

## Research Article

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# Management of Child Friendly Schools To Develop Students Psychological Well Being

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**Abstract:** The background of this research is that the number of violence is increasing, the violence that occurs is not only in the physical but psychological or psychological aspects, and the number of violence that occurs in schools is in the top 3 ranking of violence that occurs in families and alternative care settings. This research is qualitative research with a case study method. The results of this study indicate that 1) Child-friendly school planning is carried out based on the program and there is an obligation to participate in the Adiwiyata School program, 2) Mechanisms for division of tasks and management functions for child-friendly schools are regulated based on a school principal's decision letter, 3) Supervision of child-friendly schools has been carried out by schools since students after attending MPLS, in learning, participation in extracurricular activities and the interactions they build, especially with teachers, friends and their parents, 4) Organizing child-friendly schools is guided by rules, which is one of the components used as a benchmark for achieving friendly schools children is in terms of learning, 5) Obstacles faced related to child-friendly school planning in general there is still a lack of facilities to support child-friendly school programs, especially interesting places to develop their talents and interests, and 6) The solution is to provide learning facilities ber indoor and outdoor facilities that can support the implementation of the learning process.

**Keywords:** Management, Welfare, Psychological, Learners

## Introduction

Education is a very important requirement for someone to be able to develop self-potential, intelligence, skills and can shape personality. With education, it is hoped that a person can dig up information or knowledge, train each of his talents to be more skilled and develop one's personal character. Skills capabilities supported by good behavior will produce good and competitive human resource products in the future with other major nations. The role of education is very strategic in building quality generations or students.

National education aims to develop all the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state. Based on the functions and objectives of national education, it is clear that education must be organized systematically in order to achieve these intended goals. Including providing friendly education for the psychological development of children is important in helping to facilitate students so that they can achieve educational goals and develop their potential optimally.

Furthermore, in the law on the Sistem Pendidikan Nasional Undang-Undang Nomor 20 Tahun 2003 article 1 states that: Fulfilling the Right to Education of Children is a conscious and planned effort to create a learning atmosphere and learning process so that students at the age of children actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state.

Child Friendly Schools are schools that consciously seek to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principles are non-discrimination of interests, the right to life and respect for children. As stated in article 4 of Undang-undang Nomor 23

Tahun 2002 concerning child protection, it states that: children have the right to be able to live, grow, develop and participate fairly in accordance with human dignity and dignity, and get protection from violence and discrimination. Mentioned above one of which is participation which is described as the right to have opinions and have their voices heard. Child Friendly Schools are schools that are open to involving children to participate in all activities, social life, and encourage the growth and development and welfare of children.

Various problems in violence that occur in the implementation of education. Most people often worry that violence that is seen as dangerous is physical violence and sexual violence. Ordinary views only see the visible impact through the naked eye but rarely even think that the psychological impact of violence is much more dangerous. The impact of physical violence disappears relatively quickly but the trauma caused by violence that leaves psychological marks is difficult to get rid of and will even become a lifelong problem. The emergence of negative attitudes, hopelessness, unclear direction in life, lack of confidence, unable to accept oneself, not understanding one's potential and ways of self-development are traits that arise due to psychological violence.

The form of a child-friendly educational environment has the goal of preventing children from violence, discrimination, and treatment that can invade human rights. One of the government's activities to fulfill children's rights is through education. According to the Regulation of the State Minister for Women's Empowerment and Child Protection of the Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak RI, Nomor 8 tahun 2014 concerning Child-Friendly School Policy, it states that Child-Friendly Schools or SRA are formal, non-formal and informal educational units that are safe, clean and healthy, care and have a culture of the environment, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination and other mistreatment as well as supporting policies, learning, supervision and complaint mechanisms related to fulfilling rights and protecting children in education.

Lawson in (Andini, 2019) an international psychiatrist suggests some violence that can injure children including: 1) Physical Abuse, namely violence that causes the body to become bruised, injured or abrasions, 2) Emotional Abuse, namely violence that is carried out verbally, such as getting angry, insults or insults that affect the child's psychology, 3) Neglect, namely the omission of violence against members of the child, and 4) Sexual Abuse, namely sexual violence, coercion to have sexual intercourse/rape or commercialization of children for profit.

According to (Rothbart, 2007) suggests that "some differences in individual welfare outcomes appear very early in life, continue and develop during their school life". In terms of facilities that can create individual welfare in schools, (Ramadhani, et al, 2016) argues that schools are the key to understanding whether students have good physical and psychological health, how happy and satisfied they are with various aspects of life, and how to connect with other people. others feel, and the aspirations they hold for their future. For example, a positive classroom atmosphere that encourages students to feel valued, accepted and supported by the teacher, regardless of intelligence and emotionality can have a positive effect on students' well-being.

From the welfare questionnaire quoted from the Program for International Student Assessment (PISA 2018) report which measures the welfare of students, according to the OECD (Economic Co-operation and Development, 2019) the following results are obtained: 1) Average in across Organization for Economic Co-operation and Development (OECD) countries, 67% of students reported being satisfied with their lives (students reporting between 7 and 10 on a 10-point life satisfaction scale). Between 2015 and 2018, the number of satisfied students shrank by 5 percentage points, 2) More than 80% of students reported sometimes or always feeling happy, cheerful, excited or excited, and around 6% of students reported always feeling sad, on average across OECD countries, 3) In nearly every education system, girls express a greater fear of failure than boys, and the gender gap is much wider among high achieving learners, and 4) In most school systems, participants students who expressed a greater fear of failure scored higher in reading, but reported less satisfaction with life, than students who expressed less worry about failure, after taking into account the socio economic profile of the student and the school.

Based on data from the Indonesian Child Protection Commission (KPAI) violence against children from year to year is increasingly worrying. Data shows that every year the number of violence increases, in more detail KPAI breaks down this number in several types of violence cases that occur to children at school including child victims and perpetrators of student brawls, child victims and perpetrators of acts of violence at school (bullying), and child victims policy at school. Data shows that violence that occurs against children is not only related to physical but psychological or psychological aspects, and the number of violence that occurs in schools ranks in the top three of violence that occurs after in families and alternative care settings. Violence in schools is evenly distributed from elementary to secondary education (Ministry of Education and Culture of the Republic of Indonesia, 2021).

The city of Bandung as a child-friendly city does not necessarily become a city with zero cases of violence against children. The Head of the Technical Implementation Unit for the Integrated Service Center for the Empowerment of Women and Children (UPT P2TP2A) in Bandung City stated that violence against children has increased every year with the most reports being bullying, rape and sodomy. Apart from the city of Bandung, in West Bandung Regency (KBB) cases of violence against children are still dominating. Based on the KBB's Office of Population Control, Family Planning, Women's Empowerment and Child Protection (DP2KBP3A), until July 2021, there were 11 cases of violence against children recorded, with details of 9 cases of sexual harassment and 2 cases of domestic violence (KDRT). The 11 cases of violence against children were spread across 8 sub-districts, namely Parongpong sub-district 3 cases, Lembang 2 cases, the remaining 1 case each occurred in Padalarang, Cililin, Cipongkor, Cipeundeuy, Cikandung and Cisarua ([www.tribunjabar.com](http://www.tribunjabar.com) accessed on 5 June 2021). Furthermore, Commissioner of the Indonesian Child Protection Commission (KPAI) for Education, Retno Listyarti, stated that violence in schools under the pretext of disciplining children by pinching, hitting or slapping, yelling and cursing, exposing them to the hot sun and being sentenced to run around the field has a very bad impact on psychological well-being. learners. ([www.vivanews.com](http://www.vivanews.com) accessed on 5 September 2021).

Based on the cases described above, it shows that not all educational institutions or schools are able to provide a comfortable environment for the development of optimal psychological well-being, violence is still often found, both physically and psychologically. According to (Aspinwall, 2002), suggests that psychological well-being as a positive individual function is the direction or goal that healthy individuals strive to achieve. This is in line with the opinion of (Ryff & Keyes, 1995) that psychological well-being does not only consist of positive effects, negative effects and life satisfaction, but rather as a multidimensional construct consisting of life attitudes related to the dimensions of psychological well-being itself, namely : 1) being able to realize one's potential on a continuum, 2) being able to form warm relationships with others, 3) having independence, 4) being able to accept yourself as you are, 5) having meaning in life, and 6) being able to control the external environment. In line with Ryff, Snyder also said that psychological well-being is not just the elimination of suffering, but an active attachment to the world, understanding the meaning and purpose of life, and having a relationship with someone objectively.

Ryff and Singer in (Ulfah, 2019), explain several factors that can affect a person's psychological well-being, which include: 1) Demographic factors, namely age, gender, socio-economic status and culture, 2) Social support such as a sense of comfort, attention, appreciation, or help given, 3) Evaluation of life experiences, and 4) Locus of Control (LOC) as a measure of control ability (control) over the reinforcement (reinforcement) that a person receives for his behavior.

The government's efforts to grow a quality generation, including its psychological well-being, are by implementing Child Friendly Schools (SRA). Child Friendly Schools (SRA) are basically schools that are safe, clean and healthy, care and have a culture of the environment, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination and other mistreatment. Therefore, to realize these conditions, policies, planning, supervision and complaint mechanisms are needed regarding the fulfillment of children's rights and protection in the educational environment. Children's rights are part of human rights that must be guaranteed, protected and fulfilled by parents, family, society, government and the state. Specifically, the government regulates the implementation of

SRA through the Regulation of the State Minister for Women's Empowerment and Child Protection, Number 8 of 2014. This SRA policy is a reference for education providers and stakeholders in developing SRA.

The fulfillment of children's rights must be in accordance with the needs of the child, while the needs of children according to (Maslow, 2013), include the fulfillment of 1) physical/biological needs, 2) having a sense of security, 3) obtaining love and appreciation, and 4) being able to actualize self. Seeing the need to fulfill children's rights, it is deemed necessary to have a Child Friendly School program that fosters the psychological well-being of students and must be built on the basis of understanding and internalizing the value system of normative meaning, purpose, function, material and educational process, as stated in article 1 UUSPN .

Based on the background of the problems above, the authors are interested in conducting research with the title Management of Child-Friendly Schools to Develop Students' Psychological Welfare.

## Implementation Method

This study seeks to analyze and describe the Management of Child Friendly Schools to Develop the Psychological Well being of Students at SMPN 3 Ngamprah, West Bandung Regency. The type of research used in this study is a case study method. According to (Rahayu, 2020) that case studies are empirical research that investigates a particular symptom or phenomenon in a real-life setting. The results of this study were collected with primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor (Bahri, 2021), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Arifudin, 2022) that way is by transcribing the data, then coding the notes in the field and interpreting the data to obtain conclusions.

Data analysis was not only carried out after the data was collected, but since the data collection stage the analysis process had been carried out. The author uses a "qualitative" analysis strategy, this strategy means that the analysis starts from the data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework. According to (Sugiyono, 2015) that the discussion method uses a descriptive-analysis method, namely explaining and elaborating the main ideas relating to the topic discussed. Then present it critically through primary and secondary library sources related to the theme.

## Results And Discussion

### Planning for child-friendly schools to develop the psychological well-being of students.

In preparing plans for child-friendly schools to develop the psychological well-being of students at SMPN 3 Ngamprah, they are required to first take part in the Adiwiyata School (Green School) program, which is one of the Ministry of Environment's programs in order to encourage the creation of knowledge and awareness among school members in efforts to preserve the environment. Principals and school members are asked to focus more on managing a clean, healthy and beautiful school environment. The school principal believes that a clean, healthy and beautiful school environment is also an effort to create a child-friendly school environment and make school members, especially students, feel at home at school. In fact, Adiwiyata schools are essentially part/one of the programs of a child-friendly school, but after the process of becoming an Adiwiyata school, SMPN 3 Ngamprah also formulated and made a more specific child-friendly school program.

### Implementation of child-friendly schools to develop the psychological well-being of students

The mechanism for the division of tasks and management functions of child-friendly schools to develop the psychological well-being of students is regulated based on the Decree of the Principal of the School. The division of tasks from the Organizational Structure of the Child-Friendly School of SMP Negeri 3 Ngamprah is arranged to be attached to the daily tasks at school. So that the main responsibility lies with the school principal who is assisted by deputy school leaders, and implementation is borne by the Guidance and Counseling teachers, homeroom teachers and all teachers by optimizing all resources including government, community, business world, and alumni.

**Supervision of child-friendly schools to develop the psychological well-being of students.**

Implementation of supervision of child-friendly schools to develop the psychological well-being of students, which is carried out by SMPN 3 Ngamprah has been carried out since students have finished attending MPLS, in learning, participation in extracurricular activities and the interactions they build especially with teachers, friends and their parents. In general, the implementation of this supervision is carried out in all child-friendly school program implementation activities.

**Child-friendly school actions to develop the psychological well-being of students.**

Efforts to create child-friendly schools in the implementation of learning are carried out by one of them by developing teaching materials that are not limited to using textbooks provided by the school, but teachers are looking for teaching materials that are more contextual with the environment and conditions of students. Follow-up from the supervision of child-friendly school management to develop the psychological well-being of students at SMPN 3 Ngamprah, namely that teachers make a lot of use of the environment as a learning resource in this regard. The environment is one group of learning resources that can be utilized for the development of teaching materials. The environment referred to here can be in the form of natural, social, or artificial environments. Besides that, in developing teaching materials, teachers also take advantage of events that occur around children.

**Obstacles faced in the management of child-friendly schools to develop the psychological well-being of students.**

Obstacles to child-friendly school action to develop the psychological well-being of students experienced by SMPN 3 Ngamprah are related to the availability of game tools that support the learning process by teachers carried out in various forms of activity. For example, in learning mathematics, the teacher uses a protractor and a ruler. In science learning, many teachers use science teaching aids that are appropriate to the learning material. Likewise, when teaching sports, teachers use a lot of equipment, such as soccer balls, baseball, basketball, and other sports equipment. This requires various supporting media that must be owned by the school.

**Solutions in child-friendly school management to develop the psychological well-being of students.**

The solution to overcoming obstacles to child-friendly school action to develop the psychological well-being of students at SMP Negeri 3 Ngamprah is carried out by improving the paradigm of assessing student learning success. Assessment of learning success for students does not only emphasize results, but the process also becomes a component of the assessment, and the results obtained by students no longer adhere to the ranking of students but are sufficient with a description of the success of students and the efforts that must be made to improve it. Both what must be done by subject teachers, counseling teachers, students including parental guidance outside of school. Thus, an attitude of not mocking each other will be awakened and arrogance or even low self-esteem will be avoided. All students are in the same position as students who must feel safe, comfortable and want to develop according to their individual talents and interests.

Schools are places that can produce superior, quality generations in a comprehensive manner, namely generations who are faithful and pious, have noble character, have self-control, personal strength, are independent, intelligent and skilled, and are responsible for themselves and their nation (Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional). So that the biggest trust to facilitate the achievement of the nation's national education goals is mandated to schools. Thus, schools not only provide learning facilities and resources, curriculum and learning, professional educators, but are managed with national standard school management principles in order to build an educational environment that is not only oriented to the value of learning but the values of life. Ki Hajar Dewantara's idea as the "father of national education" is very appropriate, who built a culture of education through three main pillars, namely *Ing ngarso sung tulodo, ing madya mangu karso and tut wuri handayani*. Educators are always present by example, are always with and in the hearts of each student, and always encourage and build a spirit of success for students, characterizing that learning is not enough just to provide a set of knowledge but needs to be based on concern and the inheritance of a good value system. Therefore, (Sanusi, 2017) argues that: In every program, including child-friendly schools, it is important to have Teleological Value, so that it is useful, effective, efficient, productive and accountable in every

aspect of life. Islam is very concerned about masalah and benefits in its Sharia for the benefit of humans and their environment. It was further stated that management provides benefits to the implementation of education to achieve the goals that have been set. Implementation of the learning process has a very important role in achieving the goals of each activity and organization. The management approach in education benefits the optimal management of child-friendly schools to develop the psychological well-being of students starting from management functions (planning, implementation, supervision and follow-up) to management aspects, all of which lead to efforts to achieve educational goals that are able to be realized by students as a whole or as sincere Muslims.

Using management in child-friendly school programs to develop psychological well-being will be achieved because management is an effective medium for achieving educational goals, both in the short, medium and long term. Achieving goals in an organization or educational institution effectively and efficiently will depend on the functioning of management functions and aspects. The benefits of this management are a solution in an effort to achieve educational goals in an effective and efficient and accountable (accountable) way.

## Conclusion

Management of child-friendly schools to develop the psychological well-being of students has been carried out by preparing child-friendly school plans even though there was only a formation decree. Implementation of the child-friendly school program, the school pays close attention to the psychological well-being needs of students in accordance with the motto of the province of West Java, districts/cities and the school's vision and mission. Despite all the limitations, the management of child-friendly schools to develop psychological well-being students

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