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Supporting and Inhibiting Factors of Child-Friendly Education at Insan Kamil Nature School Gowa

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A B S T R A C T

The purpose of this research is to uncover the supporting and inhibiting factors of child-friendly education at Sekolah Alam Insan Kamil Gowa. This research is a field research and is qualitative. This research was carried out at Sekolah Alam Insan Kamil, Gowa Regency. The results of the study show that; The success of the child-friendly learning process at Sekolah Alam Insan Kamil Gowa is supported by several factors such as teachers who have experience in educating students, adequate facilities and infrastructure, as well as a pleasant school atmosphere, the existence of a curriculum and program of nature schools. However, there are several obstacles experienced, namely the background of students, differences in teacher education backgrounds. The efforts to overcome this are the active participation of all parties, foundations, teachers, parents, and the training of teachers both internally and externally.

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INTRODUCTION

Education can be interpreted as the process of changing the behavior of students so that they become adult human beings who are able to live independently and as members of society in the surrounding environment where the individual is located. Education does not only include intellectual development, but is more emphasized on the process of fostering students' personality as a whole so that children become more mature. (Sagala, 2010)

Education is a process in order to influence students to be able to adapt as best as possible, to their environment and will cause changes in themselves that are possible so that they function according to their competence in community life.(Sagala, 2010)

The nature of education that is expected in addition to describing the attitude of independence, vision, and creativity, then of course school education is required to have a system and climate conducive to forming this attitude, if it is not determined, it is just a slogan. Human beings are creatures created by Allah, they do not arise by themselves or exist by themselves.(Tafsir, 2016) Education can be interpreted as the process of changing the behavior of students so that they become adult human beings who are able to live independently and as members of society in the surrounding environment where the individual is located. Education does not only include intellectual development, but is more emphasized on the process of fostering students' personality as a whole so that children become more mature. (Sagala, 2010)

In order to protect children, the government has made Law of the Republic of Indonesia Number 23 of 2002(Law of the Republic of Indonesia No. 23 of 2002 concerning Child Protection, General Provisions Chapter I Article 1, 2002) concerning Child Protection which has been updated into Law No. 35 of 2014 concerning Child Protection, Presidential Instruction No. 5 of 2014 concerning the National Movement against Sexual Crimes against Children, and Law No. 11 of 2012. Child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop and participate, optimally in accordance with human dignity and dignity, and receive protection from violence and discrimination. In reality, violations of children's rights are still vulnerable, including acts of violence against children. Wrong treatment of children will affect the formation of children's personalities in the future. The quality of children will decline if children's rights are not fulfilled, so that it will cause problems for the state, government, society, families and parents.(Kurniawan, Ansar, 2020)

Learning is the process of interaction between students and educators and learning resources in a learning environment.(Wahab, 2018) The target of education is humans, education intends to help students to help the development of human potential. Humanitarian potential is the seed of the possibility to become a human being. A mango tree that is planted must become a mango tree and not a guava tree. (Tirtarahardja, n.d.)

Therefore, the role of educators, especially teachers of Islamic education in the digital era, really requires patience, hard work and a clear and meaningful understanding that can be accepted or digested by students well, in the sense of

limited friendship. Students are expected to be children who have a moderate, strong, independent and accomplished character. Therefore, departing from this, it is necessary to examine the extent of the implementation or implementation of child-friendly education at Alam Insan Kamil Elementary School, by evaluating in terms of supporting and inhibiting factors. Therefore, the supporting and inhibiting factors of child-friendly education at Alam Insan Kamil Elementary School are further researched in this study.

THEORETICAL REVIEW

Definition of Child-Friendly Education

Child-friendly education is an educational approach that is oriented towards fulfilling children's rights, needs, safety, and welfare through a safe, comfortable, inclusive, and free learning environment from violence and discrimination. Education not only functions to develop knowledge and skills, but also to shape children's character, morals, emotional intelligence, and social abilities (Syafaat et al., 2008; Tafsir, 2016). In its implementation, child-friendly schools must provide opportunities for students to actively participate, express opinions, develop potential, and obtain fair treatment regardless of background or ability. Schools also need to provide adequate facilities, a healthy environment, fun learning methods, and effective child protection policies. In addition, the application of positive discipline through logical consequences is an important part of educating children to understand the responsibilities and impacts of their behavior without experiencing humiliation or violence. Thus, child-friendly schools are an effort to create an educational environment that respects children's dignity and supports their development optimally (Yosada & Kurniati, 2019; Putri & Akmal, 2019).

Children are individuals who have the right to receive affection, protection, education, health, opportunities to play, and equal treatment without discrimination. Based on Law Number 23 of 2002 concerning Child Protection, a child is someone who is not yet 18 years old, including a child who is still in the womb (Republic of Indonesia, 2007). In the process of development, children need the support of their family, school, and society to form character, independence, empathy, and positive social behavior. School as a social environment has an important role in preventing various problems, such as aggressive behavior, quarrels, and bullying, both physically, verbally, socially, and through digital media. Therefore, child-friendly education needs to involve teachers, parents, students, and the community in building a culture of mutual respect, implementing non-violent discipline, and providing mechanisms for preventing and handling bullying. Through the application of these principles, schools are expected to be able to become a safe and fun place for children to learn, socialize, develop talents, and form responsible and noble personalities (Jahja, 2013; Maulana, 2023).

The Role of Parents and Teachers in the Implementation of Child-Friendly Education

Parents are the first and main educators who have the responsibility to guide children's physical, intellectual, emotional, social, and spiritual development. In the implementation of child-friendly education, parents need to provide affection, protection, example, and assistance that are in accordance with the needs and stages of children's development. Parents also need to build open communication, listen to children's opinions, help overcome learning difficulties, reward children's efforts and achievements, and avoid comparing, degrading, or using violence. In addition, the cultivation of religious, moral, empathy, independence, and responsibility values needs to be carried out consistently in daily life. Parents must also cooperate with the school to monitor children's development and deal with problems that arise during the educational process. With a positive and understanding parenting pattern, the family can be the first environment that provides a sense of security and shapes children's character so that they grow up to be confident, independent, and noble individuals (Tafsir, 2016).

Teachers have a strategic role in realizing child-friendly education because they are not only in charge of delivering learning materials, but also as guides, motivators, facilitators, evaluators, and role models for students. Teachers need to create a learning environment that is safe, fun, democratic, inclusive, and free from discrimination through creative learning methods that are in accordance with children's abilities and needs (Saat, 2013). In carrying out their roles, teachers must be fair, patient, friendly, open to students' opinions, provide opportunities to ask questions, and respect the differences and achievements of each child. Teachers also need to implement positive discipline through logical consequences related to behavior, be reasonable, respect students, and be accompanied by dialogue so that children understand responsibility for their actions. In addition, teachers must play an active role in preventing and handling bullying, providing assistance to students who experience difficulties, and building good communication with parents. Synergy between teachers and parents is an important factor in creating an educational environment that protects children's rights while supporting the academic, social, emotional, and moral development of students optimally (Wahab, 2018; Tanjung, 2017).

METHODOLOGY

This research is a field research and is qualitative. This research was carried out at Sekolah Alam Insan Kamil Gowa Regency. The primary data in this study are school residents at Sekolah Alam Insan Kamil Gowa Regency. Principals and Vice Principals of the student affairs section, teachers, and parents of students. The secondary data in this study are books or documents related to the research theme. Data collection methods with observations, interviews, and documentation

RESULTS AND DISCUSSION

Supporting and Inhibiting Factors of Child-Friendly Education of Alam Insan Kamil Gowa School

Supporting factors for child-friendly education Alam Insan Kamil Gowa

a. Facilities

Alam Insan Kamil Gowa Elementary School is very sensitive to its natural nuances, there are various kinds of fruit trees such as durian, langsat, mango. The learning room is in the form of stilt houses made of wood, as well as several buildings made of bricks such as halls, canteens, mosques and toilets**.**

Alam Insan Kamil Gowa Elementary School prepares facilities for children that are in accordance with the child-friendly school program. Teachers design and provide child-friendly learning media using materials from used items, which are safe for children. Teachers communicate and interact with children from the beginning of school to the time the child is about to leave school. In each class, educational game tools are available for children. So that learning can attract the attention of students. Alam Insan Kamil Gowa Elementary School also prepares outdoor spaces for learning and play activities.

Outdoor learning activities, for example, activities about science, namely about plants (*Farming*). The role of teachers as supervisors, namely teachers are required to be able to do good planning, and the implementation of knowledge with the involvement of students, so that they can direct students in accordance with learning goals. Teachers of Alam Insan Insan Elementary School Kamil Gowa enforce the habits of caring and having an environmental culture, which is adjusted to a child-friendly curriculum, which refers to socio-culture. Given the characteristics of early childhood, namely learning while playing, teachers also teach traditional games to children such as playing swings, swings, and swings. In environmental care activities, teachers invite children to do *Go Green* or greening by planting plants at school with various types of plants. Various activities related to culture and the environment, teachers apply to children, so that children have diverse learning experiences, and can direct and guide children to be more concerned about their own culture and the surrounding environment. Teachers as motivators, are depicted when teachers can create a fun and comfortable learning atmosphere for children in accordance with child-friendly education. Such as involving children directly in learning activities so that the learning atmosphere can be lively and fun for children. Teachers motivate children who are lazy to learn by approaching children, then giving praise or gifts if the child is willing to follow the teacher's direction. It needs to be understood for every educator to be able to motivate students by keeping the child's mood good while at school, so that children enter school in a happy state and do not feel pressured. In the implementation of child-friendly education, there are several indicators that must be implemented, namely regarding child-friendly school policies, curriculum implementation, trained educators and educators, facilities and infrastructure, and the participation of parents and the community.

b. Teachers who have teaching experience.

Teachers who have teaching experience di Insan Kamil Gowa Elementary School is a very supportive thing in the child-friendly education process As expressed Informant 2 :

The availability of teachers who have Have experience in carry out the duties and responsibilities entrusted to them in fostering children who still need high attention. Likewise, the existing staff have been competent and professional in their respective fields of work.(Interview Results-Principal of Alam Insan Elementary School Kamil Gowa, September 27, 2023, n.d.)

Competence and professionalism in educational institutions have a great influence on the development of students in an effort to shape the character of the nation's children through the development of personality and desired values.

The success of an educational institution, both formal and non-formal, is influenced by several supporting factors. Teachers are one of the important components in the teaching and learning process. Because of the magnitude of this role, good or bad, the high and low achievement of children and even the quality of education in general is returned to the teacher.

On the wall of the office of Sekolah Insan Kami Gowa, there are eight work ethic of teachers, namely

1). Work is grace, work sincerely and gratitude
2). Work is a trust, work with responsibility
3). Work is a sacred calling, I work thoroughly with integrity.
4). Work is actualization, I work with enthusiasm
5). Work is worship, I work seriously full of love
6). Work is art, I work intelligently full of creativity
7). Work is an honor, I work diligently full of excellence
8). Work is service, I work full of humility.

These eight work ethos are fundamental as motivation for elementary school teachers, Insan Kamil Gowa, in carrying out their obligations as educators, in daily life. Teachers have a responsibility to students in educating and shaping children's personalities.

An educator who carries out his responsibilities well in educating children, is able to instill noble values in their souls, and makes them future leaders in the future. It must be understood that children or students need cool care, deep love and pure tenderness, so that they grow up with a healthy soul far from various diseases or problems. His soul is full of hope, his heart is accompanied by confidence and his brain is full of hope and ideals. For this reason, educators must understand students with love and tenderness that flows from the depths of their hearts so that they water their lives with joy and pleasure and fortify their souls with calm and confidence.

A great educator always seeks to shape the soul and radiate a spring of affection and an abundance of love and tenderness as the characteristics of educators. Educators are illuminated with religious guidance that is not harsh and harsh towards students, even though they have a harsh disposition. The guidance of the prophet shines on his heart so that he radiates a sense of affection and tenderness. The child is like a piece of heart that walks on the earth, as described by a poet named Hitthan bin Mu'alla. Our children are nothing but pieces of our heart in the midst of us who *walk on the surface of the earth, if some of them are hit by the wind, then their eyes are reluctant to close*.

c. Cooperation with Parents

Parents and teachers always hope that their children will be able to achieve achievements and grow and develop optimally and expect their children to become righteous children who are always devoted to their parents, nation and state. Children's self-involvement, reducing children's discipline problems and increasing children's motivation. Teachers who consider parents as important partners or colleagues in education will be more appreciative and more open to the willingness of parents to cooperate.

Teachers can help parents through their children's education, and teachers should not criticize or demand too much from parents. Parental participation can increase children's achievements, especially if the school has a good program and parents are willing to help so that children's achievements and skills will increase.

Teachers' efforts will be more effective if parents help in education. If parents realize that school discipline is the most important thing, usually parents will be willing to help their children's teaching and learning activities in activities related to schoolwork. As stated by Informant 12.(Interview Results of Parents of Students of Alam Insan Elementary School Kamil Gowa, September 6, 2023, n.d.)

We are very happy to send my child to Alam Insan Kamil school, because children are able to learn, be independent, disciplined, responsible, especially prayerful, (Interview Results of Parents of Students of Alam Insan Elementary School Kamil Gowa, September 6, 2023, n.d.)

At Alam Insan Kamil Gowa Elementary School, every three months a meeting is held with parents to find out the development of their children. Likewise, every year at the end of the learning is held *Parenting* together with parents. In the event *Parenting* This invites parents. The welcoming of parents of new students by the committee, usually a camp in the field or a tudang sipulung (sitting with coaches, teachers, and parents of students) to discuss the development of a nature school which is held in the evening, then the next morning outbound with the old and new students to foster familiarity with them.

d. Curriculum and Programs of Alam Insan Kamil Gowa Elementary School

The national education curriculum, the National Education Curriculum (Independent curriculum) for elementary schools is held with diverse intracurricular learning, where the material presented to students will be more optimal with the aim that students can have enough time to explore concepts and strengthen competencies. For basic education with an overview of the curriculum structure: Allocation of time for lessons of the independent curriculum of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

A child-friendly education curriculum is an educational approach specifically designed to meet the needs and development of children in a way that supports their physical, emotional, social, and cognitive growth. The primary goal of this curriculum is to create a safe, inclusive, and supportive learning environment for children.

Here are some principles and elements that can be included in a child-friendly education curriculum

1) Safety and health, a safe and free learning environment from dangers, focusing on the physical and mental health of children including aspects such as nutrition, adequate sleep and hygiene. Alam Insan Kamil Gowa Elementary School pays attention to the safety and safety of students, for example on the stairs to the study room, handles are prepared, so that children feel safe and comfortable when passing through it. A study room that has been designed, with a comfortable atmosphere, free from pointed objects, such as nails, or dangerous buildings.
2) Inclusion ensures that all children, including those with special needs, feel accepted and supported in a learning environment, including the implementation of various strategies to support diversity and prevent discrimination. For children with special needs, they continue to follow the learning process together with normal children, but there are special companions in the classroom. So one companion is a maximum of two children. Follow the development of the children they assist. Every Friday they consult with a psychologist. BLC (Butterfly Learning Center) prepares a forum to discuss children with special needs every week. Teachers are given training.

3) Cognitive development, incorporating learning materials appropriate to the child's level of cognitive development, can include play-based, story-based learning methods or active exploration.
4) Creativity and art, give children the opportunity to develop their creativity through the art of music and other creative activities. This shapes them to express themselves and develop artistic skills.
5) Social and emotional skills. Teaching social skills such as communication, cooperation, and conflict resolution also helps children understand and manage their emotions. Helps solve problems with children with special needs. They like to disturb their friends, sometimes nosy.
6) Character education, encouraging the development of positive values of honesty, empathy, responsibility and respect for others. Students of Insan Kamil Gowa Elementary School are instilled with the values of honesty, responsibility with the tasks given to them, such as cooking group work.
7) Active participation, encourages the active participation of children in the learning process such as discussing, creating projects, or making decisions about the activation they will do.
8) Flexibility, accommodating different levels of abilities and interests of children, allows them to learn in a way that best suits their individual development.
9) Parent and guardian engagement. Engaging parents and guardians as partners in children's education, through open communication, parent meetings, and collaboration in decision-making.
10) Thorough evaluation: Using a variety of evaluation methods that cover children's physical, emotional, social, and cognitive development, not just written exams.

Factors Inhibiting Kamil Gowa's Nature School

Behind the excellence, there must be weaknesses. Likewise, at Alam Insan Kamil Gowa Elementary School, there are inhibiting factors in the development of its programs, namely:

1. Fund Factor

Funds, are the heart of an educational institution, if the funds stop, then all activities stop. However, the elementary school of the natural people of Gowa, in learning cannot be separated from the foundation and the parents of the students, as well as the government (Bos's fund) As stated by Mrs. Nurlela:

Our funds are sourced from the Qalbu foundation and the parents of students, as well as Bos funds which are used in the operation of school activities.

From the above statement, it can be understood that the Alam Insan Kamil Gowa School still depends on the foundation and the parents of the students. However, the Alam Insan Kamil Gowa school is still limited in funds in development, including in the issue of physical development. The arrangement of the physical building is not perfect,

2. Background of Learners

Sekolah Alam Insan Kamil Gowa recruits children with special needs who need companions, to foster, educate, so that they are better. Raising children is indeed very hard, very draining of energy and minds, especially for children from different family backgrounds. Such as those who are spoiled, whiny, loud, hyperactive and quiet. As stated by Mrs. Jumartika as follows:

We sometimes have difficulties in raising children, who have a variety of different characters and family backgrounds. Some are fussy, whiny, spoiled, hyperactive and like to pinch their friends, and there are even quiet people who don't want to talk. As an ordinary human being, sometimes I get annoyed, but I

am always aware that this is a mandate given to me to educate children who do not understand something.(Interview Results-Jumartika, Alam Insan Elementary School Teacher Kamil Gowa, August 23, 2023, n.d.)

Based on the statement above, one of the inhibiting factors in the formation of morals is the child himself who has a different family background. There are children who have been educated by their parents at home and there are also those who are only educated by domestic helpers. Even though it is known that raising children is not as easy as turning the palm of your hand, but it requires patience.

On the other hand, parents must understand that there are children who need special care, and at Sekolah Elementary Alam Insan Kamil Gowa, not only one child wants to be fostered. However, most parents leave the responsibility completely to the school. Even though when the child arrives home, parents must also foster the child. It is not even pampering the child. This is a big mistake of parents. As stated by Mrs. Jumartika as follows:

Sometimes there are some parents who completely hand over their children to Sekolah Elementary Alam Insan Kamil Gowa, even though we have tried our best to nurture children, including their independence.(Interview Results-Jumartika, Alam Insan Elementary School Teacher Kamil Gowa, August 23, 2023, n.d.)

3. Differences in Teacher Background

The teachers of Alam Insan Kamil Gowa Elementary School have teaching experience, but their educational backgrounds are different. Some are majoring in education, as well as non-education. A superior or principal still guides his teachers directly, anytime when he encounters difficulties. The principal guides the teachers who will teach at Alam Insan Kamil Gowa Elementary School. So the principal of Alam Insan Kamil Gowa Elementary School plays a dual role, as a leader as well as a trainer. He is directly involved in fostering children's morals, if there is a problem.

Alam Insan Kamil Gowa Elementary School is enthusiastic and full of patience in fostering children, despite the various kinds of children's characters they face. They are sincere in fostering children like their own children. They serve with love. They even beat some other parents, in the matter of children's education.

CONCLUSIONS AND RECOMMENDATIONS

The success of the child-friendly learning process at the Alaman Kamil Gowa Elementary School is supported by several factors such as teachers who have experience in educating students, adequate facilities and infrastructure, as well as a pleasant school atmosphere, the existence of a natural school curriculum and program. However, there are several obstacles experienced, namely the background of students, differences in teacher education backgrounds. The effort to overcome this is the active participation of all parties, foundations, teachers, parents, and the training of teachers both internally and externally.

FURTHER STUDY

Further research is recommended to explore the supporting and inhibiting factors of child-friendly education at Insan Kamil Nature School Gowa by involving a wider range of participants, including teachers, students, parents, and school administrators. Future studies should also examine the effectiveness of existing strategies in creating a safe, inclusive, comfortable, and supportive learning environment for children, as well as identify practical solutions to overcome challenges in implementing child-friendly education. The findings are expected to provide valuable insights for improving educational practices and developing sustainable child-friendly school programs.

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