

Optimizing The Role of Child-Friendly Teachers at Madrasah Tsanawiyah Al Falah

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Abstract: *This research aims to optimize the role of child-friendly teachers at Madrasah Tsanawiyah Al Falah in creating a learning environment that supports holistic student development. The role of child-friendly teachers is considered important in improving the quality of education by paying attention to students' psychological, emotional, and social aspects, to create an inclusive and educational learning atmosphere. This research uses a qualitative approach by referring to relevant literature related to the concept of child-friendly education as well as pedagogical theory which emphasizes the importance of the teacher's role in creating a positive learning atmosphere. The research results show that child-friendly teachers at Madrasah Tsanawiyah Al Falah play an important role in creating a conducive learning atmosphere. Teachers not only act as teachers but also as facilitators and guides for students' mental and emotional development. Some of the efforts made include individual approaches to students, creating effective communication, and minimizing the use of corporal punishment in the learning process. This research confirms that optimizing the role of child-friendly teachers at Madrasah Tsanawiyah Al Falah has a positive impact on student development.*

Keywords: *Teacher, Friendly, Children*

Abstrak: Penelitian ini bertujuan untuk mengoptimalkan peran guru ramah anak di Madrasah Tsanawiyah Al Falah dalam menciptakan lingkungan belajar yang mendukung perkembangan siswa secara holistik. Peran guru ramah anak dianggap penting dalam meningkatkan kualitas pendidikan dengan memperhatikan aspek psikologis, emosional, dan sosial siswa, sehingga tercipta suasana pembelajaran yang inklusif dan mendidik. Penelitian ini menggunakan pendekatan kualitatif dengan mengacu pada literatur yang relevan terkait konsep pendidikan ramah anak serta teori pedagogi yang menekankan pentingnya peran guru dalam menciptakan suasana belajar yang positif. Hasil penelitian menunjukkan bahwa guru ramah anak di Madrasah Tsanawiyah Al Falah berperan penting dalam menciptakan suasana belajar yang kondusif. Guru tidak hanya berperan sebagai pengajar, tetapi juga sebagai fasilitator dan pembimbing bagi perkembangan mental dan emosional siswa. Beberapa upaya yang dilakukan antara lain pendekatan individual terhadap siswa, menciptakan komunikasi yang efektif, serta meminimalisir penggunaan hukuman fisik dalam proses pembelajaran. Penelitian ini menegaskan bahwa optimalisasi peran guru ramah anak di Madrasah Tsanawiyah Al Falah memiliki dampak positif terhadap perkembangan siswa.

Kata Kunci: Guru, Ramah, Anak

Introduction

Madrasah Tsanawiyah Al Falah is an educational institution that has a vision and mission to create a safe, comfortable and child-friendly learning environment. In the current educational context, it is important for educational institutions to not only focus on academic aspects, but also on developing students' character and potential. Therefore, the existence of teachers as teachers and guides is very important. They are expected to create an atmosphere that supports students' physical, emotional and social growth.

In an effort to achieve this goal, Madrasah Tsanawiyah Al Falah is committed to implementing a learning approach that is inclusive and responsive to the needs of each student. This includes the development of participatory learning methods as well as positive and inclusive classroom management. In this way, it is hoped that all students can feel safe and comfortable in expressing themselves and interacting with the school environment.

In order to support the vision and mission of Madrasah Tsanawiyah Al Falah, it is important to continuously evaluate and develop the learning methods applied. One strategic step that can be taken is to involve teachers in ongoing training that focuses on child-friendly pedagogical approaches. In this way, teachers will not only have better knowledge of how to teach, but will also be able to understand and respond to students' emotional and social needs more effectively. This training is also expected to strengthen teachers' interpersonal skills so that they can build more positive and productive relationships with students (Nurmaliyah, 2014).

Child-friendly education is an important approach in creating a positive learning environment and supporting student development. At Madrasah Tsanawiyah Al Falah, the role of teachers as facilitators and educators is very crucial in implementing this concept. This research focuses on optimizing the role of teachers in creating an inclusive and supportive learning atmosphere, as well as its impact on student development (Al Ayyubi et al., 2024). According to Sugiyono, more than 70% of students experience difficulty in recognizing authentic problems, which shows the need for a better approach in education (Farid & Pramukantoro, 2013).

The rationale for this research is based on the need to identify the challenges faced by teachers in implementing child-friendly approaches. In the educational context, teachers are often trapped in traditional teaching methods that are no longer relevant to students' current needs. This can cause dissatisfaction among students and decreased motivation to learn. Therefore, this research aims to explore strategies that can be implemented by teachers to increase student engagement and create a more enjoyable learning experience (Suhartini Khalik et al., 2024).

The urgency of this research lies in the fact that child-friendly education does not only focus on academic aspects, but also on students' social and emotional development. Previous research shows that a positive learning environment can

improve students' academic achievement and well-being (Khaerunisa & Rasmitadila, 2023).

Thus, it is important for teachers to understand and apply the principles of child-friendly education in their daily practice. The main problem raised in this research is teachers' lack of understanding of the concept of child-friendly education and how to implement it effectively. This research will also identify factors that hinder the implementation of this method, such as lack of training and support from schools. Alternative solutions proposed include the development of training programs for teachers and the provision of adequate resources to support the teaching and learning process.

In an effort to find the best solution, this research will involve interviews with teachers, students and parents to gain a comprehensive perspective on the challenges and opportunities in implementing child-friendly education. Through this collaborative approach, it is hoped that practical recommendations will emerge that can be implemented at Al Falah Tsanawiyah Madrasah.

The aim of this research is to provide a clear picture of the role of teachers in creating a child-friendly learning environment and its impact on student development. By understanding existing problems, it is hoped that teachers can be better prepared to face challenges in the field and contribute positively to student education. The usefulness of this research is not only limited to improving the quality of education at Madrasah Tsanawiyah Al Falah, but can also be a reference for other educational institutions in implementing child-friendly approaches. Thus, it is hoped that this research can make a significant contribution to the development of education in Indonesia as a whole.

Research Methods

This research uses qualitative research methods with a reference study approach. This method is designed to collect the data needed to discuss the topics raised in the research. With a qualitative approach, researchers can explore information in depth and understand the broader context of the object of study. This approach is very effective in producing richer insights and deeper nuances regarding the phenomenon under study (Magdalena, I., Khofifah, A., & Auliyah, 2023).

Reference study, or reference list, refers to a series of activities related to collecting references, reading, writing and analyzing information (Nuryono, et.al. 2020). In this research, reference collection was carried out by studying and reviewing various sources, including journals, books and documents both in print and online. These sources must be relevant and credible in order to provide appropriate insight regarding the object of study. In this way, researchers can ensure that the data obtained is not only accurate but also has a strong theoretical basis.

The data collection process was carried out through several systematic steps. First, the researcher compiles a list of variables to be studied. This step is important

to determine the focus of the research and facilitate the information search process. After that, the researcher looked for a description of the required framework from relevant sources. This search is carried out using appropriate keywords in the search engine to find the information needed. With this approach, researchers can identify various perspectives related to the topic under study.

Next, researchers look for certain subjects or phrases that are often used in written works in journals. This process helps researchers to understand the terminology and context used in the field of study. The final step is to look for the latest scientific writings and quotations from other scientific sources (Adil, 2023).

By following these stages, researchers can collect substantial and relevant data for further analysis.

Thus, the qualitative research method with a reference study approach provides a systematic framework for researchers to collect substantial and relevant data. This not only increases the validity of the data but also allows researchers to construct stronger arguments in discussions of research results. This approach is very useful in academic and practical contexts, because it provides an in-depth understanding of complex issues faced in various fields of science (Khan, 2013).

Results And Discussion

Definition of Optimizing the Role of Child-Friendly Teachers

Optimizing the role of child-friendly teachers involves two types of interrelated competencies, namely Professional and Pedagogical competencies. Professional competence requires teachers to be responsible for educating, training, assessing and evaluating students effectively. This is reflected in the teacher's ability to deliver learning material that is relevant and dynamic, as well as adaptable to the individual characteristics of each student. In addition, pedagogical competence requires teachers to determine various strategic approaches, methods and learning techniques that educate creatively, thereby increasing the enjoyment and effectiveness of learning (Sukmawati & Herawan, 2017).

In the context of optimizing the role of child-friendly teachers, the formation of student character is the main focus. Teachers must be good example in all aspects, be it words, actions, and also in terms of appearance. Through character education, teachers can help students develop spiritual, religious potential, self-control, personality, intelligence, noble morals, and the skills needed. Effective character education strategies include providing positive role models, rewarding small progress, and inspiring students to do good (Mayarasa, et.al. 2022).

Optimizing the role of child-friendly teachers also involves the role of mentor and motivator. Teachers must be able to create a pleasant and comfortable learning atmosphere for children. This is achieved by actively involving children in learning activities, providing good facilities, and motivating children who are lazy about studying. For example, teachers can take a personal approach to children, give praise or gifts for learning progress, and keep children in a good mood while

at school. In this way, children will feel appreciated and motivated to learn happily (Ramdani, 2018).

Optimizing the role of child-friendly teachers is a strategic step in perfecting the teacher's function as an educational mentor. In the educational context, especially at Madrasah Tsanawiyah (MTs) Al Falah, the teacher's role is not only limited to delivering academic material, but also includes aspects of character and personality formation of students. The child-friendly teacher paradigm is expected to be an optimal step in creating a safe, comfortable and enjoyable learning environment for students. This concept emphasizes the importance of positive interactions between teachers and students, which can increase motivation and learning outcomes (Nabila, et.al, 2019).

The Importance of Education in Character Formation

Character education is one of the main components in the modern education system. The aim of character education is to form a quality generation with strong moral and ethical values (Siswantara et al., 2023).

In the context of Islamic education, this mission is very relevant because it can support the development of noble morals in students. A child-friendly teacher is not just an instructor who delivers lesson material, but is also a mentor who provides a good life example to his students. In this way, students will be inspired to adopt these values in their daily lives. A conducive learning atmosphere is also very important so that students feel comfortable and motivated to participate actively in the learning process.

Character education does not only focus on achieving academic targets, but also on developing the spiritual and emotional side of students. Moral values such as integrity, loyalty and respect must be cultivated as early as possible so that they become an integral part of each individual's identity. In this way, we can create a more harmonious and prosperous environment (Sugiyo, 2014).

Student activities in the teaching and learning process are not only limited to answering questions or doing homework. However, they are also asked to take part in class discussions, project presentations, and participate in extracurricular events. All of these activities aim to significantly develop their communication skills, problem-solving skills and creativity.

Currently, there are many schools that have implemented character education very successfully. One of them is MTs Al-Falah which has shown extraordinary results both in academic and non-academic terms. With innovative and varied learning models, schools like this are truly an inspiration for other educational institutions to integrate elements of character education in their curriculum.

Characteristics of Child Friendly Teachers

Child-friendly teachers have a very important role in creating a positive learning environment and supporting children's development. The following are some characteristics of teachers who can be categorized as child-friendly:

Patience is one of the main characteristics of a child-friendly teacher. Patient teachers are able to control their emotions when dealing with students' behavior which is sometimes difficult to manage. In situations where children behave unpleasantly, the teacher's patience is very necessary to maintain a conducive classroom atmosphere and support the teaching and learning process. This patience also helps children feel more comfortable and not afraid to interact with the teacher.

Child-friendly teachers function as parental figures at school, providing love and attention to each student. This affection is very important, especially for young children who need emotional support.

By showing affection, teachers can create closer relationships with students, so that they feel cared for and appreciated. This also encourages children to be more open in sharing their feelings and problems.

Empathy is the ability to feel what other people feel. A child-friendly teacher must have high levels of empathy, so that he can understand students' feelings and needs. When a child experiences difficulties or feels sad, an empathetic teacher will try to help and provide emotional support. Thus, students feel that they are not alone in facing their problems.

A good teacher must be sensitive to changes in student behavior. Child-friendly teachers will notice any small changes in a student's attitude or emotions, such as when a normally cheerful child suddenly becomes quiet. With this attention, teachers can immediately find out the cause and provide the necessary assistance, so that students feel cared for and supported.

Child-friendly teachers always try to create a learning atmosphere that is fun and free from pressure. They greet students with smiles and warm greetings when they enter the classroom. This comfortable atmosphere makes students feel safe to actively participate in the learning process without fear or anxiety.

A child-friendly teacher must be able to accept each student as they are, with all their strengths and weaknesses. Tolerance for differences in student characteristics and backgrounds is very important for building an inclusive learning environment. With this attitude, students feel valued and accepted, so they are more motivated to learn and develop.

By understanding these characteristics, we can see how important the role of child-friendly teachers is in education. They not only teach science but also shape students' character and personality in a positive way (Adolph, 2016).

Challenges in Implementing Child Friendly Teachers

Although the importance of the role of child-friendly teachers is clear, many teachers still face various challenges in implementing it. Many teachers have not

received adequate training on child-friendly approaches. Without sufficient training, they may struggle to implement these methods effectively.

Teachers accustomed to traditional teaching methods often have difficulty adapting to a more participative and friendly approach. This habit can hinder the development of positive interactions in the classroom.

Each student has different characteristics and needs. Teachers are required to be more sensitive in understanding the appropriate way to interact with each individual (Rachmayani, 2015).

Steps to Overcoming Challenges

To overcome these challenges and optimize the role of child-friendly teachers at MTs Al Falah, there are many steps that must be taken.

MTs Al Falah Teacher Competency Training and Development needs to hold regular training on child-friendly learning methods. This training can provide a deeper understanding of humanistic, inclusive and communicative teaching strategies.

Implementation of a Participatory Education Approach. Teachers must encourage students to be more actively involved in the learning process through group discussions, collaborative projects, or interactive question and answer methods. This approach not only increases student engagement but also fosters their sense of responsibility and independence.

Teachers need to be sensitive to students' emotional conditions. Students who feel accepted and appreciated will be more motivated to learn. Therefore, showing empathy in every interaction is very important.

The school environment must support the creation of a child-friendly atmosphere. This can be done by paying attention to school facilities, policies and rules that ensure every child feels protected (Nugroho & Semarang, 2023).

Benefits of Optimizing the Role of Child-Friendly Teachers

By optimizing the role of child-friendly teachers at MTs Al Falah, many positive benefits can be obtained, namely increasing academic achievement, developing positive character, reducing stress and pressure on students.

A conducive learning atmosphere will increase students' concentration and interest in learning. Students will be formed into individuals with noble character through the teacher's example. A safe learning environment makes students feel more comfortable thereby reducing stress levels (Widianita, et.al, 2023).

Conclusion

In this research, optimizing the role of child-friendly teachers at Madrasah Tsanawiyah Al Falah is discussed through a qualitative research approach with a reference study method.

By collecting data from relevant and credible sources, this research succeeded in identifying the characteristics of child-friendly teachers, which include empathy, openness, compassion and effective communication. Teachers who have these characteristics can create a supportive learning atmosphere, which not only increases student motivation but also strengthens the relationship between teacher and student.

The research results show that although there are challenges in implementing the role of a child-friendly teacher, child-friendly learning methods, implementing a participatory education approach that encourages student involvement, and paying attention to students' emotional conditions are the keys to creating a conducive learning environment.

Overall, this research shows that a commitment to a child-friendly approach to education is essential to developing individuals who are not only academically intelligent, but also have good morals, thereby contributing positively to society.

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