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ACHIEVEMENT OF CHILD-FRIENDLY SCHOOL INDICATORS AT TKIT MUTIARA ISLAM PALOPO: CHALLENGES AND EXPECTATIONS

PENCAPAIAN INDIKATOR SEKOLAH RAMAH ANAK DI TKIT MUTIARA ISLAM PALOPO: TANTANGAN DAN HARAPAN

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Abstract

This study aims to determine the achievement of Child-Friendly School (CFS) Program indicators at TKIT Mutiara Islam Palopo and to identify the challenges and expectations in its implementation. The study employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. Research subjects included the school principal, teachers, and parents. The findings indicate that the achievement of CFS indicators at TKIT Mutiara Islam Palopo has been implemented fairly well, as reflected in four main indicators: (1) child-friendly school policies emphasizing prohibition of violence and child-friendly teaching approaches; (2) a safe, clean, and comfortable school environment with intensive teacher supervision; (3) child-centered learning processes through play-based learning methods; and (4) teacher attitudes and roles that are friendly, patient, and respectful of each child. However, there remain challenges such as differences in children's characteristics, limited facilities and infrastructure, consistency in implementation, and suboptimal parental involvement. On the other hand, there are great expectations from the school and parents that the CFS program will continue to be improved through enhanced facilities, teacher competence, and closer cooperation between school and parents.

Keywords : Child-Friendly School, Early Childhood Education, Learning Environment, TKIT Mutiara Islam Palopo.

Abstrak

Penelitian ini bertujuan untuk mengetahui pencapaian indikator Program Sekolah Ramah Anak (SRA) di TKIT Mutiara Islam Palopo serta mengidentifikasi tantangan dan harapan dalam pelaksanaannya. Studi ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data yang

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meliputi observasi, wawancara, dan dokumentasi. Subjek penelitian mencakup kepala sekolah, para guru, dan orang tua murid. Hasil penelitian menunjukkan bahwa pencapaian indikator SRA di TKIT Mutiara Islam Palopo telah terlaksana dengan cukup baik, yang tercermin dalam empat indikator utama: (1) kebijakan sekolah ramah anak yang menekankan pada pelarangan kekerasan dan pendekatan pengajaran yang ramah anak; (2) lingkungan sekolah yang aman, bersih, dan nyaman dengan pengawasan intensif dari guru; (3) proses pembelajaran yang berpusat pada anak melalui metode pembelajaran berbasis bermain; serta (4) sikap dan peran guru yang ramah, sabar, dan menghargai setiap anak. Meskipun demikian, masih terdapat berbagai tantangan, seperti perbedaan karakteristik anak, keterbatasan sarana dan prasarana, konsistensi dalam pelaksanaan, serta keterlibatan orang tua yang belum optimal. Di sisi lain, terdapat harapan besar dari pihak sekolah maupun orang tua agar program SRA ini terus ditingkatkan melalui penyempurnaan fasilitas, peningkatan kompetensi guru, serta kerja sama yang lebih erat antara pihak sekolah dan orang tua.

Kata Kunci : Sekolah Ramah Anak, Pendidikan Anak Usia Dini, Lingkungan Belajar, TKIT Mutiara Islam Palopo.

1. INTRODUCTION

Children are individuals in the developmental phase of physical, mental, emotional, and social growth who are highly vulnerable to various forms of threats, including violence and exploitation. The Indonesian Child Protection Commission (KPAI) in 2022 recorded that cases of violence against children in educational settings still showed alarming figures (KPAI, 2022).

This situation becomes increasingly concerning at the Early Childhood Education (ECE) level, as young children are in a highly sensitive developmental phase and do not yet have the ability to defend themselves (UNICEF Indonesia, 2021).

The urgency of implementing Child-Friendly Schools (CFS) is critical to ensure children's rights are fulfilled and to prevent violence in educational settings. According to Mulyadi (2020), CFS is an educational institution that consciously strives to guarantee, fulfill, and respect children's rights. This aligns with Regulation No. 82 of 2015 on Prevention of Violence in Educational Settings and Law No. 35 of 2014 on Child Protection.

From an Islamic perspective, the Quran in Surah At-Tahrim verse 6 states: "O you who believe! Protect yourselves and your families from a fire..." This underscores that education and protection of children is the obligation of every parent and educational authority.

Research by Rismayani et al. (2021) showed that CFS indicator achievement at PAUD in Majauleng District was not yet optimal due to limited teacher understanding and facility support. Na'imah et al. (2020) found that CFS implementation could build character values when applied consistently.

Locally, Palopo City recorded 28 cases of violence against children in 2023, including physical, psychological, and sexual violence, underscoring the need for preventive measures in educational institutions.

TKIT Mutiara Islam Palopo was selected as the research site based on preliminary observations on July 24, 2025. While the school has been implementing CFS-aligned values such as prohibition of violence and enjoyable learning approaches, it does not yet have a formally structured CFS policy document.

A Child-Friendly School (CFS) is an educational institution that consciously strives to guarantee, fulfill, and respect children's rights. According to KemenPPPA (2020), CFS creates a safe, comfortable, and enjoyable learning environment that protects children from violence.

The Ministry of PPPA and Education formulated 6 main CFS characteristics: (1) written and consistently implemented policies; (2) educators with child rights perspective; (3) participatory and enjoyable learning; (4) child-friendly facilities; (5) active participation of children, parents, and community; (6) integration of child protection values into school culture.

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Early childhood (0–6 years) is a critical developmental phase. According to Hurlock (2002), development includes physical-motor, cognitive, language, social-emotional, and moral-spiritual aspects.

Children's rights are inherent human rights from birth. Law No. 35 of 2014 guarantees every child's right to live, grow, develop, and be protected from violence and discrimination.

In Islam, children are viewed as a trust (amanah) from Allah SWT. The Prophet SAW said: "Every child is born in a state of fitrah, then the parents make the child Jewish, Christian, or Zoroastrian" (HR. Bukhari and Muslim). Islam emphasizes compassion, moral education, and protection from harmful environments.

Relevant studies include Na'imah et al. (2020) on CFS implementation for building character values using grounded theory; Yuliana & Nashiruddin (2022) on CFS at RA Hidayah Tayu; and Rismayani et al. (2021) on CFS indicators at PAUD in Majauleng District. This research uniquely focuses on CFS indicator achievement along with challenges and expectations in an Islam-based ECE institution in Palopo City.

2. RESEARCH METHOD

This study used a descriptive qualitative approach (Moleong, 2019). Research was conducted at TKIT Mutiara Islam Palopo, South Sulawesi, from April 20 to May 20, 2026.

Subjects included 1 school principal, 3 teachers, and 5 parents, selected through purposive sampling. Data collection: (1) participatory observation; (2) semi-structured interviews; (3) documentation.

Data validity was ensured through source and technique triangulation. Analysis followed Miles, Huberman, & Saldaña (2014): data reduction, data display, and conclusion drawing with verification.

3. RESULT AND DISCUSSION

1.Profile of TKIT Mutiara Islam Palopo

TKIT Mutiara Islam was established in 2006 under the Mutiara Islam Foundation, and since 2019 under the Wahda Islamiyah Pesantren Foundation (YPWI). Vision: "To develop students with religious behavior and excellence." The school has 5 classrooms (Kindergarten A: 1 class, Kindergarten B: 3 classes) with excellence in moral and religious value development through integrated national and Islamic curricula.

Table 1. Teaching and Educational Staff at TKIT Mutiara Islam

No	Name	Position
1	Sitti Hidayati, S.Pd	School Principal
2	Herlina Nur, S.Pd	Treasurer and Teacher
3	Sulfia, S.Si	Secretary
4	Titi Suharyati, S.Pd	Teacher
5	Reski Gita Saputri, S.Kom	Teacher

Source: Documentation Data, TKIT Mutiara Islam Palopo

2.Achievement of Child-Friendly School Program Indicators

Child-Friendly School Policies

CFS policies at TKIT Mutiara Islam Palopo are realized through rules and programs creating a violence-free and discrimination-free learning environment. The principal emphasized prohibition of all forms of physical and verbal violence.

Teachers use gentle approaches, understand each child's character, and provide opportunities for expression. Parents confirmed that children feel comfortable, teachers are friendly and patient, and school-parent communication is well-maintained.

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Table 2. Forms of Child-Friendly School Policies at TKIT Mutiara Islam Palopo

No	Policy Indicator	Status
1	Guidelines for PAUD norms, standards, procedures, and criteria	Available
2	Anti-discrimination policy (posters, written regulations)	Available
3	Written prohibition of corporal punishment	Available
4	Written anti-psychological violence policy	Available
5	SOP for follow-up on violations	Available
6	Complaint and violence handling mechanism	Available
7	Guarantee of students' right to worship	Available

Source: Research Data, 2026

Safe and Comfortable School Environment

The school environment features neat classroom arrangement, maintained cleanliness, and intensive teacher supervision. Observations confirmed clean, well-organized classrooms with good ventilation and safe play areas.

Parents stated the environment is well-organized, clean, and safe. Children play happily without fear, demonstrating achievement of the safe and comfortable environment indicator.

Child-Friendly Learning Process

Learning uses child-centered play-based methods. Teachers adapt methods to each child's abilities and provide gentle guidance rather than punishment.

Parents confirmed children enjoy school, frequently share stories about classroom activities, and show positive changes such as increased confidence and courage.

Teacher Attitudes and Roles

Teachers are friendly, patient, and attentive, serving not only as instructors but also as mentors and friends to children, building emotional closeness.

Parents assessed teachers as friendly, patient, non-discriminatory, fair in attention, and always providing motivation and praise to children.

3.Challenges and Expectations for the Child-Friendly School Program

Challenges

Challenges include: (1) diverse children's characteristics requiring individual approaches; (2) limited facilities and infrastructure; (3) consistency in CFS principle application; (4) suboptimal parental involvement; and (5) influence of technology and gadgets on children's learning focus.

Expectations

The school expects comprehensive and sustainable CFS implementation with improved facilities, teacher competence, school-parent cooperation, and government support. From an Islamic perspective, these challenges are part of the trust (amanah) carried out with patience (sabr), compassion (rahmah), and justice ('adl). The CFS Program at TKIT Mutiara Islam Palopo can serve as a model supporting optimal child growth and development.

4. CONCLUSION

First, CFS Program indicator achievement at TKIT Mutiara Islam Palopo has been fairly well implemented, reflected in: (a) anti-violence policies and child-friendly approaches; (b) safe, clean, and

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comfortable school environment; (c) child-centered learning through play-based methods; and (d) friendly, patient, and respectful teacher attitudes.

Second, challenges remain including diverse children's characteristics, limited facilities, implementation consistency, suboptimal parental involvement, and technology influence. However, great expectations exist for improved facilities, teacher competence, school-parent cooperation, and government support.

This study recommends the school maintain and improve the CFS program, teachers develop child-friendly learning competence, parents increase involvement, and future researchers expand the study scope.

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