

The Application of Child-Friendly Schools and Social Competence in terms of the Character of Elementary School Children

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ABSTRAK

Permasalahan yang terjadi sekolah pada umumnya yaitu bullying. Masalah ini perlu segera diatasi sehingga tidak menjadi masalah yang semakin mengawatirkan dan berkelanjutan. Cara untuk menanggulangi kekerasan dengan mengembangkan keterampilan social. Penelitian ini bertujuan untuk menganalisis perbedaan program sekolah ramah anak ditinjau dari karakter dan kompetensi sosial. Penelitian ini menggunakan analisis kuantitatif dengan hipotesis komparatif untuk menguji perbedaan. Sampel dalam penelitian ini adalah 352 anak yang dipilih dengan teknik proportional random sampling. Instrumen dalam penelitian ini menggunakan angket sekolah ramah anak, kompetensi sosial anak dan karakter anak. Analisis data dilakukan dengan menggunakan statistik deskriptif dan pengujian hipotesis menggunakan MANOVA. Hasil analisis data menunjukkan bahwa pertama, terdapat perbedaan program sekolah ramah anak ditinjau dari karakter anak. Anak dengan karakter santun memiliki persepsi yang sangat baik terhadap pelaksanaan program SRA. Kedua, terdapat perbedaan kompetensi sosial anak ditinjau dari karakter anak. Anak yang berkarakter santun memiliki kompetensi sosial yang sangat baik, sedangkan yang berkarakter percaya diri dan disiplin memiliki hasil kompetensi sosial yang kurang baik.

ABSTRACT

The problem that occurs in schools, in general, is bullying. This problem needs to be addressed immediately so it does not become an increasingly worrying and ongoing problem. Ways to deal with violence by developing social skills. This study analyzes the differences in child-friendly school programs regarding character and social competence. This study uses quantitative analysis with comparative hypotheses to test the differences. The sample in this study was 352 children selected by proportional random sampling technique. The instrument in this study used a child-friendly school questionnaire, children's social competence, and children's character. Data analysis was performed using descriptive statistics and hypothesis testing using MANOVA. The data analysis results show differences in child-friendly school programs regarding children's character. Children with polite character have a very good perception of implementing the Child-Friendly School program. Second, there are differences in children's social competence in terms of the child's character. Children with polite character have very good social competence, while those with self-confidence and discipline have poor social competence results.

1. INTRODUCTION

Schools are required to be able to present themselves as an institution, not just as a fun place for children to learn, but to create a conducive atmosphere so that children feel comfortable and can develop their potential. It causes schools to design learning strategies that are comfortable, safe, fun, and away from pressure and discrimination, whether carried out by teachers, peers, or people around them (Bal-Taştan et al., 2018; Permana & Nourmavita, 2017; Stockless, 2018). Spiritual and intellectual abilities should be instilled early because they can shape character (Ananda & Fadhilaturrehmi, 2018; Hamzah et al., 2021; Khadijah et al., 2021). Character formation relates to the basis for the formation of quality human resources. With the realization of quality resources, there will be a civilized, cultured, spiritually,

and intellectually intelligent generation that can compete globally (Norkhalifah, 2020; Tatminingsih, 2019).

The Ministry of Women's Empowerment and Child Protection encourages all educational units, schools, and madrasas, public or private, general or special, at every level to become Child-Friendly Schools. Child-Friendly Schools are a form of respect, fulfillment, and protection of children's educational rights (Kurniyawan et al., 2020; Wahdah & Mujiwati, 2020). Child Friendly Schools strive to create friendly schools and madrasas for students. The term "Friendly" in Child-Friendly Schools can be interpreted as social and physical friendliness. Social friendliness is manifested in the interaction between educators and students throughout the learning process (Sari et al., 2019; Tatminingsih, 2019). Physical friendliness is manifested in the form of supporting facilities and infrastructure. The learning process and child-friendly infrastructure are part of the six components of the SRA as stipulated in the Minister of Women's Empowerment and Child Protection Regulation (Permen PPPA) No. 8 of 2014 concerning Child-Friendly School Policies. Physical friendliness is manifested in the form of supporting facilities and infrastructure. The learning process and child-friendly infrastructure are part of the six components of the SRA as stipulated in the Minister of Women's Empowerment and Child Protection Regulation (Permen PPPA) No. 8 of 2014 concerning Child-Friendly School Policies.

Child-Friendly Schools are schools that are safe, clean, healthy, green, inclusive, and comfortable for the physical, cognitive and psychosocial development of girls and boys, including children who need special education and special service education (Ilham, 2021; Setyaningrum, 2022). Schools as providers of educational and learning processes systematically and continuously without putting physical or psychological pressure on their students or treating students beyond the limits of their abilities (Pitaloka et al., 2021; Prasanti & Fitrianti, 2018). Even educators and education personnel at schools are expected to provide humane education and learning to facilitate learners to behave in an educated manner (Sartika & Erni Munastiwi, 2019; Setyawan, 2018). Educated behavior is displayed in the form of academic achievement, ethical behavior and noble character, high learning motivation, creativity, disciplined, responsible, and character as a citizen, citizen, and nation (Nisa & Sujarwo, 2020; Nurwahidah et al., 2021).

Child-Friendly Schools, in essence, namely, the school provides all children's rights in full, as well as classroom and school management (Alfina & Anwar, 2020; Mustika & Pranawati, 2021). This program also has something to do with child-friendly villages and child-friendly districts launched by the government. The Child-Friendly School Program applies the 3Ps: provision, protection, and participation. Child-friendly schools must consider the school situation that is safe, clean and healthy, caring and cultured, the environment, able to guarantee, fulfill, and respect the rights and protection of children from violence, discrimination, and other unfair treatment (N. E. Agustina, 2019; Nuraeni & Nurunnisa, 2020). In addition, this school guarantees the participation of children in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection as well as the inculcation of character values in students (Kurniyawan et al., 2020; Wahdah & Mujiwati, 2020). Character values include knowledge, awareness, willingness, and actions to carry out the values of goodness and virtue, to God, oneself, others, the environment, and nationality to become human beings with morals.

Character formation must start early (Juanda, 2019; Sopiha, 2021). Character is character, nature, a mental or moral quality, name or reputation (Hornby), and parnwell (Ebta, 2015; Sudarmiani, 2013). Character education is an effort to instill character values into students, which includes knowledge, awareness, or willingness, and actions to implement the values of goodness and virtue to God, self, others, the environment, and nationality to become human beings with character (Antara, 2019; Fatah et al., 2018). The purpose of Character Education is to develop the potential of students as human beings and citizens who have national character and culture, to develop commendable habits and behavior in students, to instill a spirit of leadership and responsibility as the nation's successors, to develop the ability of students to be independent, creative, and to develop a learning environment (Rachmadyanti, 2017; Suarni et al., 2019).

In this process, an educator will directly affect every character, mentality, and learning quality of children with different backgrounds (D. P. Putri, 2018; A. Wulandari & Suparno, 2020). According to Thorndike's theory, learning methods are strategic and important for the psychological development of children, one of which is by using rewards and punishments (M. Agustina et al., 2021; Byron & Khazanchi, 2012). However, in punishment, the teacher must avoid corporal punishment, namely acts of violence committed by certain people (teachers) on others to discipline children by using physical punishment because the punishment/physical violence is not needed. Violence in education is defined as the aggressive attitude of the perpetrator that exceeds the capacity of his authority and causes violations of the rights of students (Muhammad, 2019; Wahdah & Mujiwati, 2020).

The problem that occurs in schools, in general, is bullying (Mahrizza et al., 2020; Muhammad, 2019). In addition, most teachers do not know about child protection regulations that absolutely violence should not be perpetrated on students. Likewise, most students do not know if acts of violence (bullying) or other negative actions against their schoolmates violate them (Chen, 2022; Putri et al., 2020). The education carried out by the school has neglected humanist education. The study also found that the children's character in the discipline aspect of 10% of students still did not wear complete and neat uniforms, and 32% of students came late and did not do their assignments. Next, on the polite aspect, 12% of students still say rude (Virani et al., 2016). Furthermore, the aspect of self-confidence is still sufficient. This can be seen from the students' lack of courage to appear in front of the class, shyness to express opinions, and shyness to do assignments or questions on the blackboard. Violence in education needs to be addressed immediately so that it does not become an increasingly worrying and sustainable problem. The way to tackle violence in education is to rid education of violent practices.

The phenomenon of the above conditions can even be an obstacle to their social development. They will get a bad stamp from the community. As a result, children will find it difficult to develop good social behavior (Hamzah et al., 2021; Risdiany & Lestari, 2021). Every teenager can carry out positive behavior in social interactions (Lating, 2016; Rahman, 2010). This ability is called social competence. In simple terms, social competence can be defined as the ability to act wisely in human relations (Aghniarrahmah et al., 2022; Novita & Yulianti, 2020). With this social competence, it will be easier for teenagers to complete their developmental tasks, it will be easy to blend in with their social environment, easy to position themselves, and it will be easier to start making friends with their play groups.

Previous research findings also suggest that failure to develop appropriate social skills in childhood results in unsuccessful interactions with peers, and ultimately individuals will feel lonely (Ahsani & Azizah, 2021; Ayu, 2019). Other research findings also state that children with behavioral problems have low social competence (Aghniarrahmah et al., 2022; Palerangi et al., 2016). On the other hand, high social competence will make it easier for children to build good behavior with family and peers (Ahsani & Azizah, 2021; Diahwati et al., 2016). There is still a lack of literature that analyzes the differences in the application of child-friendly schools from a review of character and social competence. The application of child-friendly schools in Pekanbaru needs to be identified to find its benefits for the community, especially children and parents, so they can participate more in realizing character and inclusive education. Based on these problems, this study aims to analyze the Differences in the Implementation of Child-Friendly Schools and Social Competence in the Children's Character of the SD Negeri Kota Pekanbaru.

2. METHOD

The type of research used is quantitative with a comparative study (comparative study or causal-comparative study). The kind of data in this study consisted of quantitative data obtained from questionnaires given to research respondents and qualitative data obtained from theories and concepts regarding research. Sources of data in this study consisted of primary data obtained from questionnaires and short interviews. Meanwhile, secondary data was obtained from the profile document of SDN schools in Pekanbaru. The population in this study were all students in grades four to six at the Pekanbaru City State Elementary School, which implemented child-friendly schools, namely 2,963 students. Sampling was carried out using the Slovin formula using a proportional random sampling technique, which was carried out evenly to each school so that all respondents had the same opportunity to become sample members. Thus, a sample of 352 students was obtained and spread into several public elementary schools that implemented child-friendly school programs in Pekanbaru. Furthermore, the samples taken in this study were carried out in a random system or random in the sub-districts that had been determined based on the table above. Sample collection is done by distributing questionnaires to respondents, where the questions have been designed according to the variables studied.

The research instrument was a valid and reliable questionnaire tested on 30 samples. The questionnaire in this study between the scale of the implementation of the child-friendly school program resulted in 31 valid and reliable items, the child's social competence scale produced 34 valid and reliable items, and the child's character scale produced 21 valid and reliable items (Amka, 2016; Suharmini et al., 2017). Furthermore, data collection was carried out through the distribution of online questionnaires. The data analysis method was carried out by testing the MANOVA hypothesis by first testing the data normality and homogeneity. In addition, descriptive analysis was also carried out to determine the categorization of research data.

3. RESULT AND DISCUSSION

Result

The study was conducted at 17 elementary schools in Pekanbaru, with a total population of 765. The number of samples in this study was 352 people. Based on the distribution of data conducted in the study, it is known that the majority of respondents are the age of 12 years, as many as 125 children (35.51%). Respondents with the most gender were male, 52.6%, while female respondents with a percentage of only 47.4%. Based on the character group, it is known that most respondents are more likely to have a responsible character, with a percentage of 23.3%. The lowest character is discipline and cooperation, with 17.6% and 17.6%, respectively. The results of hypothesis testing are presented in Table 1.

Table 1. Hypothesis Test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Child Friendly School Program	2240390.915	1	2240390.9	36515.1	0.000
	Social Competence	2271242.585	1	2271242.6	38106.8	0.000
Character	Child Friendly School Program	625.654	4	156.4	2.549	0.039
	Social Competence	4197.224	4	1049.3	17.605	0.000

The results of the data analysis showed that H_0 was rejected because the significance value was less than 0.05 (0.039 and 0.000 < 0.05). It means a difference between the child's character in implementing the child-friendly school program and the child's social competence. Another meaning that can be put forward is that implementing the Child-Friendly School program affects children's various characteristics and social competence at school. Based on the results of further testing using Benferoni, it is known that in the variables of the implementation of the Child-Friendly School program, the different characteristics of children are the character of self-confidence and the character of polite children (sig < 0.005), while other characters apart from the two have the same influence in the implementation of the School program. Child Friendly. Then from the follow-up test results, the child's character also influences social competence. Children with polite characters have a higher social competence value and are statistically different from the social competence of 4 other children's characters (sig < 0.005). Children with self-confidence have the lowest social competence values and are statistically different (sig < 0.005) from other children's characters.

Based on the results of statistical analysis on the level of implementation of child-friendly schools, it is known that parents represented 66.19% of respondents in this study filling out the questionnaire considered that child-friendly schools had been implemented well, and none of the respondents considered the implementation of child-friendly schools that were not good. This study uses a theory that states three main indicators in measuring child-friendly schools (Godfrey et al., 2012). These indicators are an emotionally-supportive climate (emotional-supportive climate), a challenging, student-centered learning environment (challenges, student-centered learning environment), and a safe, inclusive, and respectful climate (a safe, inclusive and caring climate).). Concept of Child-Friendly School Program Child-friendly schools must consider the school situation that applies strong, safe, clean, and healthy character education, care and culture, the environment, can guarantee, fulfill, respect rights and Schools Child-friendly schools must consider the school situation which implements character education that is strong, safe, clean and healthy, caring and cultured, the environment, able to guarantee, fulfill, respect the rights and protection of children from violence, discrimination, and other unfair treatment, and guarantee the participation of children in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (Uray, 2015).

Based on the indicators, it is known that the emotional-supportive climate is an aspect of implementing child-friendly schools, with a response in the good category of at most 61.36%. In contrast, most indicators that answer less well are safe, inclusive, and full of climate concern. That is, most of the samples have felt that the school has an environment that facilitates the child's emotional condition, although it has not yet shown an inclusive sense of security. This study also shows that of 66.2% of children in good practice, most are children with responsible character (16.5%). In addition to very good applications, most are polite children (4 .5%). The least is self-confidence (1.4%). It shows that implementing good child-friendly schools produces more children with responsible and polite characters.

The results of this study illustrate that good social competence with a percentage of 63.07%. No respondents assessed that their children's social competence was not good, although 8.24% of parents rated their children's social competence as not good. This study looks at children's social competence from indicators of empathy, communication, social interaction, aggression control, openness, helpful behavior, self-understanding, and learning behavior. This study shows that the indicators of behavior to help children who are not good, open attitude, and control of aggression still need to be improved because there are still many children who are in the range of less good and good enough. The social competence that has the most excellent category is the behavior of wanting to learn. It means that the child has an attitude in responding to every learning activity and shows enthusiasm for the learning opportunities they experience. The results of this study also show that the indicators still in the poor and good enough categories are helpful behavior, open attitude, and control of aggression. Behavior helps develop from the existence of social relationships and the child's willingness to get along with the outside environment and peers (Hurlock, 2012).

Based on an interview with one of the parents, it was also known that "children tend to be more difficult to offer help to friends or family members at home." In addition, an interview with an elementary school teacher also said that many fourth graders are not brave enough to express their difficulties in learning. Many children find it difficult to express their obstacles, so it appears that children avoid things they don't like. For example, children find it difficult to operate multiplication. Choose to scream or run instead of communicating the problem to the teacher. This finding is also supported by parents who say that the child's open attitude still needs to be developed so that children can convey their ignorance or unwillingness so that adults can understand it. Child-friendly school programs that are implemented are important in influencing children's self-disclosure. Children who can express their wishes or dislikes tend to have positive personalities. Self-disclosure in children can be realized by feeling safe and happy in the child's environment.

The results of this study used MANOVA statistical testing as a hypothesis test due to analyzing the differences in two independent variables with more than three groups. The group in this study is the child's character, namely Discipline, Cooperation, Confidence, Politeness, and Responsibility. Based on the MANOVA test, a significance value of 0.039 was obtained for applying to child-friendly schools and 0.000 for social competence. It means a difference between the child's character in implementing the child-friendly school program and the child's social competence. Another meaning that can be put forward is that the various characters of these children affect the implementation of the Child-Friendly School program and their social competence in schools. This study also showed that the most significantly different children's characters were confident and polite ($\text{sig} < 0.05$). Based on the mean value of the character score, it is known that polite character has the highest score, while self-confidence has the lowest score. It means that the implementation of child-friendly schools in the research sample, it is known that it has improved the polite character significantly. However, the self-confidence character has not developed well.

This study also showed that children with polite characters had higher social competence values and were statistically different from the social competencies of 4 other children's characters ($\text{sig} < 0.005$). This study also found that children with self-confident characters had the lowest social competence scores and were statistically different ($\text{sig} < 0.005$) from other children's characters. Children's self-confidence through the implementation of child-friendly schools. Confidence that has the most different (lower) scores than other characters can also be caused by the lowest indicator of child-friendly schools being safe, inclusive, and respectful climate. This indicator reflects a sense of security in children to feel more confident.

Discussion

If viewed from the child's character, this study's results indicate that children with good social competence have a polite and responsible characters. It shows that children's social competence is better accompanied by the development of polite character. Based on observations in several schools, it is known that many schools that implement child-friendly school programs familiarize themselves with the role model concept. For example, the activity of saying goodbye when they come home from school is intended for children to understand better how to say goodbye to and thank teachers, increasing their social competence. Exemplary activities such as shaking hands before going home from school also add polite character to children (Dhiniyah, 2020; Putra et al., 2020). It is supported by research saying that the habit of shaking hands and welcoming home from school trains polite attitudes and familiarizes children with respect for teachers and their peers (Dhiniyah, 2020; Pitaloka et al., 2021).

Good manners are born from character education, which can be reflected in ethics and real actions, namely noble behavior (Putra et al., 2020; Putrihapsari & Dimiyati, 2021). The application of child-

friendly schools strengthens social characteristics such as being responsible, caring for fellow human beings, being honest, trustworthy, orderly, enthusiastic, and respecting each other (N. E. Agustina, 2019; Ilham, 2021). The habituation to aspects of child-friendly schools will form the cultivation of polite character education. One of them is by giving examples of good exemplary attitudes, namely always shaking hands when meeting with teachers, wearing neat clothes complete with attributes, routine habituation, praying in congregation, and always speaking soft words to teachers and parents, as well as fellow peers. When he wants to enter class always says "assalamualaikum." Giving examples of polite and courteous attitudes and ethics, students can follow what the father and teacher exemplify and apply it in their lives (Djuwita, 2017; Suryani, 2017).

The results of this study support the finding that there are differences in personal development in children in terms of the implementation of child-friendly schools (Çobanoğlu et al., 2018; KUSDARYANI et al., 2016). Applying child-friendly schools with different perceived values for children will impact children's psychological health. The better implementation of child-friendly schools, activities, services, and strategies in schools will support physical, psychological, and social support. There is a correlation between children's health and the efficiency of implementing child-friendly schools. A decrease in academic success causes behavior that threatens the psychological health of students because it is not safe at school (Alfina & Anwar, 2020; Çobanoğlu et al., 2018).

This finding is in line with research, which states that creating a school climate with the opportunity to develop positive emotions comes from the harmony of environmental factors (Mardiyah et al., 2021; R. Wulandari et al., 2017). The implementation of child-friendly schools can be seen from good emotional support that will harmonize a quality school climate to help children feel psychologically healthy (Fitriani & Istaryatiningtias, 2020; Wahdah & Mujiwati, 2020). In addition, the results show that the implementation of child-friendly schools by paying attention to the components of the physical climate, such as class color, air circulation, and lighting, is very important because it will affect the comfort and emotions of students in the learning process (Anshory & Ulum, 2017; Nuraeni & Nurunnisa, 2020). Class colors that are a bit dark and lack of lighting will make students uncomfortable so that students' emotions are unstable and ultimately create bad characters, as well as lack of classroom air circulation, will create a stuffy classroom atmosphere and make students uncomfortable to study make children irritable and lead to bullying.

4. CONCLUSION

The data analysis results show differences in the child-friendly school program regarding the child's character. Children with polite character have a very good perception of implementing the Child-Friendly School program. Children with polite characters have very good social competence, while confident and disciplined characters have poor social competence results.

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