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The Implementation of Child-Friendly Education During the Covid-19 Pandemic in Madrasah Aliyah Negeri Bandar Lampung

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Abstract: Long periods of online learning as a result of a pandemic with no apparent end date can result in a variety of compensatory behaviors, one of which is performing acts of aggression or unpleasant deeds towards children (students). Action violence and deeds that are harmful to children can happen at any time, by anybody, and anywhere, including in the classroom by instructors during the Covid-19 pandemic. As a result, child-friendly education in schools must be introduced. The goal of this study is to describe how child-friendly education was used at Madrasah Aliyah Negeri Bandar Lampung during the Covid-19 outbreak. Teachers and students are used as respondents in the study, which employs qualitative approaches. Madrasah Aliyah Negeri Bandar Lampung implemented child-friendly education during the Covid outbreak by following emergency curriculum requirements and adhering to instructor restrictions when conducting online learning. The provision of learning conditions that are clean, beautiful, friendly, beautiful, inclusive, healthy, safe, and comfortable as reflected in the components: 1) policies, 2) curriculum implementation, 3) trained educators and education personnel, 4) child-friendly facilities and infrastructure, 5) participation of children, 6) participation of parents, community, alumni, business world, community in child-friendly education.

Keywords: Education; child-friendly; pandemic period.

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INTRODUCTION

Which the nation's generation's personality will be built. Education must be robust as a basis in order to generate people who are able to adapt and confront the problems of life in the global era, not only with an intelligent and advanced attitude, but also with a strong character (Shafto et al., 2014). Every child's intellectual potential must be honed through education, not only through a curriculum that engrosses children in books on various subjects, but also through

honing their personality potential, so that a balanced intelligence is formed between intellectual intelligence, spiritual intelligence, social intelligence, and emotional intelligence (Cale & Harris, 2013).

Exploring, nurturing, and developing the potential of many intelligences in children necessitates a learning process involving a variety of approaches or methodologies that are child-friendly, creative, and democratic education, rather than teacher-centered

education so that children can go through the learning process in a comfortable, enjoyable environment, free from various pressures, including pressure from friends, family, and the environment, as well as pressure from within the school in the form of discriminatory actions by teachers and assignments that pile up, overloading children, and even free from pressure or coercion to realize their parents' ideals (Cobanoglu et al., 2018; Nedelcu, 2013). The failure to organize creative and democratic education by exploring, fostering, and developing a balanced intelligence potential between intellectual, spiritual, social, and emotional intelligence is usually manifested in the emergence of various cases of violence and crime involving school children, such as fights, persecution, brawls, harassment, sexual, and so on (Fielding & Moss, 2010).

Under normal circumstances, coaching and development of pupils' potential intelligence can surely take place in the classroom through diverse subject teachers. As a result, it is not exclusively the responsibility of instructors of certain subjects in the humanities and religious organizations, either through verbal messages or direct examples of what teachers do and say in the classroom. This relates to the term "teacher" in the context of a character who is admired and emulated by his students. However, as a result of being hit by the Corona Virus Disease 2019 pandemic, also known as Covid-19, conditions in all regions of Indonesia and all regions of many countries are currently in a state of life with new normalities. The educational process has seen great changes in the world of education, and it is still not fully prepared for these conditions, specifically the transition from a face-to-face learning system to online learning with students learning from home. As a result of these modifications, it's probable that the child-friendly learning process will become increasingly ambiguous in its execution. The Covid-19 pandemic has altered environments, lives, and behavior, particularly in the process of student-to-student and teacher-to-student communication.

According to the Indonesian Child Protection Commission (KPAI), there were 6006 incidences of child abuse in Indonesia in 2015. The number of infections has increased since 2010, when there were just 171 cases. While there were 2179 instances in 2011, there were 3512 cases in 2012, 4311 cases in 2013, and 5066 cases in 2014. Based on 6006 cases, 3160 cases of violence against children, 1764 cases of child education, 1366 cases of health and drugs in children, and 1032 cases caused by cyber-crime and pornography. According to KPAI research, school until the second grade cannot be a child-friendly environment (students) (Farikah, 2019; Fitriani, 2020; Godfrey et al., 2012).

Meanwhile, according to Article 54 of Law 23 of 2002 on the Protection of Children, "Children on the inside and in the school, environment shall be safeguarded against acts of violence done by teachers, school officials, or friends in the concerned school or other educational institution." Based on the information presented in the article, it can be stated that a child must feel safe and secure when learning. One way is to create a child-friendly environment, which includes providing a safe, pleasant, healthy, and accommodating environment, embracing children as they are, and appreciating their (Arismantoro, 2008).

As Rohmawati & Hangestinarsih (2019), in their research pupils are treated as they should treat living animals in a child-friendly education program. So that the educational process can be carried out in a safe, healthy, clean, and secure environment, ensuring the fulfillment of children's rights and the protection of children from violence. Students are also granted the opportunity to share their thoughts on a variety of topics without fear of coercion, discrimination, or violence from third parties. Similar to the research of (Yosada & Kurniati, 2019) stated that there are some steps to realize child-friendly schools, (1) the child-friendly school policy, (2) teachers and education personnel who trained the rights of the child, (3) The use of nonviolent discipline and a child-friendly learning approach, (4) Infrastructure and facilities that are child-friendly do not

jeopardize children and keep them safe, (5) In this scenario, children's participation is similar to including children in interacting with the school. Meanwhile, according to Senowarsito & Ulumuddin, (2012) based on the results of observations and interviews, elementary schools have implemented child-friendly schools but they are still not optimum due to various difficulties such as a lack of funding, facilities, and infrastructure.

The description of the conditions for implementing Child Friendly Schools in normal times will certainly be different in its application during the Covid-19 pandemic, where technically learning takes place remotely from home with an online system, which has characteristics with advantages and disadvantages, as well as madrasa readiness in carrying out education. during the pandemic (Cobanoglu et al., 2018; Fitriani & Qodariah, 2021; Hajaroh et al., 2021; Modipane & Themane, 2014).

METHOD

This research employs a qualitative approach. This study took place in Madrasah Aliyah Negeri Bandar Lampung. In Bandar Lampung, there are two Madrasah Aliyah Negeri schools: Madrasah Aliyah Negeri 1 in Sukarame and Madrasah Aliyah Negeri 2 in Garuntang. Teachers from class XI and students from class XI are informants in this study.

The criteria for selecting teacher informants are based on criteria; 1) is a class XI teacher, 2) has at least 5 years of teaching experience in his field, 3) knows the intricacies of school conditions and the socio-cultural conditions of the surrounding environment, 4) class XI students. Observation, questionnaire, and documentation study are the methods employed. In order to analyze this study, Miles et al. (2014) proposed employing the procedures of data reduction, data presentation, and generating conclusions or verification.

RESULTS AND DISCUSSIONS

The establishment of child-friendly education in the aftermath of the Covid-19 pandemic, which has ravaged all nations, including Indonesia, has had a significant impact on all parts of life. This situation is also felt by education providers, including teachers, students, and the madrasa management system, at the public madrasah Aliyah in Bandar Lampung. The impact of Covid-19 on Indonesian education is the cancellation of the national exam or UN for class XII students in March 2020, as stated in the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Education in an Emergency Period for the Spread of Corona Virus Disease (Corona Virus Disease) Covid-19. This moment, namely the graduating of students without going through the traditional national examination process, constituted a watershed point in Indonesian education. Along with the growth of the concept of independent learning, the government has been debating the idea of a school without a national exam for quite some time. The Covid-19 pandemic appears to have hurried the discussion, causing it to be conducted prematurely.

Along with the decision to discontinue the national exam, the learning method will be shifted from face-to-face to online distance learning from home. Since then, the education system has changed drastically. Madrasah students in grades X and XI who still have to complete the education process for the 2019/2020 school year are switching online. This situation, whether you like it or not, necessitates madrasahs to conduct online learning since it is the best choice, namely, continuing to conduct education in accordance with measures to protect the health of all madrasa residents from Covid-19 spread and transmission.

The change in learning patterns from face-to-face to online distance learning from home during the Covid-19 pandemic necessitates not only the ability of teachers to conduct virtual learning using media and IT-based learning resources, but also the ability of teachers to comprehend the nature of

learning in real-time online during a pandemic. Teachers' knowledge of the characteristics of online learning during the Covid-19 pandemic, which differ from the characteristics of face-to-face and online learning in normal times, is required so that, when carrying out the learning process,

teachers can minimize learning problems that cause students to become victims.

The following data are derived from the findings of data processing of research questionnaires evaluating respondents' grasp of the idea of child-friendly schools and their application of child-friendly education.

Table 1. Questionnaire for Understanding Child-Friendly School Concepts

Question Topic	Number of Questions	Question Item Number	Percentage of Understanding	
			Already	Not yet
Understanding the concept of a child-friendly school	Student Questionnaire: 3 question items	3-Jan	86%	14%
	Teacher's Questionnaire: 33 item questions	22-28, 30-47, 53-60	59%	41%
	Total		72%	28%

Table 2. Questionnaire Results for the Implementation of Child Friendly Education

Question Topic	Number of Questions	Question Number	Application Percentage	
			Already	Not yet
Application of child-friendly education	Student Questionnaire: 32 item questions	Apr-35	72%	28%
	Teacher's Questionnaire: 32 item questions	1-21, 29, 48-52, 61 - 65	69%	31%
	Total		71%	29%

With a tolerance difference of 1%, the results of questionnaire data processing on the level of knowledge of the idea of child-friendly schools and the execution of child-friendly education are noteworthy. The level of application of child-friendly education is closely related to the level of understanding of the concept of child-friendly schools, so it can be said that the level of application of child-friendly education is closely related to the level of understanding of the concept of child-friendly schools. During the Covid-19 Pandemic, the discussion on the implementation of child-friendly education at Madrasah Aliyah Negeri Bandar Lampung will focus on the components that must be

met in the implementation of child-friendly schools, such as 1) child-friendly school policies, 2) curriculum implementation, 3) educators and trained education personnel concerning children's rights, 4) child-friendly school facilities and infrastructure, 5) children's participation, and 6) participation of children.

Policy on Child-Friendly Schools

The Child Friendly School Policy is a regional and school commitment in realizing Child Friendly Schools, as evidenced in the form of declarations, SRA Team Decrees, Regional Government Decrees, and other

school policies with a child perspective. Referring to the definition of the policy component, based on observations MAN in Singapore can be said to apply child-friendly education although madrasas do not have a commitment together local government, declaration, SK Tim SRA, and SK LGs are indicated as Educational Friendly Child. Education child-friendly by quoting from the component processes of learning and the conditions that are expected in the SRA on the Handbook Child Friendly Schools issued by the Deputy Growth Deputy Children's Rights to Education, Creativity and Culture in 2020, can be defined as education that is able to create an environment and a learning process that has a child's perspective, is fun, maintains dignity, is non- violent, clean,

beautiful, friendly, beautiful, inclusive, healthy, safe, and comfortable.

The following is a form of policy at MAN in Bandar Lampung that reflects its conformity with the notion of child-friendly education. This is also in accordance with the results of the questionnaire which showed that the implementation of child-friendly education at MAN Bandar Lampung reached 72%. These data appear because respondents understand that in their madrasah there are school policies that have a student perspective with relatively complete items. Implementation of this is reflected in the order of teachers in implementing the learning distance away and learn from home / office (PJJ-BDR / K) is an online set madrasa, as follows:

Table 3. Rules of Man 1 Bandar Lampung Teachers in Implementing Distance Learning and Online Learning from Home/Office (PJJ-BDR/K)

Preparation	1. The learning application utilized by the MAN 1 Bandar Lampung instructor is a Ministry of Religion of the Republic of Indonesia E-Learning Madrasa product that is officially supported by madrasa devices, facilities, and infrastructure. 2. To use the Madrasah E-Learning application to its full potential, teachers must first comprehend it and its features. If the teacher does not grasp something, he or she must study with the E-Learning operator or the madrasa IT team as soon as possible. 3. Teachers can utilize the WhatsApp application, among other things, in addition to the Madrasah E-Learning Application to broaden the range of learning opportunities and/or as a backup plan if the E-Learning Application fails. 4. Teachers should avoid delivering learning materials using applications that contain elements that are contrary to the madrasa's efforts to instill Islamic character values in students, such as containing elements of <i>riya</i> - wanting to be praised because they are seen by the public -, commercial, and burdening the cost of using quotas. 5. Teachers are required to have and being able to use the laptop and / or smartphone with the capacity and applications that suit and support (<i>support and compatible</i>) distance learning needs are online. 6. The teacher ensures that the condition of the WIFI internet network system or data package is sufficient and well connected. 7. If the implementation of learning takes place from the madrasa and experiencing problems, immediately contact the IT operator and/or Waka. Field of Facilities and Infrastructure. 8. The teacher prepares teaching materials or materials as well as evaluation and assessment tools in the form of soft files in accordance with the meetings designed in the online lesson plan (RPP). 9. The teacher prepares various supporting media such as text, images, audio, video, simulation, power point and so on according to the needs and character of the students. 10. Teachers are required to complete learning tools in the E-Learning Application and adjust to the madrasa education calendar that has been set. 11. Teachers are required to conduct distance learning online from home (BDR) and/or from the office (BDK) according to a predetermined schedule. 12. Teachers are required to have uploaded material documents along with learning media that will be used to the E-Learning application no later than 10 minutes before the scheduled teaching hours. 13. Even though learning takes place online, teachers are still required to compile learning device files according to applicable procedures and regulations. 14. Teachers are required to show an attitude <i>well gromed</i> (fun person else in connection with corporate clothing, grooming and speech). 15. Teachers shall pay attention to the aesthetics of the room at the moment carry out learning in the zoom meetings and / or recording. 16. Teachers are required to dress in uniform according to the provisions set by the institution neatly and
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	according to etiquette in the provisions of Islamic law. 17. To start the learning process in each class, the teacher is required to submit a learning contract to students
Process	1. The teacher begins the lesson by greeting, saying <i>basmallah</i> and greetings, followed by inviting students to pray together. 2. Teacher carries out online learning by taking into account the characteristics of the learning process, which includes aspects of effective, interactive, scientific, contextual, collaborative, holistic, reflecting child-friendly education, anti-corruption education, and religious moderation education. 3. The teacher ensures the completeness and readiness of all students. 4. The teacher starts learning by providing motivation, conveying learning achievements, and conveying learning objectives 5. The teacher carries out the learning process in accordance with the RPP 6. The teacher conveys the material clearly, effectively, and keeps students enthusiastic using various learning methods and media according to material needs. 7. The teacher facilitates students to be active in the learning process, including to discuss 8. Teacher gives feedback to a statement or question that is presented students directly when it is. 9. Teacher is required to record student problems related to behavior, activity, and attendance, to then report or coordinate with the homeroom teacher to be forwarded to the BK teacher.
Clisong Activities	1. The teacher carries out learning reflection by facilitating students to convey the conclusions of the learning at that time and its usefulness by appointing several students. 2. The teacher thanks the students for their reflection and facilitated the students to follow up on the results of the learning process. 3. The teacher conveys information about the next lesson and the message is to always maintain health by complying with health protocols and getting closer to Allah SWT. 4. The teacher closes the lesson by inviting students to say <i>hamdalah</i> followed by the teacher greeting. 5. The teacher takes a picture (screenshot) of the learning process that has been carried out on the application used and saves it in a personal file for report material (<i>progress report</i>) on the implementation of online learning
Evaluation	1. Assessment of learning outcomes refers to the regulations / technical guidelines for assessing learning outcomes from the Ministry of Religion of the Republic of Indonesia with adjustments to the emergency period. 2. Assessment of learning outcomes can include aspects of attitudes, aspects of knowledge and aspects of skills. 3. Assessment of learning outcomes can be in the form of portfolios, assignments, projects, practice, writing and other forms, which are obtained through online tests, and/or other forms of assessment that allow long distance travel and still pay attention to health and/or safety protocols. 4. Assignments, or homework if needed, can be individual or group. In giving homework assignments, as far as possible do not take up a lot of time, effort and money. 5. Assessment is designed to encourage meaningful learning activities, and does not need to be forced to measure the completeness of the overall curriculum achievement; 6. Assignments to students and assessment of learning outcomes during the Study from Home period may vary between students, according to their individual interests and conditions, including considering access gaps, the availability of learning facilities at home. Assignment needs to be proportional or not excessive, so that the protection of the health, safety, and motivation of students during an emergency is maintained. 7. The teacher must ensure the availability of measurable and appropriate question files and the answer key to be uploaded to the Madrasah E-Learning application when conducting an assessment. 8. Teachers can use various assessment tools in the form of questions, questionnaires, observations, and assignments that are practical, effective and efficient.

Enforcement of Discipline

In enforcing discipline against students during the learning process, the teacher should apply it by avoiding violence, both unpleasant actions and verbal (words).

Curriculum Implementation

The implementation of child-friendly schools at MAN Bandar Lampung during the Covid-19 pandemic was greatly

supported by the issuance of the Decree of the Director General of Islamic Education Number 2791 of 2020 concerning Emergency Curriculum Guidelines for Madrasahs. With this decision, madrasahs modified the curriculum structure to suit the emergency period as required in the four ministerial decrees regarding the implementation of education during the Covid-19 pandemic and PPKM levels 1, 2, 3, and 4. The modified curriculum reflected child-friendly education because In addition to providing educational

services that are appropriate for emergency conditions, it is also oriented towards protecting children through an educational curriculum system that maintains and strengthens physical and mental health, builds motivation, democratic, fun, and good character. This is in accordance with the Decree of the Director General of Education Number 2791 of 2020 concerning Emergency Curriculum Guidelines for Madrasas as follows:

In preparing the emergency curriculum, the education unit can modify and innovate the KTSP, adapted to the conditions and needs of the madrasa. Madrasas can make modifications and innovations in the form of curriculum structures, learning loads, learning strategies, assessment of learning outcomes and so on. For example, one day is limited to only two or three subjects being taught, especially in the main subjects, specializations and so on.

Various policies related to the implementation of curriculum oriented towards the implementation of child-friendly education at MAN Bandar Lampung include: 1) Modifying the curriculum by doing arrangements and preparing schedules / hours of teaching and teachers are adapted to the constraints of time learning in future emergencies Covid-19; 2) Schedule learning hours from its entry to finish shortened only four hours per day, so learning which originally started at 7:15 until at 15:30 turned into from 07.30 until 11:30 ; 3) The learning time for each subject was shortened from 45 minutes per hour to 30 minutes per hour; 4) Submission of subject matter is not only to achieve complete basic competence (KD) of the curriculum, but rather focuses on strengthening character, practicing worship, caring for the environment and other social virtues; 5) KD (Basic Competence) which applies during normal conditions in learning in an emergency period does not have to be delivered entirely, the teacher and the subject teacher discussion group can sort and choose essential KDs or use simplified KDs as stipulated in the Decree of the Head of

Balitbangbuk Kemendikbud 2020; 6) Assessment of learning outcomes is designed to encourage meaningful learning activities, and does not need to be forced to measure the completeness of overall curriculum achievements; 7) Giving the task to be proportionate or not excessive, considering settling time which is not too long, the availability of time breaks the students, the access gap, the availability of facilities for students at home, and the financial burden of quotas, so that the protection of health, safety, and student motivation during the emergency stay awake; 8) The learning process uses the madrasa e-learning application created by the Ministry of Religion of the Republic of Indonesia as the main application; 9) Teachers are allowed to be creative using various applications other than madrasa e-learning, such as Whatsapp, Zoom Meeting, Google Classroom, Quizizz, and others as an effort to enrich the variety and IT skills of teachers and students as well as an alternative if the madrasa e-learning application experiences problems; 10) The use of various alternative learning applications by teachers must consider aspects of the ability to access, availability of facilities, and quota costs that do not burden students; 11) The teacher is required to display a *well-groomed* attitude (pleasing others with respect to fashion, make-up and speech); 12) Disciplinary punishment must avoid verbal violence (words) and other unpleasant actions.

The characteristics and rules of the teacher in implementing distance learning and from home online at Madrasah Aliyah Negeri in Bandar Lampung reflect the fulfillment of indicators for implementing child- friendly education. In it has to load the policy of the school which has a bias to the efforts of protection to children (students), curriculum implementation arrangements, as well as the rights and participation of children (students). As for the aspects of school facilities and infrastructure as supporting the implementation of child-friendly education, such as facilities and infrastructure that create a sense of security,

comfort and health, it is irrelevant considering that online learning takes place at home, not in madrasas.

Trained Educators and Education Personnel on Children's Rights

Regarding the component of educators and education personnel who are trained on children's rights, as an indicator of the implementation of child-friendly education at MAN Bandar Lampung, it can be fulfilled from the subcomponent activities of a) PPDB, b) Co-curricular and extracurricular activities, c) Counseling Guidance.

PPDB

New students are accepted at MAN Bandar Lampung, both at MAN 1 and MAN 2, in both normal and superior classes. The provision of regular classes and superior classes is based on an interview with the Deputy Head of the Curriculum Division of MAN 1 Bandar Lampung, it is stated:

“The existence of superior and regular classes in our madrasas is not meant to discriminate or create exclusivism, but rather to accommodate high-achieving seeds who will be specially prepared to take part in various competitive events in the academic field. We also accommodate prospective affirmation students 15% from families with poor economic background conditions, and 10% prospective students with achievement pathways”.

Co-curricular and extracurricular activities

Co-curricular activities are additional student activities on personal or teacher initiative that are related to and support intra-curricular activities of certain subjects. Co-curricular activities at MAN Bandar Lampung include a) Mathematics club, 2) Physics club, 3) Biology club, 4) Chemistry club, 5) Geography club. 6) LCT/Olympic/Science Competition for Madrasah teams in

Mathematics, Physics, Chemistry. Biology, Economics, and Geography.

The activities of extracurricular is an activity that can be followed by students to grow and develop creativity, imajenasi, innovation students according to their talents and interests through the organization of group activities of students, such as Rohis, KIR, PMR, Scout, Robotic, recitations, Tahfiz, Journalism, Art & Culture Islam, General Arts, Marching band, Language and Literature Studio.

Counseling Guidance

Guidance and Counseling is a special unit whose responsibility is directly with the head of the madrasa. Regarding the fulfillment of child-friendly education in madrasas, Counseling Guidance teachers have special abilities to handle student rights related to career guidance to continue to college, personal motivation counseling guidance.

Child-friendly school facilities and infrastructure

In general, components of facilities and infrastructure Bandar Lampung MAN meet the standards of the school welcoming children, as has school Health Units (UKS) appropriate standards, has room class with a standard size and lighting and good air circulation. Has a hand washing faucet that flows well with liquid soap that is always available, a bottle containing hand sanitizer liquid in front of the class, a disinfectant spray bottle in the classroom, an upright thermogenic and a portable thermogenic for. However, several other facilities have not met the needs of child-friendly education, such as, student desks are not dull, student toilets even though the drainage system is already smooth, separate male and female toilets, but the number of comparisons is not in accordance with the standard ratio. Another aspect of infrastructure that is classified as an indicator is the availability of healthy canteen. However, considering that there is currently a pandemic, rooms such as classes, canteens, toilets

following the health protocol rules are not activated.

Child Participation

The component of children's (students) participation in decision-making participation related to the implementation of child-friendly schools does not play a role because MAN in Bandar Lampung does not yet have a policy that leads to the status of child-friendly school administrators.

Participation of Parents, Community Institutions, Business World, Other Stakeholders and Alumni.

The participation of parents in MAN Bandar Lampung so far has played a role through the Madrasah Committee. The existence of the Madrasah Committee at MAN Bandar Lampung as a representative of students' parents plays a role as controlling, working partners, and at the same time advocating efforts to empower community-based madrasa management. According to Waka's explanation. In the field of infrastructure, Mr. Tti Sutanto, the mechanism for empowering students' parents or the community to help finance madrasah programs through transparent management. In principle, madrasas develop programs which are then submitted to the committee management and then discussed in a complete forum attended by madrasa representatives, all committee administrators, and all parents of prospective students who have passed PPDB. In addition, MAN in Bandar Lampung already has alumni associations but has yet to play a role.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, it can be concluded that (a) Although MAN in Bandar Lampung does not have a formal policy in the form of a commitment with the local government, Child Friendly Education during the Covid-19 pandemic was implemented at MAN Bandar Lampung, (b)

The implementation of child-friendly education during the Covid-19 pandemic at MAN Bandar Lampung was not fully in accordance with the procedures in the Guidelines for Implementation of Child-Friendly Schools because madrasas did not yet have communication with related parties to the stage of making policy commitments, (c) The actual implementation of Child-Friendly Schools, as well as the procedures in the Technical Guidelines or Implementation Guidelines, is not known by madrasa managers but is actually fulfilled by madrasas because several components have been carried out according to the guidelines for implementing learning during the Covid-19 pandemic emergency, as well as madrasa management standards.

In addition, the writers would like to give some suggestions : (a) The implementation of child-friendly education by schools should be in line with the determination of the school as a child-friendly school that involves the presence of the local government and related parties as policy makers for making commitments (b) The KPPA Institution together with the Regional Government as the task bearer of the prevention of acts of violence against children must be intense in conducting socialization and involving schools. (c) So that child-friendly education can run naturally as a habit, the bureaucratic implementation of Child-Friendly Schools should be reviewed.

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