



CHILD FRIENDLY MADRASAH: THE ROLE OF THE MADRASAH HEAD IN EFFORTS TO PREVENT IMMORAL ACTS BY TEACHERS TOWARD STUDENTS

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ABSTRAK

Berkaitan dengan perwujudan hak anak dalam pendidikan, sekolah harus menjadi tempat yang aman dan nyaman. Penelitian ini menekankan pentingnya sekolah sebagai lingkungan yang aman dan nyaman untuk mewujudkan hak anak dalam pendidikan. Melalui pendekatan deskriptif kualitatif, penelitian ini bertujuan mendeskripsikan implementasi Madrasah Ramah Anak (MRA) di MI Almaarif 02 Singosari dan MIT Arroihan Lawang, serta bagaimana peran Kepala Madrasah dalam mencegah tindak asusila guru terhadap murid. Hasil penelitian menunjukkan bahwa kedua madrasah telah berhasil menerapkan MRA secara baik, dengan memenuhi indikator MRA tanpa diskriminasi atau kekerasan terhadap anak. Peran kepala madrasah, yang mencakup tujuh fungsi utama sebagai edukator, manajer, administrator, inovator, motivator, supervisor, dan pemimpin, berhasil terlaksana dengan efektif. Kepala madrasah secara aktif terlibat dalam deklarasi madrasah ramah anak, penyelenggaraan pelatihan MRA, pembinaan rutin, penerbitan peraturan, pelaksanaan kegiatan spiritual bulanan, dan pengawasan kinerja guru. Langkah-langkah konkret seperti adanya duta anti bullying dan duta disiplin, serta keberadaan sistem supervisi terhadap kinerja guru, menegaskan komitmen kepala madrasah dalam menjaga lingkungan yang aman dan mendukung bagi murid. Dengan demikian, kepala madrasah bukan hanya menjadi figur administratif tetapi juga menjadi agen perubahan yang berperan aktif dalam menciptakan budaya sekolah yang ramah anak. Keseluruhan, penelitian ini memberikan gambaran positif terhadap peran sentral kepala madrasah dalam melindungi hak anak dan menciptakan lingkungan pendidikan yang positif serta mendukung perkembangan optimal murid.

ABSTRACT

This study underscores the crucial role of schools in ensuring the safety and comfort necessary for realizing children's rights in education. Focusing on the implementation of Madrasah Ramah Anak (MRA) in MI Almaarif 02 Singosari and MIT Arroihan Lawang, the research highlights the Madrasah Head's pivotal role in preventing teacher abuse against students. Both madrasahs have effectively implemented MRA, meeting indicators without discrimination or violence. The Madrasah Head, functioning as an educator, manager, administrator, innovator, motivator, supervisor, and leader, has successfully executed these roles. Actively involved in declaring the madrasah child-friendly, organizing MRA training, issuing regulations, and overseeing teachers, the Madrasah Head ensures a safe environment through initiatives such as anti-bullying ambassadors and a supervisory system. Beyond an administrative figure, the Madrasah Head actively contributes to fostering a child-friendly school culture, showcasing commitment to student safety. Overall, the research offers a positive overview of the Madrasah Head's central role in safeguarding children's rights and fostering a supportive educational environment for optimal student development.

INTRODUCTION

Madrasah is a place where children's development stages are perfected. Together with madrasahs, children spend most of their time on educational activities. In connection with the realization of children's rights in education, schools must be comfortable, safe and affordable places. In madrasahs, various parties, for example educational institutions, must fulfill their responsibilities to fulfill children's rights which are protected by law. In Law No. 35 of 2014 concerning child protection, it is explained that children's rights are part of human rights which must be guaranteed, protected and fulfilled by parents, families, communities, the state, government and regional governments. In article 9 paragraph 1 it is explained that every child has the right to receive education and teaching in the context of personal development and their level of intelligence in accordance with their interests and talents. In paragraph 1a, it is explained that every child has the right to receive protection in an educational unit from sexual crimes and violence committed by educators, educational staff, fellow students, and/or other parties. (Ministry of State Secretary, 2014)

However, in fact, there are many reports of immoral acts occurring in several Islamic educational institutions, one of which is a case of sexual harassment at Madrasah Ibtidaiyah (MI) Sukun District, Malang City. This news only became known to the school on Saturday, January 7 2023. One of the religious teachers at the school was proven to be harassing students. There were more than 10 victims consisting of students in grades 5-6. The perpetrator allegedly groped the victim's thighs and armpits. (Radar Malang, 2023)

Incidents like this certainly raise public doubts and distrust of the education system and have the potential to hamper the learning process which should be safe and meaningful for students. Teacher immoral behavior towards students is a serious and sensitive problem in the educational context. This kind of action can have a negative impact on students' physical, emotional and social development, and violate children's rights. The madrasah environment must be a place that is safe, supportive and protects students from all forms of harassment or abuse carried out by teachers or staff. The madrasah principal has the primary responsibility for creating a safe madrasah environment and safeguarding student welfare. They must become leaders who are committed to preventing and overcoming immoral acts by teachers towards students. Through the active role of madrasah heads, madrasahs can take effective preventive measures, strengthen madrasah culture, and ensure that every student feels safe and protected in the teaching and learning process so as to create child-friendly madrasahs.

Child-Friendly Madrasah is a formal, non-formal and relaxed educational unit that is protected, clean and sturdy, has a natural and virtuous outlook, is able to guarantee, satisfy, with

regard to children's freedom and protect children from crime, separation and abuse as well as other supports. children's interests. especially in planning, strategy, learning, supervision and complaint components related to fulfilling the privileges and safety of children at school. (Yosada & Kurniati, 2019)

The implementation of SRA/MRA has two legal basis provisions, namely international law provisions and national law provisions. The international legal provisions for implementing SRA/MRA are based on the general declaration on human rights in 1948, the UN child rights convention in 1989, the Dakar Education for All (EFA) declaration in 2000, the World Fit for Children declaration in 2002, and the Convention on the Rights of Persons with Disabilities in 2007. As mentioned in the Attachment to PPPA Ministerial Regulation No. 8 of 2014 concerning SRA/MRA Policy, there are 16 national legal provisions that are used as the basis for implementing SRA/MRA.

Six components are indicators of child-friendly schools/madrasahs, namely: Policy; Implementation of the learning process (curriculum); Educators and educational staff; School infrastructure; Child participation; Participation of parents, community institutions, business world, stakeholders and alumni. (Ministry of Women's Empowerment and Child Protection, 2015)

In order to create a madrasa that is safe and friendly for children, the role of the madrasa head is very important in ensuring the environment is free from immoral behavior. According to (Mulyasa, 2004) madrasa heads play the roles and obligations that accompany them: educator, manager, administrator, innovator, motivator, supervisor and leader. The role of the madrasa head is of course to prevent immoral acts from occurring. Immoral acts are classified in the teachings of any religion as acts or actions that are contrary to divine norms. (Pratiwi, 2022)

There are several previous studies that examine child-friendly madarasas and immoral acts, the first of which is research from Putrid and Akmal entitled "Child-Friendly Schools: Challenges and Implications for Fulfilling Children's Rights". This research focuses on the challenges and implications of child-friendly schools for fulfilling children's rights. The implementation of child-friendly schools at SMP N 11 Padang is not yet optimal so the risk of cases of violence against children occurring in schools is still high. (Putri & Akmal, 2019) The second research from Nurhuda entitled " Teacher Morality Crisis and its Solution: Cases of Sexual Harassment by Teachers against Students", explains that the rampant sexual harassment of students in Islamic Education Institutions by unscrupulous teachers is in the public spotlight and is of great concern. for researchers. Researchers describe strange phenomena in several

Islamic educational institutions. The author reveals the reasons why educational institutions which are the last bastion of moral education for students become hotbeds of immoral activities, why a teacher who knows the world of knowledge and noble values well introduces such terrible practices, the author examines the dangers of anti-sex and sexual temptation. types and how these disorders affect all levels of humanity, including the educational community. (Nurhuda, 2022) if it is not taken seriously, there are risks for victims of inappropriate behavior, for example anxiety, depression, aggression, crime, fear, stress/feelings of regret, sexual damage, trauma, difficulty eating and resting, lack of self-confidence. Psychological and mental disorders can hinder a child's growth and development. (Sitio & Suhesti, 2021) The third research by Ni Putu Nita Pratiwi entitled "Efforts to Anticipate Immoral Acts in Formal Educational Institutions According to Hindu Religious Views", focuses on the efforts made to overcome cases of immoral acts that occur in formal educational institutions according to the views of Hindu religion. Meanwhile, this research focuses on the active role of the Madrasah Head in preventing immoral acts by teachers towards students in the Madrasah environment. So it can be concluded that this research is different from that research. (Pratiwi, 2022) Therefore, the younger generation must be given increased limits on themselves. So it is important for an institution, especially an Islamic educational institution, to make various efforts to protect its students from immoral acts. Different from the three previous studies, this research focuses on This research focuses more on the role of madrasah heads in preventing immoral acts by teachers towards students in the Madrasah environment so as to create schools that are safe and friendly for children.

Based on the research context that has been explained, the focus of this research is on how to implement child-friendly madrasahs so as to create safe and comfortable madrasahs as well as the role of madrasah heads in preventing immoral acts by teachers towards their students in two Madrasahs in Malang Regency, namely MI Almaarif 02 Singosari and MIT Arroihan Mace. With this research, it is hoped that it can provide benefits and contributions to institutional development and the interests of the Madrasah Head's policy regarding preventing immoral acts by teachers towards students in the madrasah environment which is increasingly disturbing Islamic Education Institutions, especially in Madrasah Ibtidaiyah (MI) Malang Regency so that it is hoped that a friendly madrasah will be created. for children.

RESEARCH METHOD

This research use descriptive qualitative approach. Qualitative research is research that produces descriptive data according to the real conditions of the subject or object being studied. (Albi Anggito, 2018). This research aims to describe the implementation of Child-Friendly Madrasahs at MI Almaarif 02 Singosari and MIT Arroihan Lawang, Malang Regency and to explain in depth the role of Madrasah Heads in preventing immoral acts by teachers against students at MI Almaarif 02 Singosari and MIT Arroihan Lawang, Malang Regency.

The research sites used were Madrasahs in Lawang and Singosari Districts, Malang Regency which have implemented the Child Friendly Madrasah Program and have declared themselves as Child Friendly Madrasahs, namely MI Almaarif 02 Singosari and MIT Ar Roihan Lawang Malang Regency. The research subjects were Madrasah Principals, Teachers, Students and Parents of students at MI Almaarif 02 Singosari and MIT Arroihan Lawang, Malang Regency.

In collecting data, this research used 3 methods, namely observation by coming directly to the research location, namely at MI Almaarif 02 Singosari and MIT Arroihan Lawang, Malang Regency, interviews (interviews with madrasa heads, teachers, parents and students of MI Almaarif 02 Singosari and MIT Arroihan Lawang Malang Regency) and documentation. Documentation is an information gathering strategy by collecting and analyzing records, whether written, images or electronic reports. These archives are described in terms of their solidarity and fairness towards the motivation behind the review. The items are broken down, contrasted, and combined with a precise, reasonable, and complete review structure. (Nana Syaodih Sukmadinata, 2008) Documentation expected in this examination, for example madrasa profile, madrasa education program, examples of madrasa plans and regulations and guidelines.

The data analysis technique in the research uses the data analysis technique of B. Milles and Huberman which suggests that qualitative data analysis activities are carried out interactively and continuously until the data is saturated. Analysis consists of three stages, namely data reduction, data presentation, and drawing conclusions. (Maxwell, 2005) Meanwhile, to test the validity of the data, source triangulation was used. Triangulation of information sources is checking the truth of certain information by using different methods and sources to obtain information. Checking data from three research instruments, namely observation, interviews and documentation, whether the results from these three instruments are homogeneous or even different. (Wijaya, 2019)

RESULTS AND DISCUSSION

RESULT

The implementation of Madrasah Ramah Anak (MRA) at MI Almaarif 02 Singosari and MIT Arroihan Lawang resulted in several significant key points. Through the research conducted, it can be seen that the two madrasas have succeeded in implementing MRA well, as evidenced by their declaration as a child-friendly environment and consistent implementation of the MRA program.

In order to create a young generation that is able to accommodate schools/madrasas, especially at the elementary school level, there are several things that need to be considered as stated in PPPA guideline no. 8 of 2014. First, related to the approach to child-friendly madrasas/schools. With the issuance of the Decree of the Head of the Office of the Ministry of Religion of Malang Regency regarding Child Friendly Madrasah Ibtidaiyah Ministry of Religion of Malang Regency in 2019 and it was declared as a Child Friendly Madrasah on Wednesday 19 October 2022. Attended by hundreds of MI Almaarif 02 Singosari students, MI Almaarif 02 Singosari has carried out its written commitment. This statement is a form of collective obligation to create an educational climate that welcomes children.

On this occasion, School Director Almaarif Singosari H. Anas Noor, SH, MH, said that currently there is no longer an opportunity for educators to act cruelly towards the younger generation, and violate norms, students should also not carry out inappropriate actions. do not act brutally towards instructors and individual students. In this way, as a type of shared responsibility, MI Almaarif 02 Singosari made a declaration signed by the head of the foundation, head of the madrasa and followed by representatives of the students' parents on the banner. Then the pledge of commitment to organizing child-friendly madrasahs was also realized by signing a letter signed by the chairman of the foundation, the head of the madrasah as well as the police chief, danramil, sub-district head and regional office of the Ministry of Religion of Malang Regency, dated 22 October 2022. Then the team and programs that support child-friendly madrasahs are also has been implemented and has responded to important organizations (PPPA Division/District Education/Ministry of Religion and KPPPA), developing strategies that help fulfill children's privileges, for example by issuing guidelines by the leadership of Madrasah MI Almaarif 02 Singosari regarding government administration. Principles for MI Almaarif 02 Singosari educators, holding collaborative participation with nearby aid institutions such as local community welfare centers, police, fire brigade, regional associations, the business world, broad communications and others to help children implement their education. accommodate madrasa programs.

In order to help with this responsibility, MI Almaarif 02 Singosari collaborates with the surrounding environment, as well as the parents of students who have direct contact with their children because sometimes outside school there is still harassment, pushing and arguments between friends. So this is also a concern for MI Almaarif to create a madrasa that is protected, comfortable and free from all brutality. Therefore, all educators and Muspika staff as well as the Acting Head of the Religious Service who clearly see this responsibility can participate in controlling the performance of madrasa administrators.

On the other hand, MIT Arroihan Lawang has implemented a written commitment, namely by issuing a Decree from the Head of the Office of the Ministry of Religion, Malang Regency regarding Child-Friendly Madrasah Ibtidaiyah Ministry of Religion in Malang Regency in 2019 and declaring itself as a Child-Friendly Madrasah on Monday 17 February 2020. Declaration This is a form of commitment and shared responsibility to create a child-friendly educational environment.

The declaration which took place after Monday's flag ceremony took place in the MIT Arroihan courtyard which was attended by nearly 700 students and the entire teacher council. Representatives from each class received a sash which symbolically expressed the shared commitment of all madrasah residents to maintain a child-friendly madrasah. On that occasion, the Head of MIT Arroihan, Dr. Lailil Qomariyah, M.Pd. called for a declaration to be followed jointly by all madrasah residents.

The Child-Friendly Madrasa Declaration that was jointly announced reads: We, the citizens of MIT Arroihan, declare,

- a. Support Madrasah regulations for Madrasah order, discipline and security
- b. Respect fellow friends, do not ridicule, criticize or berate friends.
- c. Respect differences and love fellow friends.
- d. Be friendly, polite and courteous towards others
- e. Resolve every problem with deliberation, cooperation and mutual forgiveness.
- f. Don't let bullying happen, break up and stop fights between friends.
- g. Supporting the creation of a conducive, safe and harmonious madrasah atmosphere.

Before the declaration was made, in the previous week all parallel classes from grade 1 to grade 6 were called to be briefed on the problem of bullying. The material provided is about bullying, both physical and verbal, which is sometimes carried out by one or a group of children against other children. The consequences of bullying are explained from two points of view, from the victim and also from the perpetrator. How can a victim of bullying experience trauma

and even depression, and the perpetrator is not aware that his actions will have fatal consequences? Therefore, MIT Arroihan will not tolerate any form of bullying and will not hesitate to take firm action against bullying attempts in this madrasa.

"Then, groups and projects that help child-friendly madrasas have also been implemented and have been responsible to the relevant institutions (Department of PPPA/Disdik/Kemeng and KPPPA), developing arrangements that help fulfill the rights of teenagers," he continued. become a collaboration agreement with neighboring aid foundations, for example regional welfare centers, police, firefighters, local regional institutions, the business world, broad communications and others to support the implementation of the child-friendly madrasa program.

One of the key elements in the successful implementation of MRA is the serious role of the Madrasah Head. Madrasa heads at both institutions play a central role in maintaining security and preventing immoral acts by teachers towards their students. The seriousness in dealing with this problem is reflected in concrete efforts, such as establishing policies, organizing training, coaching, and increasing intensive communication with students and parents.

Policies in madrasas are very supportive in efforts to prevent immoral acts in the madrasa environment, such as the existence of integrity pacts, teachers' codes of ethics, and school rules.

Regularly held training equips educators with a better understanding of teaching ethics, sensitivity to issues of sexual violence, and how to manage situations that could pose a risk to students. Coaching and preventive approaches are carried out to provide optimal support and supervision of teacher behavior.

Improved communication with students and parents is also a major focus. By opening effective communication channels, madrasas can receive input and reports more openly. Additionally, awareness of potential problems can be identified early, allowing for rapid preventive action.

Apart from the active role of Madrasah Heads, the research also describes several other initiatives undertaken by madrasas, such as the establishment of inclusive classes. This step is in line with MRA's spirit of inclusivity, where every student has the right to receive education without discrimination. The existence of inclusive classes shows the madrasa's commitment to creating an environment that supports all children, including those with special needs.

Suicide prevention measures are also an integral part of MRA implementation. Madrasas not only focus on formal education aspects, but also pay attention to students' emotional and

mental well-being. Special programs and awareness raising are in place to help address risk factors that may lead to mental wellbeing problems.

The active role of parents in madrasa education is also an important point. Through parental involvement, madrasas can build bridges between the school and home environments, creating positive collaboration in supporting children's development.

Continuous evaluation is carried out to ensure the sustainability and improvement of the MRA program. Madrasas conduct regular assessments to evaluate the effectiveness of prevention efforts, detect potential problems, and adjust programs according to emerging needs.

Apart from the security aspect and prevention of immoral acts, research also highlights the importance of madrasa facilities and infrastructure. Plans for changes and improvements to infrastructure are carried out to create a better physical environment, support the teaching and learning process, and provide a sense of security to all madrasah residents. Such as separating men's and women's bathrooms.

Overall, the results of this research show the real commitment of both madrasas in creating an environment that is safe, comfortable and supports the positive development of children. These efforts involve all components of the madrasah, from the Madrasah Head to teachers, students and parents. Thus, the implementation of MRA at MI Almaarif 02 Singosari and MIT Arroihan Lawang is a positive example of how schools can play an active role in protecting children's rights and creating an inclusive and safe educational environment.

DISCUSSION

Implementation of a Child-Friendly Madrasah at MI Almaarif 02 Singosari

Based on PPPA Ministerial Regulation Number 8 of 2014 concerning Madrasah Ramah Anak (SRA/MRA) Policy, there are several special characteristics that educational institutions must have, namely an approach that prioritizes the safety and welfare of children, an educational curriculum that supports their development, teacher readiness and teaching staff in understanding the rights and freedoms of children, offices and foundations that meet standards as child-friendly learning places, full support from children, and close collaboration with various parties such as student parents, local agencies, the business world, partners. partners, and graduating classes.

Child-friendly education is an activity carried out by teachers for students without children who are oppressed. As stated in Article 54 of 2002 concerning Regulation Number 23, specifically: children in the school environment must be protected from barbarity carried out by educators, school supervisors, school assistants, and educational institutions. (Kafihatul Jalaliyah Khoirul Asfiyak PGMI 2019) In the context of Madrasah Ibtidaiyah Almaarif 02

Singosari, implementing the SRA/MRA policy is not only considered a routine task, but also a serious responsibility. In 2019, this school succeeded in obtaining the title of Child-Friendly Madrasah and this achievement was officially announced on October 19 2022. This commitment was stated by the Director of the Almaarif Singosari School, H. Anas Noor, SH, MH, as a concrete form of shared responsibility to create an educational climate that supports children's growth and development. This statement is a concrete representation of joint efforts to maintain student safety and welfare. "Child Friendly" Madrasahs refer to an approach that aims to create an environment and conditions that support, protect and fulfill children's rights. This concept involves various aspects, including policies, practices and culture in various sectors. (UNICEF, 2020)

This research uses the theory of Michael Hill and Peter Hupe to describe how the Child Friendly School Policy is implemented at MI Almaarif 02 Singosari which includes aspects of process, output, impact and causal connection. (Rangkuti and Maksum 2019) Process aspect, before the existence of this child-friendly madrasah policy, MI Almaarif 02 Singosari already had madrasah activities which turned out to be part of child-friendly madrasah activities and had become a habit or school culture such as welcoming children every day by teachers, the culture of morning prayer and Dhuha and Dhuhur prayers in congregation as well as other activities until in 2022 MI Almaarif 02 Singosari is officially announced as a Child-Friendly Madrasah. In terms of results, during the implementation of the Child-Friendly Madrasah Policy there were changes felt by all school members, especially the students. The infrastructure of MI Almaarif 02 Singosari continues to progress towards continuing to improve towards Child Friendly Madrasah standards adapted to the needs of children. In terms of impact, the Child-Friendly Madrasah Policy encourages all school members to care about the school environment and be anti-violence so that the atmosphere at school becomes healthy, safe and comfortable. In the cause and effect aspect, the Child Friendly School Policy is one of the government's efforts to provide services to the nation's youth so that they can receive education in a fun, safe and comfortable manner. The success or failure of policy implementation is due to support from all parties, including the central government. Schools as implementing the Child-Friendly Madrasah Policy must have support, assistance and stimulus from the government as the policy maker.

There are six indicators in implementing child-friendly schools or madrasahs, namely Policy, Implementation of the learning process (curriculum); Educators and educational staff; School infrastructure; Child participation; Participation of parents, community institutions,

business world, stakeholders and alumni. (Ministry of Women's Empowerment and Child Protection, 2015)

MI Almaarif 02 Singosari has taken significant steps to become a child-friendly madrasa. One of the main steps was the issuance of a Decree from the Head of the Office of the Ministry of Religion of Malang Regency regarding Child-Friendly Madrasah Ibtidaiyah Ministry of Religion of Malang Regency in 2019. On October 19 2022, MI Almaarif 02 Singosari was officially announced as a Child-Friendly Madrasah. The event was attended by hundreds of students who had implemented written commitments to create an educational climate that welcomed children.

In an effort to create a child-friendly madrasa, the Director of the Almaarif Singosari School, H. Anas Noor, SH, MH, stated that educators should no longer act cruelly towards the younger generation, and students should also not carry out inappropriate actions. MI Almaarif 02 Singosari made a declaration of commitment involving the head of the foundation, head of the madrasah, representatives of student parents and other related parties.

Furthermore, the implementation of the curriculum at MI Almaarif 02 Singosari uses a fun approach and respects the uniqueness of each student. Teachers are prepared to build close relationships with students and view them as distinct individuals. Apart from that, MI Almaarif 02 Singosari accepts students with special needs and ensures that learning takes place without class separation. The child-friendly learning process at MI Almaarif 02 Singosari emphasizes the application of discipline without violence. Teachers carry out discipline firmly but without degrading children or using violence. Two-way communication is promoted, using positive language in interactions with students. Motivation to learn is given to each student, while building a friendly relationship with them. Each child is seen as a unique character. Teachers are also reminded to form positive characters in children, such as empathy, non-discrimination, anti-radicalism, love of country, language, culture, and respect for cultural differences. The learning process does not only occur in the classroom, but also outside the classroom, such as on the terrace, school yard, or in other relevant places. Parents and other parties are involved as teachers or sources of information. The Madrasah principal and class level representatives welcome the children warmly every morning. Meanwhile, the reward system was changed from measuring children's mistakes to measuring children's goodness. This creates a fun and dynamic class atmosphere. (Yosada and Kurniati 2019)

Teachers and teaching staff have been trained on children's privileges and child-friendly madrasa program training. This is in line with Kardius and Agusta that teachers in particular have full responsibility for creating child-friendly schools, where schools are a safe place for

them to learn, play and even socialize with others without being haunted by fear or anxiety about expressing themselves. (Yosada and Kurniati 2019)

The facilities and systems at MI Almaarif 02 Singosari meet child-friendly guidelines and keep children away from potential dangers. Satisfactory offices, comfortable classrooms, clean toilet facilities and other supporting facilities have been prepared. Apart from that, MI Almaarif 02 Singosari involves students in decision making and school management.

Collaborating between guardians, local organizations, the business world, and graduating classes, MI Almaarif 02 Singosari continues to improve to become a more child-friendly madrasa. They involve guardians in various school activities, organize with regional agencies, police leaders, military areas, and the business world, and involve graduates in the process of developing child-friendly madrasas.

Overall, Madrasah Ibtidaiyah Almaarif 02 Singosari is able to show a strong commitment in implementing Child-Friendly School/Madrasah policies to create an educational environment that is not only safe and comfortable, but also supports children's optimal development. This is proof that this school is not only a place to learn, but also a second home that shapes children's character and morals, supporting them to grow into quality individuals.

Implementation of a Child-Friendly Madrasah at MIT Arroihan Lawang

PPPA Ministerial Regulation No. 8 of 2014 concerning Child-Friendly School/Madrasah Policies lists several indicators that must be met, such as school policies, curriculum implementation, trained educators and educational staff, appropriate facilities/infrastructure, child participation, and participation of parents, community institutions, business world, other stakeholders and alumni. "Child Friendly" Madrasas refer to an approach that aims to create an environment and conditions that support, protect and fulfill children's rights. This concept involves various aspects, including policies, practices and culture in various sectors. (UNICEF, 2020)

This research refers to the theory of Michael Slope and Peter Hupe to describe how the Child-Friendly Madrasa Strategy implemented at MIT Arroihan Lawang includes aspects of process, results, influence and cause-effect relationships. (Rangkuti and Maksum 2019) A cyclical perspective, before the arrival of these children to accommodate the madrasa strategy, MIT Arroihan Lawang previously had madrasa development which in the end became important in developing child-friendly madrasas and had become a trend or school culture, for example consistently Students together with educators carried out Dhuha and Dhuhur prayers in congregation as well as various exercises until in 2020 MIT Arroihan Lawang declared it a

Child-Friendly Madrasah. In terms of results, during the implementation of the Child-Friendly Madrasah Strategy there were changes felt by all school members, especially students. MIT Arroihan Lawang continues to make progress towards improving the principles of a Child-Friendly Madrasah that is adapted to the needs of the younger generation. In effect, the Madrasah Strategy that Accommodates Young People urges all school members to think about the school climate and oppose brutality so that the atmosphere at school becomes solid, safe and enjoyable. In the perspective of the situation and its logical consequences, the Child-Friendly Madrasah Strategy is one of the efforts of the public authorities to offer this kind of assistance to the children of the country with the aim that they can obtain education in a stupid, safe and enjoyable way. The success or failure of implementing this strategy is due to the support of all parties, including the central government. Schools as implementers of the Child-Friendly Madrasah Policy must receive support, assistance and improvement from public authorities as policy makers.

There are six indicators in implementing child-friendly schools or madrasas, namely Policy, Implementation of the learning process (curriculum); Educators and educational staff; School infrastructure; Child participation; Participation of parents, community institutions, business world, stakeholders and alumni. (Ministry of Women's Empowerment and Child Protection, 2015)

MIT Arroihan Lawang has established a policy as a Child-Friendly Madrasah by issuing a Decree from the Head of the Malang Regency Ministry of Religion Office in 2019 and declaring itself as a Child-Friendly Madrasah in 2020. This declaration involves all madrasah residents and confirms their shared commitment to creating a safe and educational environment. supports child development. Prior to the declaration, a briefing was given about bullying to students, with an emphasis on the negative effects for victims and perpetrators.

The child-friendly madrasa program involves various parties, such as related institutions, neighborhood aid foundations, the police and the fire department, to support the fulfillment of adolescent rights. The learning process at MIT Arroihan Lawang is designed to be fun and support children's positive development. Teachers are reminded to pay attention to aspects such as empathy, non-discrimination and love of country in educating students.

The curriculum used is the independent curriculum and the 2013 curriculum, with an emphasis on the Tahfidz program to foster understanding of the Qur'an. Learning is directed to meet the individual needs of students, including those with special needs. Teachers and teaching staff have received training to prepare them to implement child-friendly madrasa programs.

The facilities and infrastructure at MIT Arroihan Lawang are designed to meet child-friendly standards, including comfortable classrooms, a healthy canteen, sports areas and other supporting facilities. Children's active participation in school management is increased, with them playing a role in creating classroom rules and enforcing discipline. Parents are also involved in the child's education process, by providing support and active participation in the development of the child's skills.

Participation by community organizations, the business world and alumni is also sought to support child-friendly madrasa programs. MIT Arroihan Lawang tries to create a positive climate for children's development by involving all stakeholders in the education process. Thus, MIT Arroihan Lawang is determined to provide a holistic and supportive education for every child, taking into account their needs and rights.

In conclusion, the implementation of Madrasah Ramah Anak (MRA) at MI Almaarif 02 Singosari and MIT Arroihan Lawang shows commitment and success in creating an educational environment that is safe, comfortable and supports children's optimal development. These two madrasas comply with the provisions of PPPA Ministerial Regulation Number 8 of 2014 concerning Madrasah Ramah Anak (SRA/MRA) Policy, which includes important aspects such as child-friendly approaches, educational curriculum, teacher readiness, facilities/infrastructure, child participation, and collaboration with various parties.

MI Almaarif 02 Singosari, after being declared a Child-Friendly Madrasah in 2019, showed serious determination to create an educational climate that supports children. This commitment is reflected in the presence of school facilities and systems that meet child-friendly standards, such as safe offices, adequate classrooms, and other supervised facilities. Teachers and teaching staff are involved in child rights training programs and child-friendly madrasa programs, emphasizing awareness of the importance of protecting children's rights. Open communication with children, involving them in planning classroom rules, also demonstrates a participatory and inclusive approach.

On the other hand, MIT Arroihan Lawang has declared itself a Child-Friendly Madrasah in 2020 by confirming its citizens' commitment to maintaining a child-friendly educational environment. The declaration ceremony is an important moment to convey positive values, such as respecting fellow students, rejecting bullying, rejecting violence and supporting a conducive madrasah atmosphere. The Tahfidz program, support services for students with special needs, as well as a fun learning approach show attention to the positive growth of children. Children's involvement in decision making and making classroom rules is a practice that encourages their active participation in the educational process.

These two madrasas demonstrate the active role of parents, the community, the business world and alumni in supporting the successful implementation of MRA. Good participation from various parties, both in office development, outreach, correspondence, and collaboration with regional institutions, police, military, and the business world, is the main key in creating a child-friendly school/madrasah environment.

Overall, MI Almaarif 02 Singosari and MIT Arroihan Lawang provide positive examples of how madrasas can become safe and supportive educational institutions, involving the entire educational community and society in creating an environment conducive to children's optimal development. Through the implementation of MRA, both of them not only comply with existing rules and regulations, but also show real enthusiasm for protecting and empowering the younger generation.

The Role of the Madrasah Head in Efforts to Prevent Immoral Acts from Teachers Against Students at MI Almaarif 02 Singosari

In his central role, the madrasa head has a very complex and varied task in creating a child-friendly school/madrasah, especially in efforts to prevent immoral acts by teachers towards students. According to Mulyasa, the head of a madrasah has a very important role, not only as a leader but also as an educator, manager, administrator, innovator, motivator, supervisor and inspirer. (Mulyasa, 2013) The next explanation will describe in more detail how the madrasa head at MI Almaarif 02 Singosari carries out his role in these various dimensions.

As an educator, the head of the madrasa at MI Almaarif 02 Singosari plays a major role in directing educators, training staff and students, as well as establishing an appropriate educational model. Creating a beneficial school environment requires the cooperation of the entire school community, showing that this is not only the responsibility of the madrasa head, but also the entire educational community. Concrete steps taken involve anti-violence training for educators, emphasis on a culture of not shaking hands between members of the opposite sex, and routine training for the prevention of immoral acts.

As a manager, the madrasa head is tasked with planning, managing, evaluating and making decisions regarding training and management. Coordination of education and training activities with teachers, students and other stakeholders is carried out through socialization of child-friendly madrasa programs. Evaluation of cases that occur in madrasahs is part of the duties of the madrasah head. This reflects its responsibility to maintain the sustainability and effectiveness of the madrasa h program.

As an administrator, the head of the madrasah at MI Almaarif 02 Singosari is involved in managerial administrative activities, such as recording, collecting and reporting madrasah

programs. This aims to ensure the adequacy and effectiveness of administration to support madrasah efficiency. Supervision of madrasa head regulations regarding teacher codes of ethics, integrity pacts signed by teachers, and documentation of madrasa programs are concrete steps to prevent immoral acts.

As an innovator, the head of the madrasa at MI Almaarif 02 Singosari became a pioneer in making changes and reforms. Through declaring it a child-friendly madrasa, improving infrastructure, and replicating other successful madrasa models, the madrasa head has shown innovative efforts in creating an environment that is safe and free from violence. This reflects the madrasa head's commitment to continuing to develop thought patterns and practices that support the goal of child-friendly madrasahs.

As inspiration, madrasa heads provide support and motivation to teachers and staff. Involving them in activities that encourage enthusiasm and never give up in creating a child-friendly madrasa is the madrasa head's strategy to provide positive inspiration. Inclusive and empowering leadership creates an environment where every individual feels valued and contributes.

As a manager/boss, the madrasa head supervises teacher performance and learning to ensure it meets quality standards. Direct visits to each class, advice, and learning simulations are real actions in supervision and management. Madrasah heads have a proactive role in ensuring the continuity of the quality of education in madrasahs.

As a leader, the madrasa head has a big responsibility to ensure understanding of the school's goals, provide assistance, provide facilities, and provide direction so that each element of the madrasa can contribute to achieving common goals. The success of the madrasah in realizing its vision and mission is aligned with the effective leadership of the madrasah head.

Overall, the head of the madrasa at MI Almaarif 02 Singosari has demonstrated a comprehensive role and obligation in preventing immoral acts and creating a child-friendly madrasa through educational, managerial, administrative, innovative, inspirational and leadership approaches. Concrete steps taken include training, signing an integrity pact, declaring it a child-friendly madrasa, and continuous efforts to improve a safe and positive learning environment. This success shows that madrasa heads play a central role in shaping a school culture that supports children's positive development.

The Role of Madrasah Heads in Efforts to Prevent Immoral Acts from Teachers Against Students at MIT Arroihan Lawang

Madrasah heads play a crucial role in realizing the vision of child-friendly schools/madrasahs, with special emphasis on efforts to prevent immoral acts that may be committed by teachers against students. According to Mulyasa, madrasa principals play a multifaceted role, including functions as educators, managers, administrators, innovators, motivators, supervisors and leaders. (Mulyasa, 2013).

As an educator, the head of the madrasa at MIT Arroihan Lawang not only has the responsibility to direct educators, train staff and students, but also to establish an educational model that supports the principles of child-friendly madrasahs. Madrasah principals encourage collaboration and family relationships among all school members as an essential step, considering it not just an obligation, but the main foundation in creating a safe and supportive educational environment.

As a manager, the head of the madrasa at MIT Arroihan Lawang is tasked with drawing up plans, carrying out management, coordinating activities, and supervising the organization, students, staff, framework, and allocation of funds. Efforts are also being made so that teachers can easily participate in education and training activities, especially those related to anti-violence MRA, as part of steps to create a conducive and safe learning environment.

As an administrator, the madrasa head plays a role in managerial administration activities, including recording, collecting and reporting on madrasa programs. At MIT Arroihan Lawang, various administrative activities are carried out, such as organizational education planning, archival administration, and financial management. The implementation of clearly documented rules and regulations is a concrete step to prevent immoral acts, with transparent reporting procedures.

As an innovator, MIT madrasa head Arroihan Lawang played a key role in bringing about change and reform. By declaring it a child-friendly madrasa, improving infrastructure, and developing tahfidz and inclusion programs, the madrasa head has demonstrated innovative efforts to create a safe, inclusive and violence-free environment.

As a motivator, the head of the madrasah provides support and inspiration to staff, especially in achieving national level achievements, such as the 2021 madrasah award. This support is appreciated as a way of maintaining enthusiasm in achieving the goal of a child-friendly madrasah that is free from violence, including sexual violence.

As supervisor/supervisor, the head of MIT madrasah Arroihan Lawang directly supervises by visiting each class, providing advice, and involving teachers in educational recreation activities. A regularly scheduled consultation and supervision process is implemented to ensure that learning is implemented in accordance with quality standards.

As a leader, the madrasa head is responsible for ensuring understanding of the school's goals, providing assistance, and creating a positive atmosphere. By providing direction, offering assistance, and understanding the inspiration for each element of the madrasa, the madrasa head demonstrates effective leadership strategies in achieving common goals.

Overall, MIT madrasah head Arroihan Lawang has played a broad and crucial role in making the madrasah child-friendly and preventing immoral acts. Concrete steps taken include holding workshops, declaring it a child-friendly madrasa, implementing regulations for teachers and students, appointing anti-bullying ambassadors and discipline ambassadors, supervising teacher performance, improving infrastructure, implementing tahfidz and inclusion programs, and providing ongoing support to staff and teachers. All of this together creates a safe, educational, and positive learning environment for students.

In conclusion, the role of the madrasa head at MI Almaarif 02 Singosari and MIT Arroihan Lawang is very crucial in creating child-friendly schools/madrasas and preventing immoral acts by teachers towards students. Madrasah principals have multifaceted responsibilities, including roles as educators, managers, administrators, innovators, motivators, supervisors and leaders.

As an educator, the madrasa head plays a role in directing educators, training staff and students, and establishing educational models. Implementation of anti-violence training programs for educators, emphasis on a culture of not shaking hands between members of the opposite sex, and regular coaching are important strategies to prevent immoral acts.

As a manager, the madrasa head plans, manages and makes decisions regarding management and training. Coordinating education and training activities by involving teachers, students and other stakeholders through the socialization of child-friendly madrasa programs is a key step in creating safe schools.

As an administrator, the madrasa head is responsible for managerial administrative activities, including recording, collecting and reporting madrasa programs. Monitoring teachers' codes of ethics, integrity pacts and madrasa program documentation are concrete steps in preventing immoral acts.

As innovators, madrasa heads are pioneers in making changes and reforms, such as declaring them child-friendly madrasas, improving infrastructure, and replicating other successful madrasa models.

As a motivator, the madrasa head provides support and inspiration to staff, especially in achieving national or local level achievements. This support maintains the enthusiasm for creating child-friendly and violence-free madrasas.

As a supervisor, the madrasa head supervises teacher performance and learning to ensure quality standards are met. Direct visits to classes, advice, and learning simulations become real actions in supervision and management.

As a leader, the madrasah principal has a big responsibility to ensure understanding of the school's goals, provide assistance, and create a positive atmosphere. Providing direction, offering assistance, and understanding the inspiration for each element of the madrasah are leadership strategies that are implemented.

Overall, the two heads of madrasahs at MI Almaarif 02 Singosari and MIT Arroihan Lawang have played extensive and crucial roles in creating child-friendly madrasahs and preventing immoral acts. Through concrete steps such as training, signing an integrity pact, declaring it a child-friendly madrasah, as well as continuous support to staff and teachers, they have succeeded in creating a safe and positive learning environment for children.

CONCLUSION

The implementation of Child Friendly Schools/Madrasahs at MI Almaarif 02 Singosari and MIT Arroihan Lawang has been implemented well. This is proven by the fulfillment of six indicators in implementing Child-Friendly Madrasahs such as policies related to MRA, implementation of learning processes (curriculum) according to MRA, educators and educational staff, school infrastructure, child participation, parent participation, community institutions, business world, stakeholders, and alumni in realizing MRA. In an effort to meet MRA standards, MI Almaarif 02 Singosari and MIT Arroihan Lawang continue to improve so that they are expected to create a safe and comfortable madrasah for students and madrasah residents. The role of the madrasah heads of both MI Almaarif 02 Singosari and MIT Arroihan Lawang has been carried out well. Judging from the seven roles of madrasah heads which consist of the role of madrasah heads as educators, managers, administrators, innovators, motivators, supervisors and leaders, the two madrasah heads have carried out their roles well, especially regarding efforts to prevent immoral acts by teachers against their students. This is evidenced by the self-declaration of being a child-friendly madrasah, the existence of training activities or workshops provided to teachers regarding MRA, coaching and regular teacher meetings discussing programs at the madrasah, especially the MRA program, the publication of regulations at the madrasah that regulate teacher behavior. and students and their consequences, the existence of madrasah head regulations regarding the teacher's code of ethics and also the signing of an integrity pact at the beginning of the school year, holding recitations and yasin tahlil activities every month to improve teachers' religious attitudes, implementing school

programs or activities that support the MRA program, continuous improvement continuously regarding infrastructure and also holding supervision or teacher performance assessments to monitor teacher performance.

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