The Succesful of Student Well-Being Development Through Child-Friendly School Programs

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A B S T R A K

Pergeseran paradigma dalam dunia pendidikan telah merangsang munculnya isu-isu baru tentang fokus pendidikan, termasuk tentang kesejahteraan siswa. Kesejahteraan siswa di sekolah akan berdampak besar bagi kesuksesan mereka secara akademik, sosial-emosional maupun perkembangan kesehatan mereka. Salah satu upaya meningkatkan kesejahteraan siswa di sekolah adalah program sekolah ramah anak. Penelitian ini bertujuan untuk menganalisis keberhasilan sekolah ramah anak dalam mengembangkan kesejahteraan siswa. Dengan menggunakan metode observasi dan wawancara pada kepala sekolah, wakil kepala sekolah, guru dan staf akademik di salah satu sekolah dasar. Data di analisis dengan menggunakan teknik analisis tema. Hasil penelitian ini menunjukkan bahwa model sekolah yang mampu mengembangkan kesejahteraan siswa adalah sekolah yang dalam proses penyelenggaraannya terdapat pola pembelajaran yang berpihak pada siswa, pola relasi sosial yang humanis diantara warga sekolah, serta dukungan lingkungan dan infrastruktur yang ramah terhadap siswa. Hasil penelitian ini berimplikasi bahwa kebijakan dalam praktik pendidikan harus mampu mendung pada penyelenggaraan sekolah ramah anak yang ternyata dapat menjadi solusi dalam mengembangkan kesejahteraan siswa.

A B S T R A C T

The paradigm shift in education has stimulated the emergence of new issues regarding the focus of education, including student wellbeing. The well-being of students at school will have a significant impact on their academic success and socio-emotional and health development. One of the efforts to improve student welfare is the child-friendly school program. This study aims to analyze the success of child-friendly schools in developing student welfare by using the method of observation and interviews with principals, vice-principals, teachers, and academic staff in one of the elementary schools. The data were analyzed using theme analysis techniques. The results of this study indicate that a school model that can develop student welfare is a school that, in the process of its implementation, there is a learning pattern that favors students, a pattern of humanistic social relations among school residents, as well as environmental support and infrastructure that is friendly to students. This study implies that policies in educational practice must be able to cloud the implementation of child-friendly schools, which can be a solution to developing student wellbeing.

1. INTRODUCTION

Education, which has only paid attention to the cognitive and intellectual dimensions, has changed. Other dimensions such as psychological well-being are now an essential part of the attention for the success of education. Education as a means to develop interests and talents following students' potential is not always a fun learning space because it also creates psychological pressure and burden (Kalkan & Dağlı, 2021; Muchsini & Siswandari, 2020). The Indonesian Child Protection Commission reported as many as 1,463 children being expelled as victims of school policies. The data shows that schools have not been friendly to children. Students will learn comfortably and safely in a child-friendly school (Aziz et al., 2020; Thomas, 2018). There are three trends in studies on the development of student welfare, whether conducted in child-friendly schools or regular schools. First, a study that focuses on the development of student welfare is carried out by teachers in classroom learning practices (Äärelä et al., 2018; Virtanen, 2019). The second is a study on the development of student welfare through the creation of a conducive school climate (Hughes, 2019; Yang, 2018). Third, a study that focuses on the cooperation of schools and parents in educational practice (Bang, 2018; Lozančić et al., 2019) This article explains the three studies to develop student welfare in child-friendly schools.

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Recently, the World Health Organization (WHO) has promoted mental health, sometimes called well-being, as an integral part of educational processes because it is believed there is no successful education without well-being. At the international level, awareness of health or well-being promotion in schools has become a significant World Health Organization (WHO) program. According to this organization, the definition of health is healthy physically, mentally, socially, and emotionally, not just avoiding someone from the disease (Coll-Seck, 2019; Oladapo, 2018). There are three reasons why students' well-being becomes a vital education agenda in school in the education context. First, there are many social and emotional problems related to the student's social and emotional difficulties (Park, 2020; Salle, 2018). Second, the teacher has an essential role in making students socially and emotionally prosperous in school (Aziz et al., 2021; Mairitsch, 2021). Third, Academic achievement can be increased if the school can improve the student's social and emotional well-being in school (Poots, 2020; Rodríguez, 2020). These three reasons show how important the development of student welfare is in the practice of education in schools.

In policy and academic literature, mental well-being is often used interchangeably with positive mental health. Historically the understanding of what constitutes well-being has been a very long and lively debate, primarily focusing on two views: hedonic and eudemonic. Hedonic well-being is concerned mainly with the following states of pleasure and happiness and eudemonic with the actualization of human potential. The hedonic tradition embodies human concerns with maximizing the amount or duration of positive or pleasant feelings while minimizing the amount of time of harmful or unpleasant feelings. The eudemonic is the tradition of eudemonia that animates human concerns with developing nascent abilities and capacities toward becoming a more fully functioning person and citizen (Pulimeno, 2020; Strelhow et al., 2020). So far, research on student well-being in Indonesia has been mainly studied by applying the concept of child-friendly schools. Research examining child-friendly schools for elementary school students found that activities are implemented humanely. All students are treated without discrimination, involved teachers actively and innovatively, created a safe and comfortable learning environment, and included students actively and creatively in the learning process (Akmaliyah, 2021; Hajaroh, 2020). Some of the results of these studies indicate that child-friendly schools are a solution in efforts to develop student welfare in schools.

However, the research found that child-friendly schools in pilot schools were not appropriately implemented because they faced many obstacles such as physical violence perpetrated by teachers and students, lack of control from parents, a less conducive environment, which caused children to face legal problems (Fitriani, 2021; Syafrudie, 2021). Similar research found that the supporting factors for implementing child-friendly schools were the support from various parties and the school's commitment to implementing the program. In contrast, the inhibiting factor was limited financial resources to meet children's needs adequately, facilities, and infrastructure. Infrastructure that is not friendly to children with special needs and an unhealthy school environment endangers children's health (Schwab, 2020; Vinuela-Navarro, 2019). From some of the findings above, studies on student well-being with the application of the concept of child-friendly schools in Indonesia are inconsistent because they do not have a solid conceptual footing. School well-being conceptualizes as a four-dimensional phenomenon, namely school conditions (having), social relations (loving), self-fulfillment (being), and health status. School conditions (having) include the physical environment, the environment around the school, and the environment within the school. The working environment is safe, comfortable, ventilation and temperature. Social relations (loving) refer to the social learning environment, student-teacher relations, relations with schoolmates, group dynamics, bullying, cooperation between school and home, decision making in schools, and the atmosphere of the whole school organization. The means of self-fulfillment include each student's possibility to learn according to his resources and abilities. Every aspect of well-being contains several aspects of student life at school. Health means a student's physical health condition (Hou, 2021; Konu & Rimpella, 2002).

School climate and learning climate affect the well-being of students' presence and satisfaction in school. Relationships and atmosphere promote one's resources in society and increase school achievement (Doll, 2021; Flores-Verduzco, 2020). In the school well-being model, the relationship between school and home is social relations. Furthermore, the school's relationship with the Institute and the surrounding community is meaningful (relations with social affairs and the health care system). Student-teacher relationships have an important role in well-being in schools. Teacher affiliation is part of the school climate. It means teachers feel comfortable with each other, their work, and their students and are committed to students' well-being (Miller, 2019; Turner & Teilking, 2019).

This study aims to reveal the success of child-friendly schools in ensuring the well-being of students. In line with these objectives, three questions were formulated: What is the learning program in child-friendly schools; How is the design of social relationships built between school members; how are the environment and school facilities supporting the development of student well-being. The answers to these questions may serve as the basis for determining various policies to foster and build student well-being at

the basic education level through child-friendly schools. This study argues that schools that prioritize student welfare in Indonesia are identical to child-friendly schools. Three characteristics that characterize child-friendly schools are: First, schools whose learning patterns pay attention to the needs of students. Second is the pattern of humanist social relations among school members. Third, support for a child-friendly environment or infrastructure. These three arguments form the basis for writing articles on the development of student welfare through child-friendly school programs at the basic education level.

2. METHOD

Following the research objectives, the approach used in this research is qualitative research, a case study type. The qualitative type was chosen because the researcher aims to describe the process of child-friendly education in developing student well-being in schools. The research location is the elementary school in East Java, Indonesia. The educational process in these schools is by optimally developing all the potential intelligence of students. There are three kinds of data explored in this study: First, data on learning programs that favor students, using data on the implementation of having aspects in schools. Second, the design of humane social relations among school members, using data about the performance of the loving element in schools. Third, support a social environment and infrastructure, using data on implementing aspects of being in schools. The research was carried out in conditions of the COVID-19 pandemic so that researchers carried out the process of fulfilling the health protocol.

This study used five persons as informants: the principal, vice-principal, two teachers, and academic staff. Data related to school policies were obtained from the principal, while data related to the learning process in the classroom and outside the school was obtained from the vice-principal, teachers, and academic staff. The selection of the five informants was based on the assumption that they were the people who knew best about the process of child-friendly school education. Research data were collected through observation, interviews, and documentation. Observations were made to observe the condition of the physical environment and the availability of facilities and infrastructure owned by the school. Interviews were conducted with research informants to complete and confirm the data obtained when conducting observations. Documentation is carried out to obtain supporting data for research. The three types of data collection techniques focus on getting data on learning patterns in schools, communication patterns between school members, and support for infrastructure owned by schools in developing student well-being. The data collection process uses triangulation techniques on data sources, data collection methods, and the theory used.

Data analysis was carried out using techniques developed in qualitative research. The analysis process is followed by data reduction, presentation, and verification. In data reduction activities, there are several steps, namely summarizing all data, coding the data, classifying data, making reflective notes, making marginal notes by providing substantial comments, storing data, and theorizing data by developing researchers' opinions. At the data presentation stage, the data from the previous reduction is presented in an organized manner, arranged in a specific relationship pattern. The authors draw conclusions based on the data obtained at the data verification stage. Some stages of each step may be flexibly and even simultaneously done to reflect the case study.

3. RESULT AND DISCUSSION

Result

This section describes three essential findings related to the success of child-friendly schools in developing student well-being. The three findings are learning patterns that favor students, humanistic social relations between parties, and support for a social environment/infrastructure. Discussion of the results is carried out after presenting each research finding.

Student-friendly learning program

This section discusses two crucial findings related to learning programs in child-friendly schools. The first finding examines the instructional learning process carried out in the classroom. The second finding differs extracurricular activities carried out outside of learning. The two results are shown in Table 1 and Table 2.

Table 1. Instructional Based Learning Activities

No	Statement	Coding
1	This school is a child-friendly school. Therefore, the learning pattern used in this school is learning-oriented to the needs of children so that children feel	Child-friendly orientations

No	Statement	Coding
	comfortable studying at school. Learning aims to develop students' cognitive, affective, and psychomotor abilities. The learning process tries to make students comfortable, enthusiastic, and involved so that the learning material can be understood satisfactorily in school (Subject 1, principal).	
2	The learning materials delivered are generally taught materials such as mathematics, English, and Indonesian. In addition, we also teach religious material. The subject matter also pays attention to students with special needs (Subject 2, vice-principal).	Attention for a student with special need
3	The method used is a learning method oriented to student intelligence by the theory of multiple intelligences. We believe that every student is intelligent in a specific field. Therefore, several lessons are given in groups. Each group is adjusted to the type of student intelligence. (Subject 3, teacher).	Attention to student's multiple intelligences
4	The learning assessment method follows the usual model implemented in various schools. However, this school evaluation also uses an authentic evaluation model. In addition, this school does not group students based on ability (Subject 3, teacher).	Using the authentic evaluations

Table 1 explains that there are four characteristics of a child-friendly school, namely 1) the learning process is carried out to develop cognitive, affective, and psychomotor abilities, which are marked by the achievement of learning mastery standards, high levels of student enthusiasm for learning, and the formation of skills as the result of learning. 2) learning materials are adapted to the needs and abilities of students, which are characterized by attention to students with special needs. 3). Learning uses a method based on student characteristics characterized by multiple intelligences approaches and contextual teaching and learning strategies. And 4) evaluations based on student needs characterized by authentic assessments.

Table 2. Extracurricular Based Learning Activities

No	Statement	Coding
1	Many extracurricular activities are carried out, all of which are oriented towards strengthening school literacy programs and following child-friendly school guidelines (Subject 1, principal).	Literacy program
2	The extracurricular programs are school health efforts and activities to love food, vegetables, and fish. This activity aims to make students physically fit (Subject 2, vice-principal).	Physical health
3	Extracurricular activities that aim to develop a sense of nationalism include scouts, school police, love of the earth, and the Adiwiyata program (Subject 4, teacher).	Nationalism
4	Extracurricular activities to develop students' potential in the arts include drum band activities, dance, and painting. (Subject 4, teacher).	Art
5	Activities to develop students' spiritual potential include reading the Koran program, celebrating religious holidays, praying together, and praying Duha in the congregation (Subject 4, teacher).	Spirituality

Table 2 shows the five findings related to extracurricular activities with student well-being development. The five findings are aspects of academics, physical health, arts and culture, nationalism, and spirituality. Extracurricular activities aim to develop student potential, including development in academic aspects, artistic and cultural potential, development of nationalism and love of nature, spiritual growth, designing physical health, and various sports activities for students. This extracurricular-based learning activity includes multiple programs.

The humanist pattern of social relationships among school members
This section discusses significant findings related to the practice of social relations built-in child-friendly schools. The social relationship in question is between school members such as leaders, teachers, academic staff, students, and parents. The findings are shown in Table 3.

Table 3. The Social Relation Among School Members

No	Statement	Coding
1	The social relationship developed between various schools and students is a relationship of mutual respect and love. The activities carried out were greeting when meeting, shaking hands between students, being polite in behavior, smiling when passing by, and trying to help if someone needed it. (Subject 2, vice-principal)	Respect and love
2	The social relationships among students are relationships built based on mutual respect, love for each other, helping each other, and respect for each other. The activities to develop the above objectives are group study, play, and study tour (Subject 4, teacher).	Respect and love
3	The social relationship built between the school and the parents is a relationship that needs each other and helps each other. Home visits and parenting days are among the school activities to build these relationships (Subject 4, teacher).	Home visit and parenting days program

Table 3 explains that the success of schools in the well-being of students is supported by a pattern of humanistic social relations between parties, which is indicated by the existence of good relationships between teachers and students, staff and students, students and students, and teachers and parents. A good relationship between teachers and students includes concern for the needs of students, as evidenced by the teacher's attention in the form of home visits outside school time. Some forms of relationship patterns between school members can be seen in Figure 1 and Figure 2.

Figure 1. Greeting student to teacher

Figure 2. Relations among students in school

Figure 1 shows that teachers and academic staff welcome and greet students in front of the school. Activities like this are routinely carried out every day before the learning process. Figure 2 shows that students help each other in doing assignments. They respect and appreciate each other so that there are no cases of bullying at the school.

Supporting for environment and facilities

This section discusses the third finding supporting the physical environment and infrastructure in developing student welfare in schools. The results are shown in Table 4.

Tabel 4. School Environmental Support

No	Statement	Coding
1	Classrooms that are owned follow the needs of students. Each room has had learning equipment such as chairs, tables, blackboards, cabinets, and computers. The number of students in one room is only 20 people, so it is ideal for the learning process (Subject 3, teacher).	Ideal classroom
2	Other school equipment to support the modern learning process includes internet facilities for all school members. Especially for students, their use is under teacher monitoring (Subject 5, academic staff).	Internet facilities

No	Statement	Coding
3	The physical environment is complete, starting from a large and beautiful garden, swimming pool, sports field, mosque, toilet, canteen, library, and a full laboratory (Subject 5, academic staff).	Physical environment

Table 4 explains that supporting a social environment and infrastructure is indicated by adequate classrooms, information technology equipment, open spaces, canteens, toilets, prayer rooms, and libraries. A good classroom is characterized by fulfilling safe and comfortable standards for students and supporting effective interactions between teacher-students. Likewise, adequate information technology equipment is characterized by information technology-based learning media following the curriculum, providing learning opportunities, and access to information online.

Figure 3. The classroom

Figure 4. Park and swimming pool

Figure 3 shows the classroom atmosphere owned by the school, while Figure 4 shows the swimming pool and garden facilities owned by the school. Meanwhile, open space is characterized by a garden and playroom that is safe and comfortable for children. In addition, the canteen is characterized by the presence of a clean place and healthy food that meets nutritional standards and adequate toilets characterized by the availability of clean, sufficient, and odorless water. Another no less important room is the prayer room, characterized by a clean and comfortable prayer room. Finally, an adequate library space supports academic activities described by a good collection of books. Table 4 clarifies the findings from interviews with the teacher and academic staff.

Discussion

The findings show that schools apply a pattern of humanistic relationships between schools and various parties, including parents. These results align with several studies that show that student welfare in schools must involve humanistic practices of social relations. The relationship of affection and mutual respect between teachers and students is carried out with kinship, relationships between fellow students who are close and who love each other. In addition, the relationship between teachers and parents is carried out in a familial and mutually supportive manner (Aouad & Bento, 2020; Halladay, 2020). The results of this study are in line with research that found that social support is a child's need. Children need support such as approval, self-esteem, and help from people who have meaning for themselves (Poots, 2020; Ulmanen, 2022). Students who are physically and mentally prosperous will have exemplary achievements and be able to adapt and make social adjustments in their environment well.

The data shows that the school has implemented a student-friendly learning pattern by adopting student-centered learning. Student-centered learning is active, independent learning, and ultimately students are responsible for their education. In principle, student-centered learning has related ideas, namely: (a) knowledge is built by students through active involvement in the learning process; (b) building a knowledge system that is instrumental for the development of knowledge and skills through the transfer of knowledge between students and teachers; (c) the knowledge that is built is more accessible (Adiningrum, 2021; Asimakopoulos, 2021). Thus, it can be further explained that student-centered learning is a learning approach in which students generate learning opportunities and reconstruct knowledge dynamically in an open learning environment. However, schools still provide complete control over this learning pattern. The primary purpose of learning is to explore and increase students' potential, not to equip them with curricula and rules that hinder the development of student potential. Student welfare will be achieved by implementing learning that favors meeting student needs and developing their potential. The application of familiar learning patterns has caused students not to be burdened and not pressured by the

learning process at school and has even increased students' enthusiasm to excel academically and non-academically (Pada, 2021; Syafrudie, 2021). Student academic success will help students improve feelings of happiness and self-esteem

Student welfare will be fulfilled if school welfare is created. School welfare is a psychological climate in schools that provides school members a sense of comfort and happiness, especially students. Students feel prosperous, happy, and enthusiastic about participating in the learning process and feel at home and comfortable participating in teaching and learning activities organized by the school (Anderson, 2022; Dyg, 2018). Thus, school welfare will be able to make children involved in school educational activities and will be an essential factor for students' academic success (McCree, 2018; Rodríguez, 2020). In the context of the development of welfare in schools, school welfare can be created when there is harmony between the school atmosphere, school social relations, personal fulfillment and the presence of physical health, Based on the findings, environmentally friendly support includes adequate classrooms, equipment, information technology, open spaces, canteens, toilets, prayer rooms, and libraries. It is in line with the statement that student welfare and infrastructure support are needed, including environmental management, space for educators and students, length and playgrounds, and even adequate health rooms (Cobanoglu et al., 2018; Virtanen, 2019). The condition of the school (having) includes the physical environment, the environment around the school, and the environment within the school related to the welfare of students in learning activities.

Research related to the role of the school environment on educational outcomes and student development was carried out and found that there was a role for school welfare in academic involvement but not academic achievement. The research found that self-esteem and school welfare play a role in student resilience. It means that in building strength, the part of self-esteem and school welfare is needed simultaneously (Hansen, 2018; Venkatramanan & Shah, 2019). Based on the results of the literature review presented, it can be explained that research on child-friendly school models has differences in terms of research objectives and research methods from previous studies. The research found a relation between the function of educational facilities and infrastructure in supporting the learning process and academic outcome. It is necessary to improve their utilization and management to achieve the expected goals effectively. Several studies have shown that facilities and infrastructure positively affect academic success and well-being (Aldridge, 2018; Tiplady, 2021). These findings necessitate that the fulfillment of facilities and infrastructure is essential to meet the needs of students as subjects as well as objects in education. There are two limitations contained in this study. First, the focus of this research study is limited to the success stories of schools in implementing child-friendly learning processes. Another study that has not been studied in depth is the study of various challenges of becoming a quality school. In addition, efforts to reform and improve the school curriculum in responding to the demands and needs of children are crucial to be studied more deeply. Second, this research process was carried out during the COVID-19 pandemic, which requires discipline in carrying out health procedures. This condition resulted in some difficulties in obtaining data directly. These two limitations are essential aspects to be refined in further research.

4. CONCLUSION

The success of child-friendly schools in developing student welfare is not only due to the completeness of the facilities owned by the school, and the sophisticated curriculum used in learning, but more to the commitment of all school members to be involved in the success of the program. Problems that arise are handled jointly by the school, parents, and the community to develop student welfare. Thus, cooperation between various parties in the implementation of learning in child-friendly schools is the key to educational success. The study's findings necessitate developing child-friendly school education programs in schools as an alternative to developing children's welfare in schools. The child-friendly school model is an educational program that prioritizes a student-centered learning process, respectful and supportive social interactions, and adequate infrastructure support. Policyholders and education implementers should pay attention to these aspects in every child-friendly education program. This study has three significant findings which should be considered in any child-friendly school program.

5. ACKNOWLEDGMENT

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