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THE URGENCY OF CHILD FRIENDLY SCHOOLS (CFS) IN ARABIC LANGUAGE LEARNING IN MADRASAH (ISLAMIC SCHOOL)

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Abstract. Child-friendly school (CFS) is important in Arabic language learning because it creates a madrasah environment that supports learners' physical, emotional, social, and cognitive development, motivates, enables effective learning, and develops their creativity. This study aims to find out the importance of the concept of a child-friendly school for teachers and learners in Arabic language learning in madrasas. This study uses library research. The results of this study show that CFS helps Arabic language teachers develop their teaching strategies for creating more enjoyable Arabic language learning and helps teachers instill character education and inclusive education with the principle of equality. And CFS helps learners develop their own creativity so that they are more motivated to learn Arabic and develop their social skills.

Keywords: *Arabic language; child-friendly school (CFS); child protection*

A. INTRODUCTION

Indonesia's commitment to guaranteeing and protecting children's rights has been reflected in various measures and regulations that have been adopted. These include the 1945 Constitution which guarantees children's rights, such as the right to education, health, protection from violence, and protection from discrimination. In addition, Indonesia has ratified the United Nations Convention on the Rights of the Child (UNCRC) and developed policies and programs that support children's rights. Concrete actions such as the establishment of child-friendly schools (CFS) and various child protection programs reflect this commitment. The government has also worked closely with international agencies and non-governmental organizations to enhance child protection and improve the quality of life of children across the country. While challenges remain, Indonesia's commitment continues to ensure that children's rights and protection are prioritized in an effort to create a better future for generations to come.

Child protection is an integral part of efforts to improve children's welfare. However, in reality, children still often face violations of their rights, including acts of violence. It is important to remember that children are not objects that can be treated as adults around them, especially

parents, wish. Inappropriate treatment of children can have a long-term impact on their future personality development. (Efianingrum, 2016)

Violence in education encompasses behaviors that violate educational ethics and regulations, including physical acts and abuse of individual rights. Perpetrators of violence can come from the school environment, the family environment, and the general community. According to KPAI data for 2021, there were 5,900 cases of violence against children, with 67 percent occurring in elementary schools. In 2018, KPAI recorded various forms of violence in the school environment, such as bullying, brawls, and policies that harm children. The increasing trend of cases of violence against children in education indicates the need for commitment to create a safe educational environment that fulfills children's rights. The 2019 evaluation also revealed that there were still cases of bullying and violence by teachers. KPPPA (2020)

To protect children in all situations, a comprehensive effort is needed from all parties, including children's participation. In the education unit, a child protection policy is adopted as part of the *child-friendly school* (CFS) program. CFS aims to ensure that educational institutions can develop children's potential, prepare them to live within a framework of tolerance and mutual respect, and contribute to peace and common progress.

The child-friendly school policy initiated by UNICEF in 2006 by publishing a manual for the development of CFS shows a serious concern for the comfort of schools, which is absolutely necessary for children. With a comfortable school, children will prefer to be at school with activities that can encourage them to improve their learning achievement. The CFS supported by UNICEF is inclusive in nature. The variables associated with the concept of child-friendly schools can be adapted into indicators that fit local cultural values and characteristics, tailored to the needs and realities of each country. This can be seen from examples of CFS implementation in countries such as Nigeria, Thailand, China, and the Philippines. In these countries, CFS has been adopted as an educational policy that integrates these values into educational practices, and the same is happening in Indonesia (Supeni et al., 2021). Egypt has also implemented a CFS policy, especially in primary education (Hannan, 2020). In general, the implementation of CFS in these countries deprives children of the opportunity to receive a decent, safe, and friendly education to develop their potential. (Assalamuni, 2012)

The Ministry of Religious Affairs in 2022 has issued guidelines related to the implementation of child-friendly education in madrasah as part of the *Child Friendly School* (CFS) Program. CFS aims to be an institution that understands and respects children's rights, such as the right to education, health, play, and protection from violence and abuse, as well as the right to express opinions and participate in decision-making according to their abilities. Schools are also expected to teach responsibility by respecting the rights of others, appreciating diversity, and resolving conflicts without violence. The CFS preparation process includes socialization, policy, consultation, the formation of an implementation team, and the expansion of educational facilities with the support of all relevant parties. The active participation of children as learners is the key to the success of CFS, so their involvement in every stage of preparation is very important. Educators and education personnel are expected to be able to provide a learning environment that supports learner behavior. (Utami et al., 2021).

Child-friendly school (CFS) is an approach to education that focuses on fulfilling children's rights, protecting them from violence and discrimination, and encouraging children's participation in planning, policy, learning, and complaints. (KPPPA, 2020) CFS is a madrasah program that actively and responsibly safeguards children's rights in all aspects of their lives. Its main principles are non-discrimination, respect for the right to life, and respect for children's dignity. This approach supports the vision of smart, happy, moral, and noble Indonesian children. (Aqib, 2018)

In addition, CFS also creates an open learning environment and seeks to understand the different potentials of each learner. In this case, teachers provide opportunities for learners to choose activities and play according to their interests, understand learners' psychological development, and encourage learning that is more relevant and oriented to them. This illustrates a commitment to creating an educational environment that supports learners' holistic growth and development. (Farikah, 2016)

CFS can be realized in education and learning with criteria including: 1) the learning process is interactive and non-discriminatory; 2) the learning atmosphere and learning process develop the diversity of characters and potential of students; 3) the atmosphere of the learning process and assessment are carried out without discrimination against students. 4) The learning process is carried out in a way that is fun, loving, and free from discriminatory treatment of students both inside and outside the classroom. 5) Learners become active, 6) Learners are not depressed. (Farikah, 2016)

CFS creates child-friendly learning that is based on the 3 P's (provision, protection, and participation). Provision is the availability of learners' needs, such as love and affection. Protection is the protection of learners from threats, discrimination, punishment, mistreatment, and all forms of harassment and inappropriate policies. While participation is the right of learners to interact, express opinions, ask questions, discuss, and play an active role in the learning atmosphere in the classroom and at school, Freedom of expression, questioning, and participation need to be instilled from an early age, given that this phase is the beginning of individual character building. Unfortunately, in the context of Indonesian education, students often do not get enough space to participate, so they may feel afraid, lack confidence, hesitate, and feel embarrassed. This suggests that efforts are still needed to encourage learners to participate more actively in the learning process. (Aqib, 2018).

Child-friendly learning is suitable for subjects that are assumed to be difficult by students, such as Arabic. Arabic is a subject that is less attractive to students because the characteristics of Arabic writing are different from others; besides that, the grammar is increasingly difficult. And not only that, but currently Arabic is negatively stigmatized as the language of radicalism and terrorism. (Nasarudin et al., 2023). In this case, child-friendly learning is most appropriate for teaching Arabic to learners.

Child-friendly schools are implemented in madrasah education units after the madrasah is legalized by the ministry of religion at the district or city level. The levels of madrasahs that organize CFS start with MI (*madrasah ibtidaiyah*/Islamic primary school), MTs. (*madrasah tsanawiyah*/Islamic junior high school), and MA (*madrasah aliyah*/Islamic high school), both public and private, such as in the city of Mataram, where there are MIN 1 Mataram and MTs N 1 Mataram. Madrasah ibtidaiyah that implements CFS will provide training to all teachers, both class teachers and subject teachers. In learning Arabic, both by classroom teachers and by Arabic teachers, it is very important to understand the concept of CFS because Arabic lessons do not have an affective aspect to be taught directly and become subjects that are always considered difficult and are almost never used as a means of communication both between teachers and students and between students. This study aims to find out the importance of the concept of a child-friendly school for teachers and students in learning Arabic in madrasah.

B. METHODS

This article applies the desk research method, involving data collection, analysis, and interpretation of information from various written sources related to the research topic. Desk research is the first step in research, helping to understand the topic, identify gaps in knowledge,

and establish a theoretical basis. Researchers must have the skills to search, select, and assess relevant literature and be able to analyze and summarize information. This research can be conducted systematically with methods such as content analysis, bibliometrics, or meta-analysis. The results are often used to formulate theoretical frameworks, identify research variables, and build theoretical foundations. (Nasarudin et al., 2023)

C. RESULTS AND DISCUSSION

Child-friendly schooling (CFS) is an approach to education that aims to create a school environment that supports learners' physical, emotional, social, and cognitive development. This approach is very important in Arabic language learning, especially for teachers and learners. Here are some reasons why CFS is important in Arabic language learning.

First, a child-friendly school helps Arabic language teachers develop teaching strategies for creating more enjoyable Arabic language learning

A child-friendly school (CFS) is an approach to education that has a positive impact on Arabic language teaching. It helps Arabic teachers develop teaching strategies that create a more enjoyable learning experience for learners. In developing CFS-based strategies, teachers must maximize everything around them, whether concrete or abstract, including the school environment, learning resources, methods, and learner characteristics.

The madrasah environment that welcomes learners must be friendly and safe for them. All teachers, including Arabic teachers, should be able to create a madrasah environment with a more relaxed classroom atmosphere that supports a fun Arabic learning process so that learners learn with enthusiasm. CFS encourages the use of interactive learning methods that involve learners actively. Arabic teachers can utilize these methods to spark learners' interest in learning Arabic, such as through language games and creative projects.

Arabic language learning can be made more fun by integrating elements of play. Teachers can use games, role plays, and other play activities to make learning more interactive and engaging. On the creative expression aspect, Arabic teachers can provide opportunities for learners to express themselves in Arabic through poetry, stories, drama, or art, which can increase the attractiveness of learning. And encourage the use of interesting and relevant learning resources. Arabic teachers can choose textbooks, audiovisual materials, and other resources that are interesting to learners so that learning becomes more enjoyable. And respect the individual development of learners so that Arabic teachers can identify learners' special needs and interests so that they can design more appropriate and enjoyable teaching.

In this case, Arabic teachers need to apply a differentiated approach that respects learners' needs, interests, and learning profiles so that they can create positive experiences in Arabic learning. This will encourage learners to be more enthusiastic and actively participate in the teaching-learning process. (Nasarudin, 2023) Thus, a *child-friendly school* not only creates a madrasah environment that supports learners' development but also helps Arabic teachers develop teaching strategies that make Arabic learning more enjoyable, motivate learners, and improve learning outcomes.

Second, a child-friendly school helps teachers instill character education

Child-friendly schools (CFS) have a significant role in helping teachers instill character education in learners. This approach focuses not only on academic aspects but also on the holistic development of learners, including the formation of their character, especially since Arabic language learning is not in direct contact with character education except by involving the scientific

approach, where teachers involve things outside of Arabic language learning such as the environment, learning models, and integration.

Teachers and other madrasah components together create a welcoming and safe madrasah environment where moral and ethical values are emphasized. Teachers can utilize this environment to teach learners values such as honesty, cooperation, tolerance, and respect.(Nasarudin et al., 2018). Teachers use collaborative and interactive learning models. Learners are taught to work together, listen to others' perspectives, and understand differences. This helps build character traits such as cooperation and empathy. Teachers can use case studies and moral stories in their teaching to show situations involving moral conflicts. This enables learners to understand the consequences of their decisions and develop an understanding of true character values. Teachers integrate character education into Arabic language subjects. Arabic teachers can teach character values such as patience, honesty, and perseverance through their learning materials. This integration can be done in both intracurricular and extracurricular activities, both at the planning stage and at the implementation stage. (Syahnaidi & Baroroh, 2018)

In addition, Arabic teachers can help learners understand the importance of good communication, cooperation, and positive conflict resolution in Arabic-speaking contexts. Teachers can learn about cultural diversity related to the Arabic language. And teachers instill social awareness by using social issues as opportunities to discuss social values and social responsibility in the context of Arabic. And teachers can model positive behavior for learners. They can demonstrate character values such as integrity, respect, and leadership. Thus, *child-friendly schools* not only create an environment that supports academic development but also play an important role in helping teachers instill character education in learners. This creates graduates who are not only academically smart but also have strong character and are able to contribute positively to society.

Third, child-friendly schools help teachers implement inclusive education with the principle of equality in learning Arabic

CFS also aims to create an inclusive environment where all learners have equal opportunities to learn, including those with special needs. *Child-friendly schools* and inclusive education have a close relationship as both focus on creating an educational environment that is welcoming and supportive of all learners, regardless of background, ability, or special needs. This is important in Arabic language learning so that all learners have equitable access to understanding and using the language. *Child-friendly school* (CFS) is an educational approach that promotes a madrasah environment that is child-friendly and supports the holistic development of learners. One of the things that stands out in CFS is the principle of equality in learning. This is very relevant in the context of inclusive education, especially in Arabic language teaching.

In a school that implements inclusive education with the principle of equality in learning Arabic, CFS has a significant role to play. Arabic teachers in madrasahs find themselves in the midst of an environment that accepts all learners, including those with special educational needs. The principle of equity in learning emphasizes that every learner has an equal right to access and succeed in Arabic language learning. CFS assists teachers in creating equitable and inclusive learning experiences.(Nasarudin & Syafii, 2022) Arabic teachers are required to design learning that is accessible to all learners, taking into account their individual needs. This could include the use of diverse teaching methods, adapted resources, or approaches that take into account different learning styles.

The principle of equality in Arabic language learning also means that teachers should remove barriers and discrimination that may arise. CFS helps teachers understand that every learner has

the same potential and right to learn Arabic without unnecessary restrictions. This can include overcoming stigma, ensuring physical accessibility, and creating an accepting social environment. Thus, *child-friendly schools* assist Arabic language teachers in implementing inclusive education with the principle of equality in Arabic language learning. It creates an inclusive learning environment where all learners feel welcome, have equal opportunities, and can thrive in Arabic without unnecessary barriers. In this kind of environment, Arabic education becomes more enlightening, diverse, and supports the growth of learners from different backgrounds and abilities.

Fourth, a child-friendly school helps learners develop their own creativity so that they are more motivated to learn Arabic

Child-friendly school (CFS) is an educational approach that pays special attention to the development of learners' creativity. In the context of Arabic language learning, CFS plays an important role in helping learners become more motivated and excited about the learning process. One of the key elements of CFS is creating an environment that stimulates creativity. In Arabic language learning, this can be achieved in various ways. Teachers can design tasks that allow learners to think creatively in Arabic. For example, they can assign story-writing, role-playing, or poetry-making tasks in Arabic. This will not only enrich learners' learning experiences but also give them the opportunity to express themselves.

CFS also encourages cooperation and interaction between learners. In Arabic language learning, this means learners can collaborate on speaking, writing, or even understanding the cultural context of Arabic. This can create a more dynamic learning experience and give them opportunities to develop their creativity together. In addition, CFS gives learners autonomy in their learning process. They are given the freedom to explore and develop their interests in Arabic. Teachers act as facilitators and guides who support learners in pursuing their interests and creative ideas in learning Arabic; hence, teachers should cultivate awareness when transforming their learning activities. (Marno & Fitriah, 2022)

When learners feel that they have control over their learning and have space to express themselves through Arabic, they become more motivated. They see learning Arabic no longer as a boring task but as an opportunity to be creative and communicate in a different language. Overall, child-friendly schools that promote learners' creativity in Arabic language learning have a positive impact on their motivation. By providing space for creative expression, encouraging cooperation, and giving autonomy in learning, CFS creates an environment where learning Arabic becomes more meaningful, enjoyable, and motivating. Learners feel more engaged and motivated to explore the world of Arabic with passion.

Fifth. Child-friendly schools help learners develop social skills in learning Arabic

Child-friendly school (CFS) is an educational approach that encourages the holistic development of learners, including their social skills. In the context of Arabic language learning, CFS has an important role in helping learners develop the social skills needed to communicate and interact in Arabic. One important aspect of CFS is creating an environment that supports positive social interactions. In Arabic language learning, this can be achieved through various means. Teachers can organize group activities where learners work together to speak Arabic. This develops their communication skills as well as their ability to listen to and understand others in the context of the language they are learning. (Fauziati, 2016)

Child-friendly schools also encourage cooperation between learners. They are taught to work together to learn Arabic, share knowledge, and support each other. This not only improves social skills but also creates an environment that supports mutual growth. In addition, CFS promotes

social awareness; learners are taught to understand the culture and values associated with the Arabic language. They learn about cultural differences, traditions, and perspectives, which helps them become more sensitive to cultural diversity in Arabic communication. (Nasarudin et al., 2023)

CFS also gives learners the opportunity to participate in social roles and activities in Arabic. This creates a learning experience that focuses on using the language in a real social context. Learners learn how to talk to their peers, interact in groups, and participate in social situations that are in Arabic. *Child-friendly schools* that support the development of learners' social skills in learning Arabic are important. It creates a more dynamic learning environment and supports learners' growth in terms of communication skills, cooperation, and cultural understanding. Learners who learn in such an environment are better prepared to interact with native Arabic speakers and become more confident in their use of the language in different social contexts.

D. CONCLUSION

The results of this study show that a child-friendly school is able to help Arabic language teachers develop teaching strategies for creating Arabic language learning that is more fun and helps teachers instill character education and inclusive education with the principle of equality. And CFS helps learners develop their own creativity so that they are more motivated to learn Arabic and develop their own social skills. Thus, a *child-friendly school* is very important in Arabic language learning because it creates a supportive environment for learners' growth, development, and effective learning. This can help them achieve success in understanding, speaking, and writing in Arabic, as well as appreciating the culture and identity associated with it.

This study has tried to explain the extent to which the urgency of child-friendly schools in Arabic language learning only looks at the theoretical indicators, and it will be more comprehensive if researchers afterwards conduct field research in madrasas that organize the concept of child-friendly schools that have received legality from the government, namely getting a decree as an organizer of child-friendly education units, especially in madrasas that have implemented an independent curriculum.

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