schools provide learning facilities as the children need, schools that meet children's rights, and ensure that children are in a healthy school environment. The influence of children's self-confidence is created by the education provided by parents to children, the existence of children in a healthy environment, and the fulfillment of learning facilities that follow the age of children's abilities, growth, and development. After conducting this research, it is hoped that there will be better improvements and updates to outdoor game facilities and infrastructure. Facilities and infrastructure in institutions are the main things to pay attention to as a support for stimulating children's growth and development. In the future, this research will help become a reference for other school institutions, especially in early childhood education institutions, in improving the quality of education that is more concerned with fulfilling children's rights. With this research, it is also hoped that it will provide direction and assistance so that Early Childhood institutions that will implement child-friendly school programs are not afraid and hesitate even though they encounter some obstacles.

E. REFERENCES

- Abarca, R. M. (2021). Hubungan reward orang tua dengan sikap percaya diri anak. *Nuevos Sistemas de Comunicación e Información*, 2013–2015.
- Anggraeni, et al. (2019). *Vol. 5 No. 2. Juli 2019*. 5(2), 8–15.
- Ardiansyah, A., & Hariri, H. (2021). School-based management in realizing child-friendly schools in the era of covid-19 pandemic in an Indonesian school. *International Journal of Educational Research & Social Sciences*, 2(Vol. 2 No. 4 (2021): August 2021), 637–647.
- Ariyanti, Kesbi, F. G., Tari, A. R., Siagian, G., Jamilatun, S., Barroso, F. G., Sánchez-Muros, M. J., Rincón, M. Á., Rodriguez-Rodriguez, M., Fabrikov, D., Morote, E., Guil-Guerrero, J. L., Henry, M., Gasco, L., Piccolo, G., Fountoulaki, E., Omasaki, S. K., Janssen, K., Besson, M., ... A.F. Falah, M. (2021). Metode pengumpulan data dan instrumen penelitian makalah. *Jurnal Aplikasi Teknologi Pangan*, 4(1), 1–2.
- Asyifa, R. N., & Djohaeni, H. (2021). *Becoming child-friendly kindergartens*. 538(Icece 2020), 212–216.
- Bhayangkara, U., & Raya, J. (2021). *Child-friendly school policy with children 's rights approach in Bekasi city*. 4(2), 387–397.
- Çobanoğlu, F., Ayvaz-Tuncel, Z., & Ordu, A. (2018). Child-friendly schools: an assessment of secondary schools. *Universal Journal of Educational Research*, 6(3), 466–477. <https://doi.org/10.13189/ujer.2018.060313>
- Dewi, R. R., & Sholeh, M. (2021). Strategi kepala sekolah dalam implementasi program sekolah ramah anak. *Jurnal Inspirasi Manajemen Pendidikan*, 9(2), 384–360.
- Dini, A. U. (2017). Penerapan bermain untuk membangun rasa percaya diri anak usia dini. *Journal Of Early Childhood and Inclusive Education*, 1, 1–8.
- Fransisca, R., Wulan, S., & Supena, A. (2020). Meningkatkan percaya diri anak dengan

- permainan ular tangga edukasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 630. <https://doi.org/10.31004/obsesi.v4i2.405>
- Hotimah, A. K., & Ukhwatun, N. (2019). Mengembangkan kepercayaan diri anak melalui komunikasi ekspresif pada pembelajaran di kelas anak usia dini. *Prosiding Seminar Nasional Pendidikan, November*, 80–86.
- Kamar, K., Asbari, M., Purwanto, A., Nurhayati, W., & Sudiyono, R. N. (2020). Membangun karakter siswa sekolah dasar melalui praktek pola asuh orang tua berdasarkan genetic personality. *Jurnal Inovasi Pembelajaran*, 6(c), 75–86. file:///C:/Users/Windows 7/Downloads/nuradeputra,+7+10196-35824-1-CE+Masduki+dkk+(1)+revisi-1.pdf
- Khoerunnisa, N. (2015). Optimalisasi metode bermain peran dengan menggunakan alat permainan edukatif dalam mengasah percaya diri anak usia dini. *Nisa Khoerunnisa Optimalisasi Metode Bermain Lentera*, XVIII(1), 77–91.
- Lenny. N.R. (2015). *Panduan sekolah ramah anak deputy tumbuh kembang anak*. 42.
- Liyana, A., & Kurniawan, M. (2019). Speaking pyramid sebagai media pembelajaran kosa kata bahasa inggris anak usia 5-6 tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 225. <https://doi.org/10.31004/obsesi.v3i1.178>
- Lubis, S., Hutabarat, M., & Nasution, M. R. (2019). *Undang undang dasar 1945*. 4(1), 1–12. <https://doi.org/10.31227/osf.io/498dh>
- M Rahman, M. (2014). Peran orang tua dalam membangun kepercayaan diri pada anak usia dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 2(2), 285. <https://doi.org/10.21043/thufula.v2i2.4241>
- Muslihin, Y. I. E. H. Y. (2021). *Permainan tebak gambar dalam menstimulus karakter percaya diri anak*. 5(1), 23–34. <https://doi.org/10.31849/paud-lectura.v4i02.7008>
- Naimah, Widyasari, Y. (2020). Implementasi sekolah ramah anak untuk membangun nilai-nilai karakter anak usia dini abstrak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 747–756. <https://doi.org/10.31004/obsesi.v4i2.283>
- Nuraeni, L., Andrisyah, A., & Nurunnisa, R. (2019). Efektivitas program sekolah ramah anak dalam meningkatkan karakter anak usia dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 20. <https://doi.org/10.31004/obsesi.v4i1.204>
- Okki, R. M. N. (2014). Meningkatkan percaya diri melalui metode show and tell pada anak kelompok A TK marsudi putra, dagaran, palbapang, bantul, yogyakarta. *Meningkatkan Percaya Diri Melalui Metode Show and Tell Pada Anak Kelompok A TK Marsudi Putra, Dagarang, Palbapang, Bantul, Yogyakarta, September*, 175.
- Rangkuti, S. R., & Maksum, I. R. (2019). Implementasi kebijakan sekolah ramah anak dalam mewujudkan kota layak anak di kota Depok. *Publik (Jurnal Ilmu Administrasi)*, 8(1), 38. <https://doi.org/10.31314/pjia.8.1.38-52.2019>
- Ratna, & Torro. (2018). Implementasi sekolah ramah anak di SMAN 3 Makasar. *Jurnal Sosialisasi Pendidikan Sosiologi-FIS UNM*, 3(2), 80–84.
- Rohayati., et al. (2021). *Implementasi pembelajaran inovatif dengan konsep sekolah ramah anak di siswa tk*. 09(02), 454–462. <https://doi.org/10.15575/ijni.v9i2.16586>
- Rosalin.N.L. (2020). Pedoman sekolah ramah anak. In *Deputi tumbuh kembang anak*.
- SAPURO, J. T. (2016). Upaya meningkatkan kepercayaan diri melalui kegiatan TK aisyiyah

- bustanul athfal 02 Semarang. *Euphytica*, 18(2), 22280.
- Sidiq, M. (2019). Metode penelitian kualitatif di bidang pendidikan. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Siti Muitasari. (2020). *Implementasi program sekolah ramah anak*. 10, 19–26.
- Street, T. J., Osher, D., Kelly, D. L., Tolani-brown, N., Shors, L., & Chen, C. (2009). UNICEF child friendly schools programming: global evaluation final report. *AMERICAN INSTITUTES FOR RESEARCH*®. https://www.humanitarianlibrary.org/sites/default/files/2014/02/cfs_executive_summary_v2r.pdf
- Taja, N., Inten, D. N., & Hakim, A. (2019). Upaya meningkatkan keterampilan mengajar baca tulis Al-Qur'an bagi guru. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 68. <https://doi.org/10.31004/obsesi.v3i1.135>
- Yosada, K. R., & Kurniati, A. (2019). Menciptakan sekolah ramah anak. *JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar*, 5(2), 145–154. <https://doi.org/10.31932/jpdp.v5i2.480>