

The Implementation of Child-Friendly School to Fulfill Children's Rights and Prevent Violence Against Children

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ABSTRACT

This study aimed to describe the efforts made by teachers in fulfilling the children's rights and preventing of violence against children through child-friendly school policy in the Islamic elementary schools. This research was qualitative descriptive research, and the research subjects were of teachers and principals of 7 several Islamic elementary schools located in Lampung Province (Metro, East Lampung, Pringsewu, and Tanggamus). The sampling technique was purposive random sampling, while the data were collection through interviews, observation, documentation, and literature study. The results of this research showed that: 1) providing protection 2) providing consultation rooms, counseling guidance to parents and students, 3) doing fun activities 4) providing facilities that ensure the safety of learners 5) socializing, opening communication 6) providing good example 7) supervision, and mentoring 8) create regulations that guarantee the rights and safety of learners both physical and psychological, 9) attach posters about child-friendly education, and 10) Give a admonition to teachers who commit acts of Violence toward students. The implementation of child-friendly learning in madrasahs during the covid-19 pandemic has been carried out well online, offline, and a home visit.

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1. INTRODUCTION

As one of the educational institutions, school or Islamic school (madrasah) is a second home for learners to learn and interact with their friends. Based on the results of research from Lokadata (2020), shows Indonesian Child Protection Commission (KPAI) data, there are 17 cases of violence in schools with the number of victims reached 89 children, consisted of 55 girls, and 34 boys. Based on these 17 cases, the perpetrators were 15 teachers and 2 were principals. Furthermore, 64.7% of sexual assault cases occurred at the elementary school or Islamic elementary school level, 23.53% at the junior level, and 11.77% at high school level in Indonesia (Apriadi, 2020). This research showed that the number of violence occurring in elementary / Madrasah Ibtidaiyah is still very high.

If some of the cases above are left, the result from various violent issues toward children, including decreased academic achievement, causing suspicion and fear of those around him, antisocial, causing resentment, misguided association, and giving rise to various other negative attitudes. Therefore, there must be defensive efforts through cooperation between parents, teachers/principals, communities to protect children from violence by organizing child-friendly education. Several previous research results showed that child-friendly education makes learning activities more meaningful while also forming quality individuals growing integrated with the values that have been learned. The research findings of Kristanto et al. (2012) and Senowarsito, et al. (2012), found that from an early age, children need to be given the opportunity to be active, express their opinions, during learning activities in and out of the classroom to form their personality. Based on some of the opinions above child-friendly learning must be directed, developed, and able to become a medium for the child's development as a whole according to the age level, attitude, skills, and intelligence.

Based on research conducted by Sutami (2020) which concluded that the implementation of the Child Friendly School Program in realizing a Decent City Children in Batu City are not doing well. Some indicators include socialization that does not consistent, availability of human resources, budget, minimal equipment, school participation very low involvement and weak coordination and cooperation between stakeholders and policy implementers. Supporting factors include regional agreements/commitments to the city Child-friendly and rules that support the enforcement of child protection. The inhibiting factor is inconsistent socialization, lack of resources, low school participation and weakness coordination between policy makers

This study explores the implementation of Child Friendly Schools in Madrasah Ibtidaiyah in Lampung Province, because some teachers/heads of Madrasahs do not understand Child Friendly Schools (PSK). The results of interviews with several PAI teachers in Lampung Province showed that some of them did not understand about Child Friendly Schools. Some difficulties in implementing it, such as the tendency of students who are less active and the teacher's creativity is still low, so they have to ask for tutors from outside the Madrasah (Candra Arliyoga, Agus, 2021), (Dwi Haryadi, Riduan, 2021).

In addition, more intensive prevention efforts needed through families, schools, and communities. Every area in Lampung province, both regency, and city, must increase its status to Regency / Child-Friendly City (CFC). Based on data obtained by researchers from 15 new regencies/cities, seven of which have received CFC predict, namely, Bandar Lampung City, East Lampung Regency, South Lampung Regency, Metro City, Way Kanan, Central Lampung, and Pringsewu. One of the anticipations of violence against children is to increase public space. The absence of public space, causing potential violence against children, show an increase (Yasland, 2020). So far, the socialization provided by the social services department to the community regarding child- friendly schools through seminars, symposiums, and other activities has not been proven effective in suppressing violence toward children. The implementation of child-friendly education is intended to fulfill the rights and protect students by creating a conducive environment (safe, comfortable, non-discrimination), clean and healthy by maintaining the environment. So, the children can develop their interests, talents, and abilities to be responsible, tolerant, respectful, cooperative, and peaceful.

2. METHODS

2.1. Research Form, Nature, and Type

The qualitative descriptive method was used to conduct this study. The researcher constructed a comprehensive image, analyses language, reports in depth from the respondents' perspectives, and performs studies in natural settings in this study. This study at how child-friendly education was implemented at Islamic schools across Lampung Province, which is where kids are learning during the COVID-19 pandemic. The goal of this research is to describe the efforts made by teachers in fulfilling the children's rights and preventing of violence against children through child-friendly school policy in the Islamic elementary schools.

2.2. Research Dates and Locations

This study was carried out in Lampung Province's at public and private madrasah ibtidaiyah Metro, East Lampung, Pringsewu and Tanggamus. The research was conducted from July to November 2021.

2.3. Theme of Study

The subjects of this study were principals, teachers of madrasah ibtidaiyah in Lampung Province (Metro, East Lampung, Pringsewu and Tanggamus). The sampling technique is purposive random sampling, namely the sampling technique with certain considerations or goals. The MI that will be used as research locations are MIN 01 Metro City, MIM Hadimulyo Metro, MIN 01 East Lampung, MI Al-Qodar East Lampung, MIS Nurul Huda Sadar Sriwijaya, MIN 01 and 03 Pringsewu and MIS Al-Khairiyah Talang Padang.

This research is qualitative. Qualitative research is research conducted to understand phenomena about subject's experience, such as behavior, perceptions, actions, and problems about humans or institutions that are studied holistically and by describing in the form of words and language, in a particular context that is natural and by utilizing natural methods (Moeleong, 2012). This research was conducted at Madrasah Ibtidaiyah on July-December 2021. The data were collected through observations, interviews, and documentation.

2.4. Data, Instruments, and Techniques for Data Collection

Information from the research

Words and actions are the primary data sources in qualitative research, with additional data such as documents and other sources filling in the gaps (Moeleong, 2012). Primary data, which was gathered directly from the field through in-depth interviews with school principals and teachers, is one sort of data used in this study.

Secondary data, which includes information gleaned from madrasah ibtidaiyah observations and document analysis (books, references, articles, and the internet), as well as other sources that relevant to this study.

Data Collection Techniques and Research Instruments

Observation, interviews, and documentation were employed to collect the data in this study. The following is a child-friendly educational instrument grid

Table 1. Child-friendly educational instrumen grid

Component	Indicator	Data Source	Method
Child-Friendly Education	Understanding of Child-Friendly Education	Principal/teacher	Interview/ google form/observation
	Implementation of Child-Friendly Education in Madrasah	Principal/teacher	Interview/ google form/observation
	Implementation of Child-Friendly Education During the Covid-19 Pandemic	Principal/teacher	Interview/ google form/observation
	Efforts made by schools / madrasahs in fulfilling rights and protecting violence against students	Principal/teacher	Interview/ google form/observation
	Child-Friendly Education Model applied in schools/madrasahs	Principal/teacher	Interview/ google form/observation

Extensive observations, enhanced tenacity in study, triangulation, interactions with peers, and negative case analysis were used to test the data's validity.

Techniques for Data Analysis

This research is a qualitative descriptive study that aims to describe child-friendly education at the elementary level education unit (Madrasah Ibtidaiyah), to obtain the form/format of child-friendly education at Madrasah Ibtidaiyah during the COVID-19 pandemic as an effort to fulfill the rights and protect children from various forms of violence, getting a child-friendly education design at Madrasah Ibtidaiyah that strengthens student participation in planning, learning policies and supervision during the COVID-19 pandemic. This research was initiated by conducting interviews with several teachers and madrasah principals in Metro, East Lampung, Pringsewu and Tanggamus about the implementation of child-friendly education starting from declaration activities to the obstacles they experienced.

Data collection in this study was carried out through direct observation activities to madrasah ibtidaiyah related to implementation (declaration, learning activities, facilities and infrastructure) as well as other matters related to child-friendly education. In addition, he also conducted direct interviews with teachers / madrasa heads about child-friendly education, including understanding, implementing and evaluating child-friendly learning carried out during the COVID-19 pandemic. To obtain data about the implementation of learning during the COVID-19 pandemic, such as the arrangement of benches in the classroom, the facilities and infrastructure used whether they are in accordance with the prokes or not, then they are documented in the form of photographs. The results of interviews in pre-research activities obtained information if there were still some teachers and school principals who did not know about child-friendly education at all because their schools had not declared child-friendly schools/madrasahs (Candra Arliyoga, Agus, 2021). Furthermore, researchers conducted several madrasahs that had declared friendly education when asked about the problems they were experiencing, they said that students were still less active in learning, so teachers needed tutors to

overcome these problems. which is significant when compared to previous studies (Dwi Haryadi, Riduan, 2021), (Muhlisin, 2021).

3. FINDINGS AND DISCUSSION

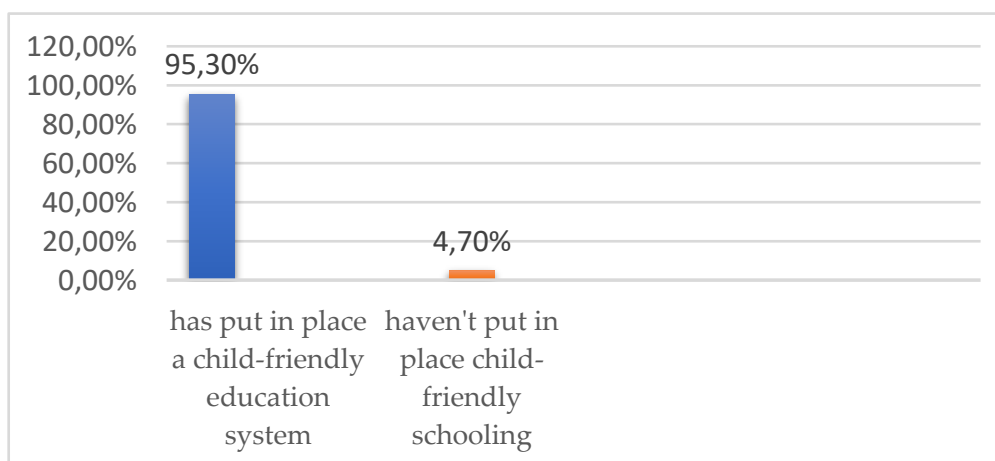
3.1. Findings

This is a qualitative descriptive study with the goal of describing child-friendly teaching at the elementary school level (Madrasah Ibtidaiyah). The following are the study's findings:

The value of child-friendly education in educational institutions, particularly at the elementary level (Madrasah Ibtidaiyah).

This is why it is important for us as educators to continue to investigate the fundamentals of Child Friendly Education. The following is information gathered from 41 instructors and principals of Ibtidaiyah madrasas in Lampung province via interviews and Google forms:

Figure 3.1 Information on principals' and teachers' perceptions of child-friendly education

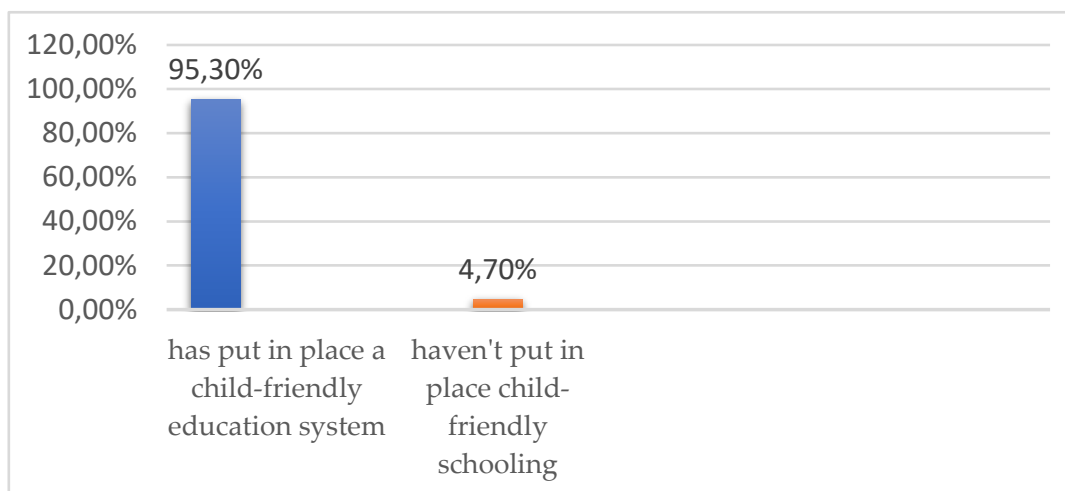


Based on the data above, it appears that there are still principals or teachers who do not grasp the importance of child-friendly education, despite the fact that just 3 (7.3 percent) individuals and 38 (38%) people are involved (93.7 percent).

Child-Friendly Education is being implemented in Madrasah Ibtidaiyah Education Units.

Based on information gathered through interviews and Google forms, it is obvious that some schools have yet to integrate child-friendly instruction. Then, based on the findings of interviews with various teachers at Madrasah Ibtidaiyah, child-friendly education has not been implemented successfully in elementary schools under the Ministry of Education and Culture, and it has only been confined to socialization. The following is a graph of responses to questions about the implementation of child-friendly education in Islamic boarding schools, based on interviews with 43 teachers/madrasa heads:

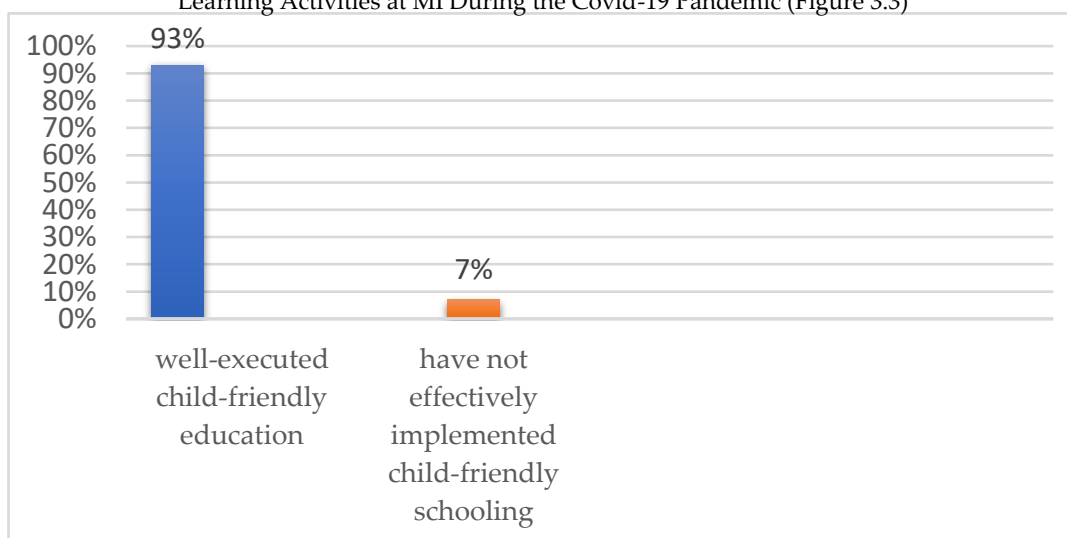
Figure 3.2: Child-Friendly Education Implementation in Madrasah Ibtidaiyah



During the Covid-19 Pandemic, MI students participated in a variety of learning activities.

Most schools/madrasah ibtidaiyah have conducted learning both offline and online, as well as home visits, according to data acquired through questions disseminated via google form, and further information may be found in diagram 4.3 below:

Learning Activities at MI During the Covid-19 Pandemic (Figure 3.3)

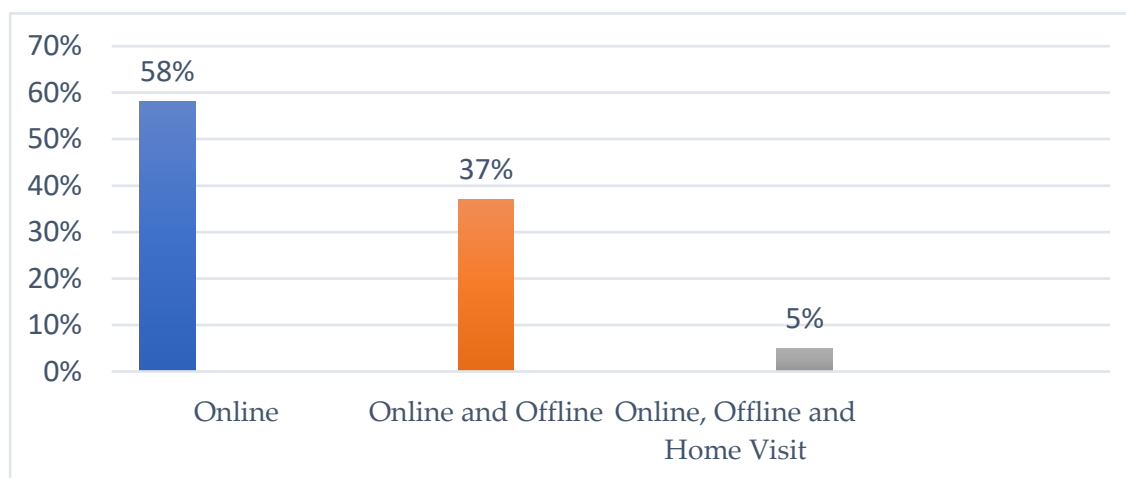


According to the data above, the learning activities carried out in madrasah ibtidaiyah that were implemented according to the teacher's/replies principal's accounted for 93%, while those that were not effectively implemented accounted for only 7%.

During the covid-19 epidemic, learning was implemented in Madrasah Ibtidaiyah.

The next step is to classify learning activities at Madrasah Ibtidaiyah during the COVID-19 pandemic into three categories: online (58 percent); online and offline (37 percent); and online, offline, and home visits (5 percent), as shown in figure 3.4:

Figure 3.4 Classification of Learning Activities in the COVID-19 Period

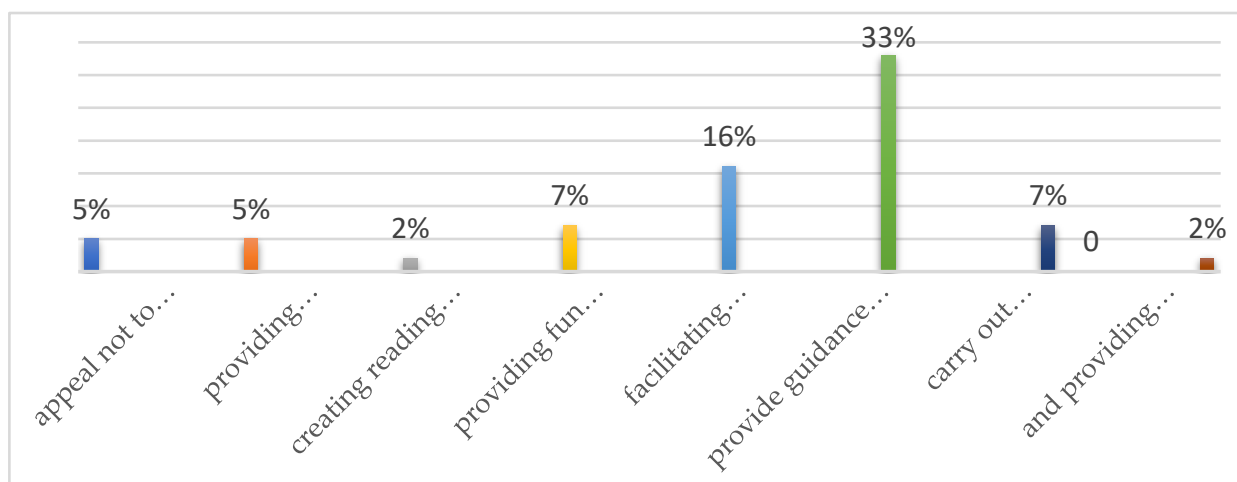


Overall, learning has been implemented well; teachers consistently foster closeness and provide a consultation space for students and other adults.

Madrasah Efforts to Protect Students from Violence and to Fulfill Their Rights

According to data acquired from both interviews and Google forms for teachers/madrasa heads, madrasahs make numerous attempts to fulfill rights and safeguard pupils from violence, including:

Figure 3.5: Respect for Children's Rights and Protection from Violence



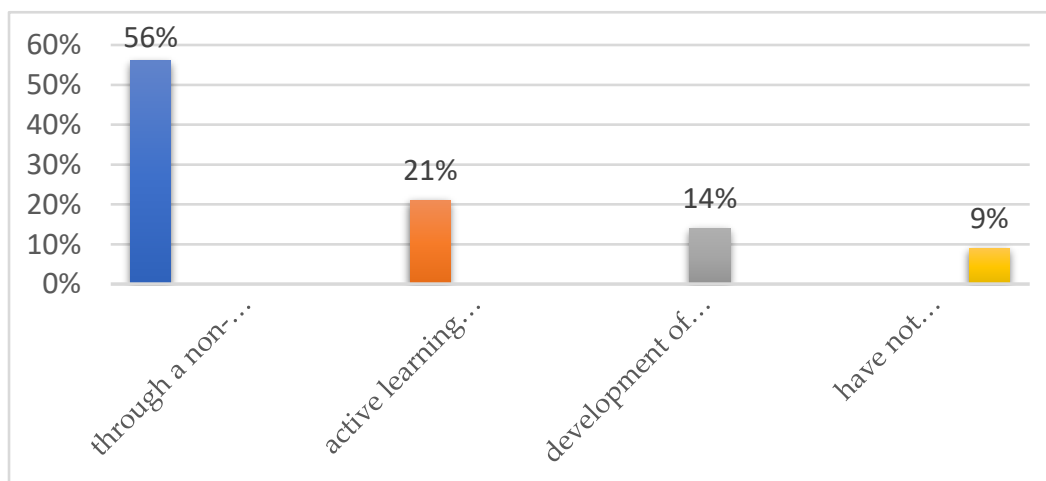
Several efforts have been made to fulfill the rights and protection against violence against children, including making an appeal not to commit violence against children (5%), providing consultation and education rooms for both (teachers, parents, and students) as many as (5%), creating reading gardens (2%), providing fun activities (7%), facilitating students with a comfortable, safe, and pleasant environment (16%), and providing counseling (2 percent).

During the COVID-19 epidemic, a child-friendly education model was used in basic education units to encourage participation in planning, policy, learning, and supervision.

Based on the results of interviews and questions submitted via Google Form, a child-friendly education model and several models were implemented, including a student-centered approach, creativity development, non-discrimination, character development, providing freedom of thought, active learning to differentiate, and the development of child-friendly learning media. All answers to

questions submitted to school principals and instructors at Madrasah Ibtidaiyah across the province of Lampung are presented in figure 3.6 below for additional information:

Model of Child-Friendly Education in Madrasah Ibtidaiyah (Figure 3.6)

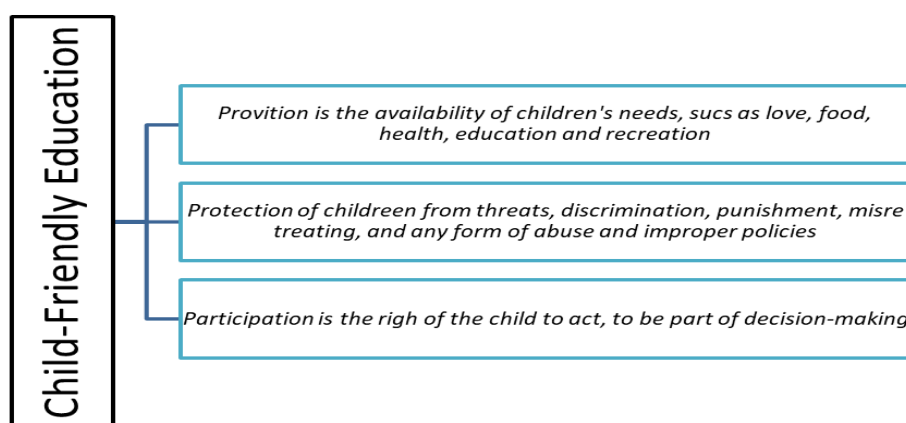


3.2. Discussion

Child-Friendly Schools

Child-friendly education is defined as "non-violence education to make children strong and non-violent individuals and make parents have the sensitivity and need to submit and realize child-friendly education starting from the smallest unit in society. Indicators of child-friendly education include security, welfare, freedom, and identity (Fitriani & Gelang, 2020). The Convention on the Rights of Child-Friendly Education is formulated into 3P (Provision, Protection, and Participation) described as follows in figure 1 below:

Figure 3.2.1. Child-Friendly Education Formulation (Widodo, 2014)



The concept of child-friendly education refers to "Minister of Women Empowerment and Child Protection Regulation No. 12 of 2011 on Child-Friendly City (CFC) indicators that every child gets access to quality education and training without discrimination". Referring to the minister's regulations indicates what can obtain to access children's education in Madrasah and home. Home as the basis of civilization plays a significant role in the environment's child-friendly learning process (Fitriani & Gelang, 2020). Furthermore, child-friendly education can also be defined as education that prioritizes

humanistic learning activities, creating a comfortable and meaningful learning situation/condition by focusing on learners' interests, talents, and growth and development

Child-Friendly Education in Schools / Child-Friendly Schools (CFS)

Child-friendly education is a plan implemented to realize a safe, clean, healthy, caring, and cultured environment that ensures the fulfillment of rights and protects children from acts of violence, discrimination, and improper treatment while children are in Madrasah. It supports good participation in planning, making policies, learning and monitoring. In addition, child-friendly Madrasah as a place to learn science and technology that is done consciously provide guarantees and fulfill the rights of children in every element of life in a scheduled and conscious manner M. N. P. RI, 2014; Utami, 2017; Tusriyanto & Yuliwulandana, 2020. Child-friendly schools are also defined as formal, non-formal, and informal education units that can provide special rights for children, including complaint mechanisms for handling cases in the education unit (Azis, 2017). Through this child-friendly school, it is hoped that there will be no more cases that occur to children in formal and non-formal education units

Habituation of learning wherever possible becomes the "Adventure of a lifetime" or "Journey of endless exploration," the hope is that learners' personality is integrated with the values which implanted. Thus, "Learning" has meaning, and forming a qualified person understands child-friendly education. Child-friendly education is an open school, trying to apply learning that pays attention to psychological and psychological development through habituation of learning according to psychic and psychological conditions. Kristanto et al., 2012. All children learn from their experiences gained in their environment (Maiaweng, 2009). The implementation should be based on the environment where the child lives as an instrument in performing actions to become a medium of growth and development.

Implementation of Child-Friendly Schools (CFS) requires several components, including the program implementation team and organizational structure/manager coordinating every implementation of child-friendly school programs. Educators can carry out child-friendly education based on the principle of 3P (Provision, Protection, and Participation) during learning Artadianti, Kiki & Subowo, 2019; Prasetiawan, 2016. Teams with competence and high commitment are needed to implement CFS by implementing a 3P approach to increase student participation, such as expressing, questioning, answering, arguing, and even interrupting. CFS can be strengthening children's character by changing the way of thinking from teaching to guiding parents and friends of children and exemplifying good things.

Designing and developing child-friendly education should refer to several principles, as follows: non-discrimination, the child's best interests of the child, survival, survival, and development, respect for the views of children, sound management. The principles of CFS formation and development are described in figure 2 below:

Figure 3.2.2. Principles of Shaping and Winning PRA

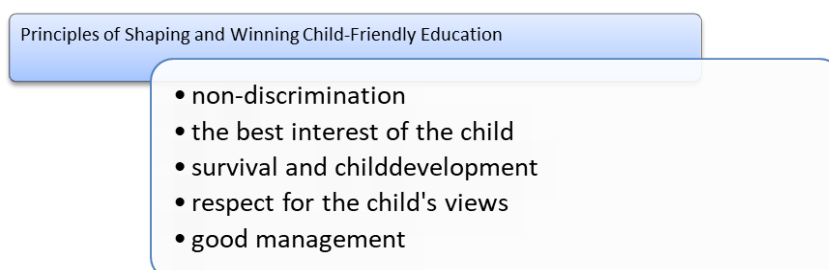
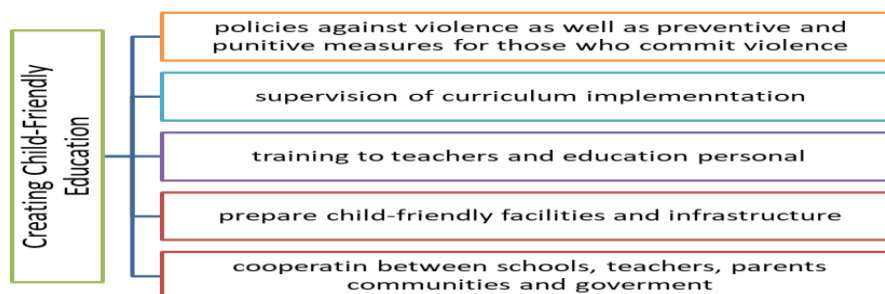


Figure 2 are some principles that should be used as a benchmark in forming and developing Child-Friendly Schools (CFS). The focus of education in Islam prioritizes togetherness rather than disunity (Hasibuan & Rahmawati, 2019). Forms of child-friendly education implementation, among others, get used to doing good deeds, give a good example, respect others' opinions, and continually motivate

learners to keep learning. Furthermore, in making child-friendly education that can be done at Madrasah Ibtidaiyah, several things that can be done, among others shown in figure 3 below:

Figure 3.2.3. Creating Child-Friendly Education at MI (Sukma et al., 2019)



If all of them are carried out, learners will be able to learn more effectively in a safe, comfortable atmosphere full of rewards and do not make them bored it makes them challenged to accomplish more achievement.

Fulfillment of Rights and Prevention of Violence Toward Children

Children's rights are all basic needs that must be respected, protected, and fulfilled so that the welfare and soul of the children are guaranteed and protected by law. The rights of children as contained in the Child Rights Convention (KHA) can be classified as follows the right of life, get protection, and do participation (Mahbub, 2020) or (Fitriani & Gelang, 2020) or (Mudhafar Anzari, 2021).

Child abuse is all an act that inflicts misery or suffering physically, mentally, sexually, psychologically, including neglect and poor treatment that threatens the body's integrity and degrades the child's dignity ((Minister of Religion Regulation, Governments Regulations and Child Protection Number 2 of 2010 concerning National Action Plan for the Prevention and Handling of Violence Against Children). Violence toward children can be divided into 3, physical, psychic, and sexual (Mahbub, 2020). Mufidah (2013) or Sugiyokanto (2014). Methods of child abuse are divided into physical, psychic, economic, sexual, occupational exploitation and forms of child abuse, child commercial sexual exploitation, and trafficking. Terry E. Lawson explained that violence toward children can be grouped into 4, namely emotional abuse, verbal abuse, physical abuse, sexual abuse (Fitriani & Gelang, 2020).

The adverse effects of child abuse can lead to the following behaviors: The child will assume that hitting, pinching, or hurting others is the right thing to do when angry; Hitting can hurt a child's body; Violence does not teach children how to change their bad behavior but makes children feel afraid of parents, humiliated, and confused; For children who seek attention by doing bad things, physical violence committed by parents will be the form of attention they desire; and Violence can cause children to become aggressive, grumpy, and disobedient (Mahbub, 2019).

To prevent all forms of violence toward children, parents can fulfill their children's rights, such as the right to life/survival, growth and development, protection, and the right to participate. Various ways can be done, such as providing enough play space, limiting children's activities to overdo it, and providing child-friendly education in the family.

Learning in the Covid 19 Pandemic

One of the policies that have been conveyed by the government of the Republic of Indonesia during the pandemic includes the implementation of social distancing, physical distancing, and the implementation of PSBB (Large-Scale Social Restrictions). The new policy of education has changed the learning activities previously carried out in schools/classes to learning at home only and learning activities that were initially done online learning (Herliandry et al., 2020) or (Ratu et al., 2020) or

(Purwakarta, 2021). Although, in the beginning, this policy was hard to implement by the community, over time, they began to get used to living it even though the results felt less than optimal.

Online learning is the best solution today to prevent and reduce the spread of the covid 19 virus, especially in Indonesia. However, it causes various problems for teachers, parents, students, and educational institutions. According to Bilfaqih, et al (2015), online learning is done interactively using the internet and Learning Management System (LMS). Learning through networking has potentials, such as learning to mean ease of access to learning resources and improved learning outcomes (Asmuni, 2020) or (Ratu et al., 2020). The COVID-19 pandemic provides ample space for parents and family members to play an active role in providing good parenting patterns for children at home through child-friendly education.

An educator is an essential part of the learning process professionally must adjust to various circumstances in line with the development of science and technology and industry 4.0 today. Various media can support online learning effectively, such as video, audio, images, text communication (chatting) by using various software (Herliandry et al., 2020). In addition, some applications can be used in online learning, including Whats App, Telegram, Instagram, Group Chat, zoom meeting, and others, by creating a learning activity group (Atsani, 2020). Related to the implementation of learning conducted online, one of the most important things is the readiness of educators and learners.

In Indonesia, the problem faced in online learning is that not all regions are touched by internet services and slow internet network services (Herliandry et al., 2020). Asmuni's research findings (2020) showed that there are problems experienced by parents, teachers, and learners during the implementation of online learning, lack of technology, limited supervision of learners, low learning activities, weak internet connection, parents have little time in accompany their children to learn (Asmuni, 2020). What can be done to overcome these problems is to provide tutorials on various applications that are used in online learning in addition to providing longer assignment times with limited time for parents because they have to work, as well as giving assignments with a longer grace period. In addition, the tasks given by educators to students must be measurable in accordance with the learning objectives.

However, things that are prepared to overcome these problems, among others, provide tutorials with various applications used in online learning, provide longer assignment time with short time owned by parents, and provide tasks with a more extended time. In addition, the tasks given by educators to learners must be measured by learning goals. Some showed a positive trend of learning conducted online, including Darmalaksana et al (2020) concluded that online learning with participatory approaches due to covid-19 proved more effective to be a challenge for college leaders in the 21st century (Darmalaksana et al., 2020).

Data validity tests are conducted through observations, increased research persistence, triangulation, discussions with peers, and negative case analysis. Data analysis techniques include data reduction, display, inference, verification, and data triangulation (Moeleong, 2012).

The final results of this study are efforts to fulfill the rights and protection of Violence toward children in Madrasah Ibtidaiyah carried out through various ways, including providing protection, non-discrimination, without Violence, selection of teaching materials and child-friendly infrastructure facilities, child-friendly reading garden, getting used to Islamic discipline and behavior (27.9%), providing consultation rooms, counseling guidance to parents and students, tutoring (online and offline) (34.9%), doing fun and loving activities, a conducive, safe and comfortable environment (7%), providing facilities that ensure the safety of learners, attention, and a comfortable environment to learners (7%), socializing, opening communication spaces, educating the dangers of Violence toward children (7%), providing good deeds and prohibiting learners from doing bad things (2.3%), Supervision, mentoring, closely monitoring learners while in Madrasah (7%), making regulations that guarantee the rights and safety of learners both physical and psychological (2.3%), putting up posters about child-friendly education to be read by teachers, parents, learners and the community (2.3%), and giving warning to teachers who commit acts of Violence toward students (2.3%).

Data collection in this study was carried out through direct observation activities to madrasah ibtidaiyah related to implementation (declaration, learning activities, facilities and infrastructure) as well as other matters related to child-friendly education. In addition, he also conducted direct interviews with teachers / madrasa heads about child-friendly education, including understanding, implementing and evaluating child-friendly learning carried out during the COVID-19 pandemic. To obtain data about the implementation of learning during the COVID-19 pandemic, such as the arrangement of benches in the classroom, the facilities and infrastructure used whether they are in accordance with the prokes or not, then they are documented in the form of photographs. The results of interviews in pre-research activities obtained information if there were still some teachers and school principals who did not know about child-friendly education at all because their schools had not declared child-friendly schools/madrasas (Candra Arliyoga, Agus, 2021). Furthermore, researchers conducted several madrasas that had declared friendly education when asked about the problems they were experiencing, they said that students were still less active in learning, so teachers needed tutors to overcome these problems. which is significant when compared to previous studies (Dwi Haryadi, Riduan, 2021), (Muhlisin, 2021).

The implementation of child-friendly education in schools/Madrasah is a breakthrough in education to facilitate learners to get fundamental rights, the right to live as human beings, get an education, treat the right on the level of their development so they can solve various problems. Through the implementation of education, it is expected that issues related to Violence toward children can be minimized through the cooperation of parents, Schools/Madrasah, learners, communities, and related as policymakers, in this case, the local government (Regency / City / Province).

4. CONCLUSION

Child Friendly Education is an anti-violence education for children aimed at developing strong, non-violent persons, as well as instilling in adults, particularly parents, sensitivity to the necessity of offering and implementing child-friendly education from the family onwards. The goal of this study was to see how child-friendly education was implemented at the basic level of Madrasah Ibtidaiyah. Data was analyzed utilizing interview, observation, and documentation tools as part of the descriptive qualitative research technique. The findings of the study show that the principal/concept Teacher's of child-friendly education still need socialization. Furthermore, approaches and help, as well as socialization, are required for schools/madrasas that have not embraced child-friendly education. The majority of Ibtidaiyah madrasas in Lampung Province have successfully implemented child-friendly learning activities. Then there are the challenges that some madrasas face in learning during the epidemic, such as telephones that do not support, weak signals, or limited internet access, as well as teachers', parents', and students' abilities to use online learning programs. However, these issues can be gradually addressed by limited house visits and face-to-face interactions. Furthermore, most teachers have made numerous attempts to build a child-friendly education, such as creating a comfortable environment, giving the greatest facilities, active and exciting learning, providing intense guidance and other immediate needs, and using diverse learning models. Furthermore, because the location of the schools/madrasas in Lampung Province is very large and the places are far apart, obtaining data and information takes a long time. Then there's the possibility of more research into the implementation of child-friendly education, so that principals/madrasahs, instructors, parents, students, the community, and other interested parties can come up with fresh ideas that aren't limited to declarations.

Conflicts of Interest: We have no conflicts of interest to disclose.

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