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The Implementation of Child Friendly School Policy with Children's Rights Approach in Bekasi City

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ABSTRACT

Child-friendly and students based school is one of new paradigm in providing high quality and innovative education in Indonesia. The objective of this research is to explain the outcome of the implementation of Child Friendly School Policies established by the Ministry of Female Empowerment and Child Protection in Bekasi city. The sub focus in this research are (1) implementation of Child-friendly teaching and learning, (2) Child-friendly facility & infrastructure, (3) Participation of parents, community institutions, stakeholders, business and alumni. This study used a qualitative method in case study approach in SDN Teluk Pucung 1. The factors that support the implementation of the Child Friendly School Policy at SDN Teluk Pucung 1 are good and smooth communication, attitudes and commitment of all school people, coordination between the Bekasi Government and the School and the positive support of all school members, parents, and surrounding communities. The conclusion: (1) implementation of child friendly teaching-learning process has fulfilled the criterion of child-friendly school. (2) Implementation of facilities has followed the regulation and showed child-friendly condition, (3) participation of parents, community organizations, stakeholders, business and alumni is still low and need to be improved in the future time. Suggestion and recommendations are provided for improvement and development towards the implementation of child-friendly school in Bekasi City.

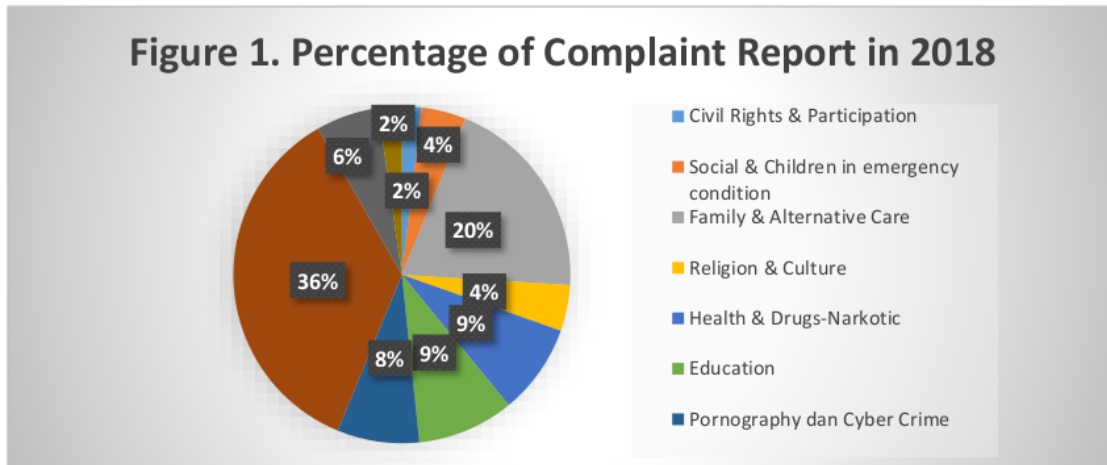
Key Words: Child-friendly school, students based, Policy implementation.

Introduction

Education has been admitted as one of main elements in developing dignified civilization. One third of Indonesian total population is categorized as children age. Central Bureau of Statistic of Indonesia (BPS) declares that in 2020, there are more than 86 million children. The development of dignified civilization relies on next generation, children. Therefore, rightly the state obligates to ensure the needs and protect children in order to they can arise and develop safely and enjoyable to become qualified and noble character.

Education is one of medium to develop ability and students' interest based on students' potency and talents. By concerning the role and function of education institution, education institutions should become fun, friendly, joyful ecosystem to support learners' potency. This basic concept further elaborated in Law No. 35 in 2014 about Children Protection. On article 54 declares that "Children inside and outside of school ¹¹ must be protected from acts of violence done by teachers, school managers, or friends in the school, or other education institutions". Furthermore, on article 70 paragraph (2) states "Everyone in forbid to treat children by ignoring their opinion discriminatively, includes labeling and equalization for children with disabilities".

Data taken from National Commission for Child Protection (KPAI) related to cluster based of children protection stated that there were 267 complaints cases of violence coming from cluster of education in 2016. The number of case in education cluster increased significantly in 2018 in which 451 complaints recorded (9% from total complaint). This phenomenon causes for concern if we relate it with the objective of national education and the concept of education itself. Management of education institution which able to protect children's right and friendly to students become a challenge.



Sources: Processed from information data and complaints department of KPAI 2018

Child friendly school (CFS) is an alternative of school management which put child right in the top priority. Friendly child school is education unit which ⁸ able to ensure, fulfill, respect child's right, and protect child from violence, discrimination, and other mistreatments as well as to support child participation particularly in set up planning, policy, teaching and learning, and mechanism of complaint (Deputi hak Anak, 2014). Child friendly school (CFS) can be interpreted as an education unit which can facilitate and empower child potency (Nuraeni & Nurunnisa, 2020). The objective of Child friendly school is to transform existing school to become more friendly school in many aspects for the sake of the child, and to ensure school fulfill child rights and protect them.

In ministerial regulation of ³ Women Empowerment and Child Protection Ministry No. ⁸ in 2014 about Policy of Child friendly School, stated that to manifest child friendly school (CFS), there are six (6) indicators developed to assess the achievement of CFS. Those indicators are: 1) CFS policy, 2) Implementation of child friendly teaching and learning, 3) Teacher and educational

staff are trained with child rights, 4) facilities and infrastructure are friendly to child, 5) Child's participation, 6) participation from parents, community organizations, businessman, other stakeholders, and alumnus (Wuryandani & Senen, 2018)

Child friendly school (CFS) needs to put concern on save, clean, ⁸ healthy, care and cultured environment which is able to ensure, fulfill, respect and protect child rights from violence, discrimination, and other improper treatments as well as to ensure child participation in set up planning, making policy, learning, controlling and mechanism of complaint regarding to child protection as well as to insert character values towards learners which covers knowledge, awareness, or eagerness, and act to implement value of kindness and goodness to the Almighty God, their selves, to others, environment and to the nation to become good human being (Uray, 2015).

Child Right Convention is an international law or international instrument which is binding juridically and politically which details explain in detail basic human rights for every child. The basic right covers: 1) right to live, 2) right to arise, 3) right to get protection, 4) right of participation (Ekowarni, 2001). Indonesia has ratified this convention through Presidential Decree No. 36 in 1996 about Ratification of Child Right Convention.

Some previous researches have been conducted related to implementation of child friendly school. Some of them are: Wurdayani, Fathurrohman, Senen, & Haryani (2018), discussed fulfillment of child rights through CFS. Nuraeni, Andrisyah, Nurunnisa (2020), examined the effectiveness of CFS in character building for early childhood. Putri & Akmal (2019), focused on implication of CFS in fulfillment child rights. Subur, Qosim, Nugroho (2017), studied the implementation of CFS in creating school culture. Angkuti & Ridwan (2019), studied the

implementation of CFS policy in Depok City. Widodo and Zumaroh (2018) focused on CFS with curriculum based.

This research is different from previous researches. This research focusing on the implementation of CFS based on criterion as declared in Ministerial Regulation of ³ Women Empowerment and Child Protection Ministry No 8 in 2014 about Policy of Child friendly School. The sub focus of this research is three (3) criteria in SRA, they are: Implementation child friendly teaching and learning, child friendly facilities and infrastructure, and participation from parents, community organization, businessman, other stakeholders, and alumnus which are related to fulfilment of child rights.

Research on implementation of CFS in SDN Teluk Pucung 1 of Bekasi City with child rights approach is interesting and important to be conducted due to some reasons. Firstly, numbers of offense towards child rights in educational environment are still high. Secondly, CFS is a need for society because it is an obligation to protect and fulfill basic human rights in education sector (Akmal, 2015). Third, CFS is a global interest and need in many countries, they also implemented CFS in order to fulfill child rights to obtain free generation from violence and discrimination (Mandiudza & Mandiudza, 2012).

⁹ The objective of this research is to describe the implementation of CFS which has been and being implemented in SDN Teluk Pucung 1 of Bekasi City in the aspect of friendly curriculum and teaching-learning process, child friendly facility and infrastructure and participation from stakeholders.

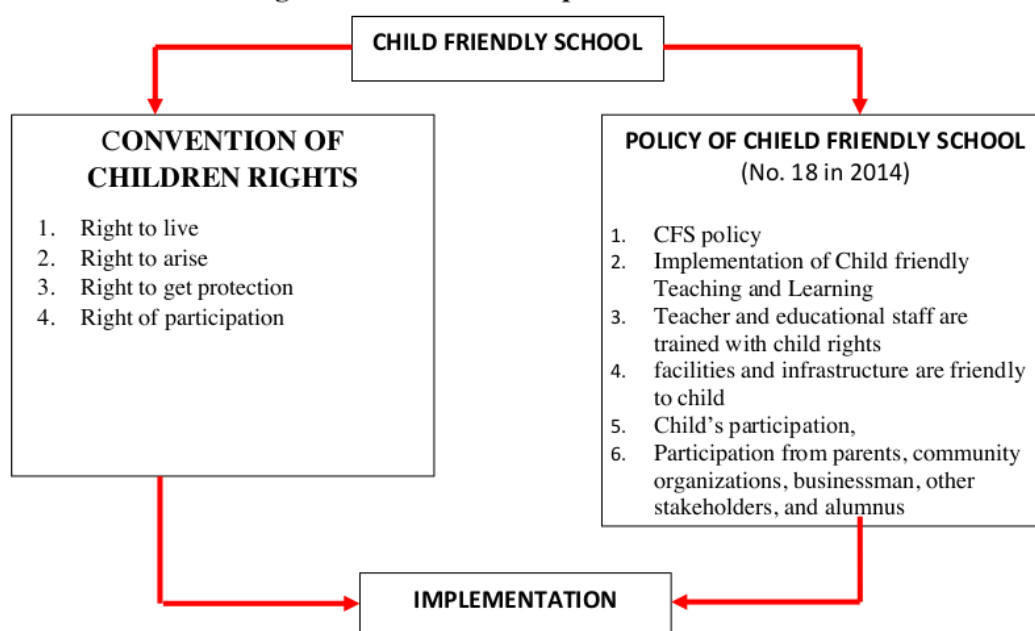
Material and Methods

Elementary School (SDN) Teluk Pucung 1 of Bekasi City as the object of this research has been implementing CFS since 2017. It was once three different schools which are located in one

integrated block. Previously there were SDN I, II dan IX Teluk Pucung before they were merged become SDN Teluk Pucung 1 in 2019. There are 739 students officially registered in this school in academic year 2019.

Concept of basic child rights based on convention of human right and policy of Child friendly School (CFS) based on Ministerial regulation of Women Empowerment and Children protection Ministry No. 8 in 2014 were two main concept used to observe the implementation of CFS.

Figure 2. Research Conceptual Framework



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This research used qualitative method with case study approach. According to Moleong (2011) qualitative methods is defined to understand phenomenon felt and observed by subject of research which are related to the research objective such as: series of behavior, perception, motivation, acts and so on. Qualitative method is used to investigate in natural setting and

researcher doesn't make treatment because the researcher in collecting data should be based on source of data, not by researcher opinion (Sugiyono, 2017).

Descriptive or written narrative is very important in qualitative approach, either in data recording and presenting research result (Danim, 2002). (Putri, 2019) The research strategy used descriptive approach conducting investigation and measurement towards certain phenomenon (Fathoni, 2006). Data collection in this research are in the form of transcript, result of in-depth interview with all informants, pictures, field note (6 months duration), and document. Qualitative research with descriptive approach describe the phenomenon observed by collecting pictures and statement.

This research was conducted in natural setting in SDN Teluk Pucung 1 (30th August 2019 until 30th January 2020) without any modification and setting, because researcher and locus in which the research conducted was one unified whole. In addition, the researcher itself was the main instrument in the research, because data in the research was fully relied on direct observation by researcher. In the process, researcher tried hard to maintain good communication and adapted with the school situation. Good relationship between researcher and subject of research before research period, during and after actively involved in the process became key factor the success of this research.

Focus of this research was implementation of CFS with three sub focus, they are: (1) implementation of Child friendly Teaching and Learning, (2) Child friendly facility & infrastructure, (3) Participation of parents, community institutions, stakeholders, business and alumnus. Qualitative data collection in this research was collected through observation, documentation and interview with competent informant.

Direct observation was conducted by making 20 visits to see the phenomenon of implementation of CFS. Documentation in this research was set of events and occurrence related to CFS. Documentation which was collected was in the form of written (policy, commitment, notes, and letter), picture and records. Tresiana (2013) informant in qualitative research was taken by convenience sampling (sufficient for the sake of researcher and concerning for accuracy). Sample was taken by purposive sampling, in which deciding for the informant were based on purposes and aspect of advantages as well as the depth knowledge and actively involved on the topic Informants of this research were principal, head of school committee, vice principal, representative teachers & students, parents of students and related stakeholders. In total, there were 28 informants.

The analysis of qualitative data was carried out through ongoing process until the data was concerning sufficient both in quantity and quality. This research used interactive model data analysis. The steps of this data analysis as suggested by Miles and Huberman in Sugiyono (2014), the series of steps as follow: (1) data collection, (2) data reduction, (3) data display, (4) drawing conclusion.

Result and Discussion

Child Friendly School is school model developed by UNICEF to promote children friendly concept as the foundation to provide comfortable, save and protected school, trained teachers, sufficient environment and resources (Deputi Tumbuh Kembang Anak, 2015:07). The existence of Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014 about Policy of Child Friendly School (CFS) accelerate the transformation of traditional school into CFS model.

Implementation of CFS has been implementing in SDN Teluk Pucung 1 since 2017. Department of Education pointed 125 schools among elementary schools until senior high school as role model of CFS in Bekasi City through Head of National Education Department Decree of Bekasi City No: 368/4725-Diknas/2017 about establishment Child Friendly Schools in Bekasi City as organizer of CFS Model in academic year Of 2017. In this session, implementation of Child Friendly School (CFS) will be elaborated based on the three sub focus.

1. Implementation of Child friendly Teaching and Learning

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, one of the six indicators of CFS is implementation of child friendly teaching and learning. The indicators are as follows:

Table 1. Indicators and findings of Implementation of Child Friendly Teaching and Learning

No	Indicator	Findings
1.	Process of learning	Non bias gender, inclusive & non discriminative process were implemented; local content was introduced; children rights were put in priority; students character building, creativity, innovation and potency stimulated through curricular and extracurricular; learners were actively involved; solidarity and care among others were introduced
2.	Evaluation of learning outcome referring to children's rights	Learning outcome evaluation was ongoing process; concern on process rather than result; concerning that every learners are unique and have difference in the capacity to understand certain skills and courses; avoiding comparing one student to others
3.	Has child friendly classroom model	Classroom was set up based on students interest and consensus; classroom management is dynamic; decoration of class done by students; students themselves maintain the cleanness; job description to tidy up the class was designed by students; classrooms have good natural lighting, enough ventilation for air circulation
4.	Free and save teaching material from content of pornography, violence, and radicalism	Curriculum was established comprehensively; teachers and learners discussed lesson plan in unique way; students were allowed to bring reading sources to implement extensive reading; teaching

		material was evaluated by team teaching; teaching material were presented in the early of academic year in teachers meeting
5.	Creating positive binding among teachers, educational staff and learners	Teaching and learning process was relaxing and enjoyable; teachers were able to motivate students positively; learning process was conducted indoor and outdoor

The implementation of friendly teaching and learning was very well implemented in SDN Teluk Pucung 1 of Bekasi City. During observation, process of learning was conducted in very enjoyable and positive encouragement. Learners learn while playing at once, nondiscrimination to all students from teachers, there was no physical punishment given as way to create discipline, students were actively participated in teaching and learning process both to deliver question and presenting material, leadership in interestedly taught, students were free to choose extracurricular activities based on their interest. Positive binding between teacher and learners were positively created. These phenomenon were relevant with indicators of CFS as explained by Widodo in Subur, Nanang dan Nugroho (2017), in which he explained there are 9 indicators of CFS, they are: (1) Happy, (2) Safe and healthy, (3) Interesting, (4) Active, (5) Guaranteed of Children's rights, (6) Hone, love and fister, (7) Comfortable, (8) Aspirational, and (9) Communicative.

Teachers were played important role in the implementation by creating character building, care & empathy to students, fair and no discriminative to all students. This is in line with function of teacher as explained by (Yosada & Kurniati, 2019) explained that teacher should promote positive character building such as empathy, non-discriminative, anti-radicalism, love the nation, language, culture and respect culture differences and human rights, social, anti-bullying, love cleanness as well as teachers should create series of activities conducted outside.

Teaching and learning process was conducted effectively by putting children's right in the top priority. Learning process in this school is created in safe and inclusive. This is suitable with the framework system promoted by UNICEF as what Shaeffer explained in Rangkuti and Ridman (2019), in which school management with children's rights based as suggested by UNICEF has some characteristics such as "inclusive, healthy and protective to all students, effective to students, and there is participation from student's family, community and students itself.

The implementation of CFS in this indicator has followed the objective of CFS itself. the objective of CFS are to avoid violence to students and other school members, protect children from pain and sickness due to unhealthy environment, avoid accident happened in school caused by unsafe facilities and natural traits, prevent students become smoker and drugs dependency, create dynamic, closed and quality relation among school members, create well managed and green environment, with specific characteristic in which students feel comfortable and stand to be at school in which students are given positive habituation (Rangkuti and Ridman,2019).

The two ways communication in teaching and learning process as presented by the teacher is able to activate the students' activity in learning. Learning is not only in the context of "you" and "I", but also in the context of "we". Teacher and students learnt together. This concept create closeness between teacher and students, therefore students feel free to deliver question and able to give positive critics to teachers (Widodo and Zumaroh, 2018). By creating positive binding and closeness, students are encouraged to activate themselves. Through actively involved in school activity, students can develop their self-confidence, become more social, independent, intellectually developed, and learn problems solving.

Child friendly teaching and learning process was able to help students to improve their potency and skills in many aspect. It is in line as what was explained by Adhim in Joko (2012)³, an effective teacher will be able to help the students to develop their potency, he/she is able to create good relationship with students in dignified way. In order to create closed relation with students, teacher needs to understand the students' world and try to get into their world.

2. Implementation of Child friendly facility & infrastructure

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, the third indicators of CFS which was taken as the second sub-focus is implementation of child friendly facility & infrastructure. The criteria are as follows:

Table 2. Indicators and findings of Implementation of Child Friendly Facility and Infrastructure

No	Indicator	Findings
1.	Safety requirements	Strong and stable second floor building, access in the case of emergency is sufficient, electricity was installed safety, and meeting point in the case of emergency is available and well informed to students.
2.	Healthy requirements	All room has sufficient ventilation system, natural lighting is prepared well, clean source of water and plenty of water, water disposal paths are available, absorption of rainfall in prepared well, separated garbage disposal (organic & nonorganic), washbasin are sufficient
3.	Comfort requirements	Classroom capacity is suitable with criteria, comfortable chair and tables, green school creates shady and fresh air, glare distraction is managed well, enough natural lighting during day time, free from noisy and cleanness and tidiness are well maintained
4.	Convenience requirements	Large corridor, the door width fulfill the minimum criteria, sufficient, clean and separated toilets, stairs have fulfilled the minimum criteria, clean and odorless water in toilet and washbasin, praying room is available

5.	Availability of infrastructure	Library and school medical room are available, counseling room needs some improvement, sport field is available (futsal, badminton, basketball), large parking space at once used for flag ceremony with some modification, healthy canteen is in process, complaint boxes are put in 8 position, education tools for practicum are available, laboratory needs improvement.
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The availability of sufficient and quality facilities and infrastructure strongly support the implementation of CFS in SDN 1 Teluk Pucung. Management of school has tried their best to set up planning of fulfillment of facility and infrastructure by allocating and investing sufficient budget. Facilities and infrastructure are well maintained. Students are actively participate in that process to maintain the cleanness, tidiness of the facility. All indicators are seriously managed to avoid accident and unwanted events happened. Friendly facility and infrastructure should not put any risk and danger to children and should prevent accident in school environment. Sufficient and well maintained facility ensure students don't get accident and danger (Yosada & Kurniati, 2019).

Procurement of child friendly facility and infrastructures is the responsible of top manager in the school. In term of maintenance, all school member are actively involved. The cleanness and tidiness is not relied on office boy, but all members collaborate together. Based on observation and interview, fair conditioning to all school member about their responsibility to preserve and maintain the facility creates commitment to al school members. Strong commitment and quality and the liveliness of school members become one of supporting factor to the succeed of child friendly school program (Rohman, 2012).

Facility and infrastructure should be in good condition thus can support all activities in school. Teaching and learning process is also effected by the procurement of facility. Good

facility doesn't always mean expensive facility. Aspect of sufficient facility and infrastructure is also related to the need of students learning. Facility and infrastructure don't have to be expensive but fit with the needs of the students. Well managed school environment and interesting classroom design make school to become nice and comfort place for students. (Nuraeni & Nurunnisa, 2020).

Friendly facility and infrastructure stimulate and promote feel of safe, comfort to all school members. Facility and infrastructures should put concern for the sake of the children, not only for teachers. Complete facility can support the implementation of CFS. Availability of practicum tools, save and comfortable class room, green and healthy environment, well maintained sport equipment are important to deliver quality teaching and learning process (Wuryandani & Senen, 2018).

3. *Implementation of Participation of parents, community institutions, other stakeholders, business and alumnus.*

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, the sixth indicators of CFS which was taken as the third sub-focus is implementation of child friendly facility & infrastructure. The criteria are as follows:

Table 3. Indicators and findings of Implementation of Participation of parents, community institutions, other stakeholders, business and alumnus.

No	Indicator	Findings
1.	Participation of parents	Many parents rely on school committee as their representative, participation of parents are still low, many of parent negligent with parents meeting, there are some parent rely on learning process to school with very little evaluation at home, financial contribution considered as

2.	Participation of community institutions	Contribution from formal community institution is very low, there are some support from informal community groups
3.	Participation of businessman though CSR	School independently set up proposal to get CSR, this school got CSR. Since implementation of CFS in 2017, the school got 4 times funding from CSR
4.	Participation of other stakeholders	Very low participation reported
5.	Participation of alumnus	Very low participation reported

This last sub focus is the weakness from the three indicators of CFS observed in this research. In order to be succeed comprehensively in implementing CFS model, participation from outsider/non-school members such as community institution, businessman is strongly needed. Commitment and participation from outsider of school members become one of supporting factor. It is an integrated school management unit. They are component and dimension of child friendly school itself (Sholeh, 2016) .

Education is not only responsible of educational institutions. As stated in national education law, all members in this nation can take part in contributing to education, include community institution. Community can put their contribution by empowering family as caregiver and main education for child; community also may help children, parents and teacher to develop collaborative and harmonious relation (Rohman, 2012). Community ²⁴ has the right and has obligation to support and participate to implement child friendly school. Their duty is not only limited for funding, far more important is their ideas and though. Government has duty to build up the school building, facilitate teachers and education staff, making standardization of curriculum, ensure the quality of reading material, education tools and others (Nuraeni & Nurunnisa, 2020).

Conclusion

Child Friendly School is needed to create and transform traditional school model into friendly school which respect children's rights. This model of school is effective to ensure protection of children's rights, prevent violence, discrimination, and other unwanted acts and develop students' potency. Implementation of CFS in SDN Teluk Pucung 1 of Bekasi City has been implementing well and referring to standard classification and indicators as suggested in the ministerial regulation. In implementing CFS model, children's rights are put into priority.

Implementation of child friendly teaching and learning has followed almost all indicator. This indicator has successfully implemented to respect children's right. Implementation of child friendly facility and infrastructure has fulfill the minimum standard of CFS. Participation from parents, community organizations, businessman, stakeholders and alumnus need to be improved.

Some supporting factors contributed to the succeed of this policy implementation. Strong commitment, quality and involvement school members, sufficient facility and infrastructures contributed to the implementation of CFS. Implementation of SFS model as implemented in SDN Teluk Pucung 1 of Bekasi City is recommended to be followed and modified in other schools.

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