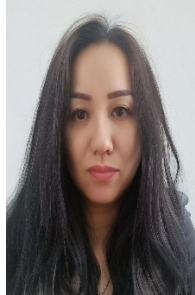
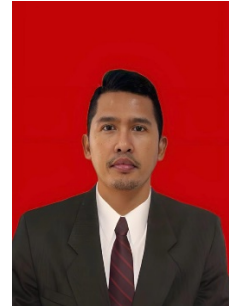


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CHILD-FRIENDLY SCHOOLS IN BUILDING GENERATIONS POSITIVE CHARACTER THROUGH CHARACTER TEACHERS

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Abstract: By having a positive character, a person will feel his presence in the family, work, and community environment. Students who are the next generation of the nation are formed through the learning process from their families and the surrounding environment, including schools and educators with all their facilities. As educators, teachers are individuals who are sued and imitated, and they play an essential role in building the positive character of students. Child-friendly schools are the government's efforts to support the overall development of children to facilitate the achievement of educational goals and emphasize the importance of a conducive and supportive learning environment to build students' character values so that they have a positive character because they have a positive character is an advantage that is reflected in good nature and attitude, the ability to interact well with anyone, having strong morals, empathy, honesty, kindness, discipline, optimism, resilience, and good self-control. In supporting the government's efforts to create child-friendly schools, the Medan Catholic Education Council-Keusukan Agung has equipped teachers at the kindergarten, elementary, and junior high school levels, participated in child-friendly school seminars, with the theme "building a generation with the positive character through teachers with character", so that teachers realize that they must have a positive character. They can build their students with positive character Because a person's character will be formed through the learning process throughout his life, including in the school environment.

Keywords: Child-Friendly School, Positive Character, Character Teacher

INTRODUCTION

The high number of cases of violence and various social problems involving school students both as victims and perpetrators, moral and ethical crises, and multiple deviations that occur in school-age children, not to mention that the current digital technology environment has inadvertently affected children's attitudes and behaviors, to prevent the negative impact of technology, building a positive character of children is urgent the government has made various efforts to overcome this, and gave birth to the Child-Friendly School (SRA) program, which has been initiated by the Ministry of Women's Empowerment and Child Protection (KPPA), even The United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends that children regardless of their background not only receive the best formal education but also be protected both physically and mentally while the child is in school. This is realized by implementing child-friendly schools (SRAs) in the education world in the Republic of Indonesia. Although this policy has been regulated in PERMEN PPPA Number 8 of 2014, and to support this policy, the Ministry of Education and Culture has also given birth to Permendikbudristek Number 46 of 2023 concerning the Prevention and Handling of Violence in Education Units (Permendikbudristek PPKSP), it is undeniable that many schools have not fully implemented SRA or do not understand the importance of SRA in their respective school units. So acts of violence against children are rampant and even continue to increase.

To create a Child-Friendly School (SRA), good cooperation from all parties is needed; in this case, the school, which includes teachers as educators, education personnel and principals as well as their facilities, parents, and children themselves as students participating in education. These three pillars have their respective roles that are equally important and have a close relationship with each other. In creating SRA, teacher involvement is very important because it contains how the attitude and behavior of teachers as educators, seriousness in creating Child-Friendly Schools, there is a collaboration from two Ministries, in the form of cooperation between the Ministry of PPPA and the Ministry of Education and Culture by conducting training on children's rights for educators or teachers, education personnel, and parents.

Things that must be known by teachers in realizing Child-Friendly Schools (SRA) can be seen is by applying principles: The absence of discrimination, prioritizing the interests of children, ensuring the safety and development of children, respecting every child's views and fulfilling the concepts: clean, beautiful, friendly, beautiful, inclusive, healthy, safe and comfortable. By looking at these principles, it is clear that Child-Friendly Schools are closely related to character values: those related to the Creator, to oneself, to others, and to the environment. Child-friendly schools (SRAs) and character education are closely related because SRAs emphasize the importance of a conducive and supportive learning environment to build students' character values, which involve teachers as educators in schools.

Teachers are the noblest profession and are often called heroes without merit, illuminators in the aggregate, and people who are admired and imitated; they are the parents of students at school, should behave well, and be careful in speaking. A teacher of character is a condition that can be seen where the teacher has shown his professionalism with character values in relation to the Creator, with himself, with others, and with the environment, clearly illustrated in the characteristics of individuals with positive character,

Teachers with character certainly have good personalities and become role models for their students through dialogue or communication that establishes both good attitudes and behaviors, openness and mutual understanding of both teachers and students, so that they can create a conducive learning atmosphere so that students can follow the teaching and learning process safely and comfortably. A wise sentence says that "If you want to see the quality of a nation, look at the quality of its teachers." However, many teachers believe that student character formation is the responsibility of teachers of certain subjects. This

view is wrong because student character education is the responsibility of all teachers as a form of teacher professionalism, where teachers have a role in:

- Shaping the character and soul of students
- Building students' personalities to be useful for the country and the nation
- Creating a conducive and enjoyable learning climate
- Motivate students always to try hard to get ahead
- Passing on values and norms to the younger generation
- Explore, develop, and optimize students' potential

With the role mentioned above, it is clear that teachers are not only limited to delivering subject matter to students but are also figures who are responsible for shaping the soul and character of school students whose students have who are the next generation of the nation so that in the future they will become moral people with positive characters who are expected to build themselves and also build their nation and country.

Problem Identification and Formulation

As described in the background above, the identification and formulation of the problem of the activity are:

1. The high number of cases of violence and various social problems of school students as victims and perpetrators.
2. Moral crisis
3. Lack of understanding of the importance of child-friendly schools.
4. Low awareness of teachers in building student character
5. Lack of knowledge that character formation will occur through lifelong learning.

Purpose and Benefits of Activities

The objectives to be achieved in carrying out this Service activity are:

1. Implementing the Tridharma of Higher Education
2. As a form of concern in building Indonesian human resources
3. Supporting government programs in creating Child-Friendly Schools (SRAs)
4. Providing knowledge for teachers that character can be changed from negative to positive, as long as there is a will.
5. Raising awareness in teachers that the formation of student character in school is the responsibility of all teachers.

Benefits of activities

1. Creating a Child-Friendly School.
2. Building positive character of teachers and students.
3. Creating a conducive and supportive learning environment to build students' character values so that they have a positive character
4. Create a warm, friendly environment and emphasize mutual respect between others.

METHOD

Realization of Problem Solving

Limited understanding of Child-Friendly Schools and how to create and benefit them for schools, students, and parents as well as the community to prevent extra-curricular actions that lead to acts of violence that occur inside and outside the school for it is very important to build a positive character of teachers, and also for students who are the next generation of the nation, Therefore, Community Service (PKM) activities are designed in the form of Child-Friendly Schools (SRA) seminars by the Catholic Education Council-Archdiocese of Medan (MPK-KAM) and Community Service, and activities are intended for teachers of Kindergarten (TK), Elementary Schools (SD) and Junior High Schools (SMP), because Child-Friendly Schools can be created because teachers and students have positive characters. The selection of participants who are teachers or educators at the kindergarten, elementary, and junior high school levels is by considering that building the character of students should start as early as possible so that it becomes a habit and belief of the student in their daily life, of course, teachers from the school level are also given an understanding that they must have a positive character. They can build their students with positive character because the formation of character in a person will occur through the learning process throughout his life.

One of the manifestations of Child-Friendly Schools is that there is no longer a gap between students and the school, in this case, teachers, education staff, and the principal. Thus, schools can create a sense of kinship to prevent violence. With Child-Friendly Schools, the positive character of teachers and students can be built because students and all school residents are a family that must respect and tolerate each other.

Activity Method

The activity was carried out in the form of a one-day Child-Friendly School Seminar, held in two places, namely Pematangsiantar and Medan, considering that the participants

were teachers of Catholic Schools with the level of Kindergarten (TK), Elementary School (SD), Junior High School (SMP) spread across North Sumatra totaling six hundred teachers, for that the committee divided the number of participants in half and determined participants with a closer distance to the venue of the event, with the same material about the understanding of Child-Friendly Schools which is closely related to the character of teachers and school students, and with the same theme, namely; **"Building a Generation with Positive Character Through Teachers with Character"**.

Evaluation Design

The participants of the Child-Friendly School Seminar with the theme "Building a Generation with Positive Character Through Teachers with Character", are teachers of Catholic Schools in North Sumatra under the auspices of the Catholic Education Council – Archdiocese of Medan (MPK-KAM), with the levels of Kindergarten (TK), Elementary School (SD) and Junior High School (SMP), which are selected by the Principal of their respective school units. Child-friendly schools can be created if teachers have good character, and character education should start as early as possible. The selection of themes, participants, dates, and places of activities was carried out so neatly by the organizers and discussed with the Service so that the activities were on target and useful. The seminar material contains the widest possible general knowledge about Child-Friendly Schools so that participants who are teachers realize that they must first have a good character before they can build the character of students who are the next generation because teachers are individuals who are recruited and imitated, trusted and become role models for students, until where the implementation of Child-Friendly Schools and the benefits of this activity will be evaluated by the principals of their respective school units and submitted to the Catholic Education Council-Archdiocese of Medan and Service.

DISCUSSION

The Child-Friendly School seminar organized by the Catholic Education Council-Archdiocese of Medan and Service, which was attended by six hundred kindergarten, elementary, junior high school teachers from Catholic schools throughout North Sumatra, went very well and took place happily until the end of the event, some of those who represented the participants revealed that from this seminar they gained a lot of new

knowledge related to Child-Friendly Schools and could realized through teachers with positive character.

Child-Friendly Schools

Child-Friendly Schools (SRA) Basically, the concept of child-friendly schools involves three major pillars: schools (teaching staff and other facilities), parents, and children who create clean, neat, beautiful, healthy, safe, comfortable, and inclusive school conditions. In this case, the teaching staff also play the role of guides, parents, as well as children's friends who are fully involved in protecting children from threats in the education unit, maintaining children's physical and emotional security so that they can support children's overall development.

In general, not many people know that Child-Friendly Schools (SRA) which was initiated by KPPA RI (Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia) and even recommended by UNESKO (*The United Nations Educational, Scientific and Cultural Organization*), is a program related to and supports the education of children's positive character as the next generation, because SRA:

- **Involve all parties**
Involving *stakeholders*, such as school principals, teachers, education staff, students, parents, and the community at every stage of the program.
- **Creating a conducive environment**
With a comfortable, clean, beautiful, neat and inclusive learning environment, free from violence and discrimination, children feel safe, this supports the tranquility and well-being of students.
- **Teachers play an active role**
The active role of teachers is very important in the formation of students' character, because they are the ones who interact with students the most.
- **Effective methods**
Through the example of teachers who are seen daily, habituation, storytelling, field trips, all of which must be done with joy and joy.
- **Build emotional intelligence**
With habituation and continuity, it will help develop children's emotional intelligence.
- **Making children more responsible**

By involving students in creating a clean, tidy, beautiful, healthy, safe, comfortable, and inclusive school environment, we encourage students to take responsibility and become effective leaders.

Positive Character

To create superior human resources (HR), one must improve character education that is always taught and nurtured to students, such as the values of compassion, example, morality, behavior, and diversity. In strengthening character education, it is necessary to be supported by the example of teachers who are positive models for students, teaching character with good values and combining academic knowledge with local wisdom values.

Character is the accumulation of psychological traits, ethics, morals, and habits possessed by a person, as well as a way of thinking and behaving characteristic of a person. It leads to habits and a person's beliefs in his daily life. Positive character is the accumulation of psychological, ethical, moral, and good character qualities possessed by a person whose goodness can be felt seen by others and themselves because the character, according to Ryan & Bohlin (1999), is a pattern of behavior, so that a person with good character understands goodness, likes goodness and does good deeds, and vice versa.

Teachers, as educators, must have a positive character. Thus, they will be able to form and build the positive character of their students through character education. School students, as the next generation of the nation, are very important to have a positive character because they have high moral values, ethics, and integrity and are able to do the best things for themselves, others, the nation, and the country, especially to God. Thus, they are supporting Indonesia's transformation into a developed country.

A proverb says, "Change by the renewal of your mind so that you can distinguish between good and right." this means that each of us can change for the better, regardless of age and time, as long as there is a desire to change, including teachers and students, as Suprayoga (2013) mentions that a person's character may change in a short time. A person who works as a teacher cannot be guaranteed to have a positive character. There are many examples that we can see for ourselves, and we know through various media that not a few people who work as teachers do things that are not praiseworthy, for example, acts of violence against students, sexual harassment, corruption, extortion, and other unlawful acts.

Talking about character education, the essence cannot be separated from morals and morals because character education can develop children's potential to become human beings of faith, fear God Almighty, have noble character knowledge, be capable, creative,

independent, and become democratic citizens and can be responsible because the essence of character education is to instill good habits (*habituation*) that are trained consistently so that students can behave and act based on the values that have become their personality.

Character education that is formed and built is certainly a positive character. If children have a positive character, they will always be the solution to a problem wherever they are. With the positive character that he has, it can be seen from his positive attitude and behavior in looking at various things, having high discipline in doing tasks and work, having a strong commitment to himself and the promises he expresses, and making himself consistent in his work.

Having a positive character is an advantage. Good attitudes and behaviors, strong morals, the ability to interact well, the ability to build healthy social relationships, mental health, social contribution, and leadership qualities can, of course, achieve personal success.

Character Teacher

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education, (PERMEN DIKBUD RI NO.15, Year 2018). Teachers have an important role in the progress of the nation, including:

- Becoming a figure instills commendable values in his students
- Become a liaison between students and parents or with the community.
- With good speech and language, it will be easier to communicate well so that learning goals are achieved as expected.
- One of the components of strengthening the nation
- Being a parent outside the family
- Forming the character of the student

A teacher with character is a teacher who has a good personality and becomes a role model for his students through well-established, inclusive communication and mutual understanding, both teachers and students. It can be seen that, at least in their daily lives, they love their profession as a teacher, love their students with all their hearts, teach and educate with their hearts, have stable emotions, have motivation, have positive patterns of behavior and words, understand the social and cultural background of children and do not stop learning. As for the element of character, it must inculcate sincerity, honesty, compassion, courage, self-control, cooperation, and willingness to work hard (Lickona Thomas. 2001).

To build students' positive character, the saying "teachers pee standing, students pee running" means that without critical thinking, students will emulate whatever their teachers do; teachers must always maintain their attitudes and behaviors and not give bad examples, because students will usually emulate their teachers. Professional teachers are teachers with character and can build children's character through;

1. Setting a good example
2. Give appreciation/awards
3. Insert moral messages in every lesson
4. Be honest and open-minded
5. Teaching manners
6. Instilling leadership
7. Telling inspiring experiences
8. Become a best friend and confidant
9. Teaching about value
10. Conducting literacy activities
11. Carried out on an ongoing basis

Teachers have a task that is not easy; besides educating, there are special tasks as teachers, educators, and leaders. As teachers, of course, teachers plan and implement programs that have been prepared and evaluated. As educators, the teacher's responsibility is to direct students to maturity and to become independent individuals with noble character. As a leader, the teacher's duty must be able to control himself and his students as well as the surrounding community so that he can become a role model and build character.

The pictures of the activity are as follows:



Figure 1 : Participants of the Activity in Pematangsiantar



Picture 2 : With the Manager MPK-KAM



Figure 3: Participants' Cheerful Faces



Figure 4: Presentation & Interaction of Resource Persons



Figure 5: Presentation & Interaction of Resource Person



Figure 6: Resource Persons with Students



Figure 7 : Resource Persons with Activity Participants in Medan



Figure 8: Presentation of Materials by Resource Persons



Figure 9: Award Presentation

CONCLUSION

Although the seminar lasted for a full day, the participants still looked enthusiastic. Participants were able to draw conclusions that teachers or adults can still change to have a better character than before, as well as breaking the opinion that adult people cannot change their character because changing character can be done without an age limit because change is a necessity in life including character change. The purpose of Child-Friendly Schools can be seen in the fact that there is no longer a gap between students and the school, in this case, teachers, education staff, and school principals. Thus, the school is able to realize a sense of family so that all forms of actions outside the rules, both from the school and students and acts of violence that occur inside and outside the school do not occur again. The Child-Friendly School Seminar can be realized and schools can build a generation with positive character through teachers with character.

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