

Parent and Institution Communication In Creating Child Friendly Education

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Submitted: 22-12-2024 Revised : 12-02-2025 Accepted: 17-02-2025

ABSTRACT. Researchers promote child-friendly education in order to realize education that provides protection without violence, so that students feel comfortable, safe, and peaceful at school, allowing the learning process to run smoothly. The objectives of this study are (1) to analyze patterns of communication between parents and institutions in creating child-friendly education, (2) to analyze patterns of communication between parents and children in creating child-friendly education, and (3) to analyze problems in patterns of communication between parents, institutions, and children in realizing child-friendly education. In this study, the author used a qualitative approach and a multi-case study. The data collection techniques used included: 1) interviews, and 2) documentation. The data collected from these two techniques were analyzed from a single site and cross-case analysis. During data collection, the data obtained were tested using the triangulation method. The triangulation method used by the researcher used source triangulation as well as the methods of observation persistence and data validity. In this study, the researcher found several findings regarding the communication patterns of parents and madrasahs in creating child-friendly education at Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2: (1) the communication patterns of parents with institutions in creating child-friendly education are interpersonal communication and group communication (2) Communication patterns

Keywords: Communication Patterns, Child Friendly Education.

How to Cite: Fadilah, L. (2025). Parent and Institution Communication In Creating Child Friendly Education. *Chalim, JELCre: Journal of Education and Learning Creativity*, Volume 1(1), 1-8.

INTRODUCTION

Education in the narrow sense means schooling. Education is teaching that takes place in schools as formal educational institutions. Education in the broad sense means life. Education is all learning experiences that take place in all environments and throughout life. The purpose of education is for the younger generation, as the successor to the older generation, to appreciate, understand, and practice values or norms by passing on all experiences, knowledge, abilities, and skills that underlie the values and norms of life and living (Syofiyanti, 2025). Education is a learning process that is needed by every human being to become a better person. The ultimate goal of education in Islam is to become a complete human being or *insan kamil*.

Recently, there have been frequent cases of violence against children, including in schools. Based on research conducted by UNICEF in several regions in Indonesia, it has been proven that

around 80% of schools are still prone to violence committed by educators against students. This issue has greatly shocked education experts. In the world of education, schools should be safe places for students. However, the reality in some schools is that there is still a lot of violence committed by educators against students. Families and schools play an important role in the growth and development of children (Pamungkas et al., 2024). Without realizing it, parents or older people often overly control matters related to children to the extent that children do not have the space to make their own choices, including in matters of education.

Madrasah Ibtidaiyah, as a basic and official educational institution under the Ministry of Religious Affairs (Kemenag), must certainly set an example as an institution of change and one that contributes to the success of government programs related to equality and safety for students. Madrasahs have long been institutions that have made important contributions to the intellectual development of the nation. The large number of students enrolled in madrasahs proves that these institutions should be taken into account in relation to national development in the fields of education and morality. The principle of egalitarianism or equality in Islam is stated in QS. al-Hujurat: 13.

This verse signals that in Islam there is no discrimination based on origin, gender, or other factors. We can examine the government's attention to education and see that almost every cabinet in Indonesia has always prioritized areas related to the development and improvement of the quality of Indonesian people, such as education. As stated in the vision of the 2005-2025 Long-Term National Education Development Plan (RPPNJP), one of the goals is to develop individuals who are intelligent and competitive so that they become well-rounded individuals with intelligence based on religion (spirituality), emotions (affection), social skills (interpersonal and relating to others), as well as cognitive and kinesthetic intelligence (Anastasia et al., 2024)

Current education still tends to be textual in nature. Learning is still focused on the material written in books, regardless of the context of everyday life. The material is studied more for the purpose of exams, whether semester exams or final exams. The implementation of the values contained in the subject matter is neglected. Teaching methods do not adequately serve the needs of students, but still emphasize textbooks alone (Setiani & Putri, 2024). Education is limited to the classroom, thus isolated from social life. The rules and regulations in the classroom and at school tend to be top-down, determined unilaterally without involving students' thoughts and lacking a process of awareness. Physical punishment or fear is sometimes still used as a tool to build student discipline.

Various issues surrounding the protection and fulfillment of children's rights make child-friendly schools a program that is needed by all Indonesian children in pursuing formal education from elementary to secondary levels. Child-friendly schools are defined as schools that are safe, clean and healthy, care about and are environmentally friendly, are able to guarantee, fulfill, and respect children's rights and protect children from violence, discrimination, and other forms of mistreatment, and support children's participation, especially in planning, policy-making, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (Liestyasari et al., 2023). A child-friendly school is not about building a new school, but rather about making a school comfortable for children and ensuring that the school fulfills children's rights and protects them, as well as making the school a second home for children after their own homes. Thus, it is hoped that schools will be able to produce a future generation with friendly, polite, well-mannered, honest personalities, and so on.

Child-Friendly Schools (SRA) are the latest innovation introduced by the government to make the learning process more effective. In education, creating a child-friendly learning environment is not easy, because schools have to meet certain indicators in order to be recognized as child-friendly schools. Child-friendly schools are first implemented in early education, as basic education will determine future education that is appropriate for children's development and

growth. There are at least several things that must be understood in realizing child-friendly schools, namely: Children are actively involved in solving problems related to their future, their families, and their surrounding environment; children are given rights that support their development and growth to develop their potential; space is provided for children by providing facilities and infrastructure for playing, interacting, and creating with their peers; and teachers must be able to ensure comfort and instill respect for differences of opinion (race, ethnicity, culture, and religion)(Rahmad et al., 2024)

Meanwhile, in Islamic education, child-friendly education focuses more on bonds of love and affection that emphasize togetherness rather than fighting. Thus, successful education will be able to produce individuals with superior personalities that are a manifestation of understanding and belief in Islamic doctrine. However, in the current era of globalization, violence against children is common. This is marked by the emergence of various cases of violence that are rampant in the world of education. It is not surprising that many people believe that education as it has been practiced so far is still far from democratic and humanistic values. In fact, it can be said that education has unconsciously undergone a process of dehumanization and de-democratization (Rodiyah, 2023) This is because education has experienced a process of decline with the erosion of the values of humanity and democracy that it embodies.

Child-friendly education is one way to prevent violence against children. This involves many things, including always inviting children to participate in deciding on school policies, such as in the formulation of school rules or the types of punishment if they violate them. In addition, the facilities and infrastructure in schools must also be adequate. Educators also have a very significant role to play. They can be child-friendly educators and good facilitators for their students.

METHOD

The type of research used is descriptive qualitative research. Qualitative research is research based on postpositivism philosophy, used to study natural objects. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The purpose of qualitative research is to find interactive patterns of relationships, discover theories, describe complex realities, and gain an understanding of meaning. In this study, the researcher acted directly as an observer, interviewer, and data collector (Furidha, 2024). This research was conducted in two locations, namely Hidayatus Sibyan Islamic Elementary School Patilaler Kediri and Deyeng Elementary School 2 Deyeng Kediri.

This study was conducted at Hidayatus Sibyan Islamic Elementary School, located at Jln. Thamrin, Patilaler Hamlet, Deyeng Village, Kediri Regency, East Java, and at Deyeng Elementary School 2, located at Jln. Mawar, Deyeng Hamlet, Deyeng Village, Ringinrejo Subdistrict, Kediri Regency, East Java. The data collected in this study was data relevant to the focus of the study, namely the communication patterns between parents and madrasahs in creating child-friendly education. Data collection in this study was carried out using snowball sampling, which is a data collection technique where key informants will appoint people who are knowledgeable about the issues related to the research to be studied to complete the information and appoint other people if the information obtained is insufficient, and so on (Parker et al., 2020)

The types of data used by the researcher in this study were primary and secondary data sources. (Gerring, 2017) In this study, primary data was obtained from in depth interviews with key informants who were selected purposively, namely the principal, parents, and teachers of students at Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2. In this study, secondary data was obtained from the principal, vice principal for curriculum, vice principal for student affairs, classroom teachers, and students.

RESULT AND DISCUSSION

Patterns of communication between parents and institutions in creating child-friendly education

Based on data obtained from the research sites, the implementation of child-friendly education at Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2 is fundamentally oriented toward protecting children's rights and fulfilling their holistic needs. Child-friendly education is not merely understood as a pedagogical approach, but as a comprehensive framework that ensures children's rights to survival, development, protection, and participation are respected within the school environment. Through this approach, schools are expected to position children as subjects of education rather than objects, thereby acknowledging their dignity, individuality, and developmental stages. This orientation reflects a commitment to international and national mandates on child protection and inclusive education, which emphasize the school's responsibility in safeguarding children's well-being.

Furthermore, child-friendly education aims to create a learning environment that is comfortable, safe, peaceful, and supportive of students' academic and socio-emotional development. At Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2, this objective is manifested in efforts to ensure that learning spaces are physically safe, free from violence and discrimination, and psychologically supportive. A conducive school climate allows students to feel accepted, valued, and motivated to learn, both inside and outside the classroom. In this sense, learning is not limited to formal instructional settings but extends to all environments in which children interact, including playgrounds, school yards, and extracurricular activities.

These objectives are closely aligned with the indicators of Child-Friendly Schools (*Sekolah Ramah Anak/SRA*), which emphasize the importance of a healthy and safe school environment as a key variable in creating child-friendly educational institutions. In addition to physical infrastructure, school policies that explicitly support child protection, non-violence, and inclusivity play a crucial role. Such policies provide a structural foundation for schools to consistently implement child-friendly principles. When these indicators are fulfilled, schools are better able to offer spaces that encourage children to be creative, express their opinions, and actively participate in learning processes according to their age and level of maturity.

Moreover, child-friendly education places strong emphasis on providing protection and a sense of security for children, both physically and psychologically. Children must be protected from physical harm, bullying, and unsafe facilities, as well as from psychological threats such as intimidation, humiliation, and excessive pressure. A secure environment enables children to develop self-confidence, emotional stability, and positive social relationships. As noted by (Erdianti & Al-Fatih, 2020), the sense of security experienced by children is a fundamental prerequisite for effective learning, as fear and anxiety can significantly hinder cognitive and emotional development.

In supporting these child-friendly goals, Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2 implement interpersonal and group communication patterns as key strategies for strengthening collaboration between schools and parents. Interpersonal communication occurs through direct, reciprocal interactions between teachers and parents, particularly when parents visit the school to discuss their children's academic progress and personal development. Group communication, on the other hand, is conducted through meetings at the beginning of each academic year to socialize school programs and policies. Additionally, homeroom teachers are encouraged to conduct home visits at mutually agreed times, fostering trust, transparency, and shared responsibility. These communication patterns contribute significantly to the creation of a supportive educational ecosystem that upholds the principles of child-friendly education.

Parental communication patterns with children in creating child-friendly education

Based on research data at Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2, parental communication patterns with children include democratic communication patterns, consultative communication patterns, authoritarian communication patterns, and pioneer communication patterns. As explained by Mr. Samsul Hadi, the communication pattern applied to his children is the exemplary communication pattern, because he believes that when parents are able to set a good example, children will follow suit. These research findings are in line with the opinion expressed by Syaiful Bahri Djamarah in his book (*Parenting Patterns and Communication in the Family*).

This type of pioneering communication style is usually always at the forefront (pioneering) to set an example or role model of goodness for children in the family. Parents are truly role models because before telling or ordering their children to do something, they must first do it themselves. In other words, parents are more like pioneers in all areas for the sake of their children's education. This communication pattern can be used for children of all ages (Muslimin et al., 2023)

According to what was explained by the guardians of Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2, the communication pattern applied in creating child-friendly education is an authoritarian communication pattern because children who are difficult to control are often ignored when they give advice. The authoritarian communication style is a style that imposes one's will. Parents with this style tend to be controllers or supervisors of their children's opinions, find it very difficult to accept advice, and tend to impose their will in differences. They are overly confident in themselves, thus closing the door to deliberation. In an effort to influence children, parents often use approaches that contain elements of coercion or threats, words that are spoken by parents are laws or rules and cannot be changed, monopolizing communication and often negating feedback from children. The interpersonal relationship between parents and children tends to be distant and potentially antagonistic (Sugiarti et al., 2021)

Furthermore, the communication pattern applied by the guardians of Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2 is a consultant communication pattern, where the guardian acts as a consultant and the child acts as a listener and provides feedback. This type of consultant communication pattern provides a place for children to express their complaints and opens up the guardian to be a good listener for the child. Parents are ready to listen to their children's stories, information, news, and complaints about various things that their children have experienced in their lives. There is open two-way communication between parents and children. Both have different roles, with parents acting as consultants and children acting as messengers. Both are involved in dialogical communication about everything. This communication pattern can be used for children of various ages (Rulinting & Puspitasari, 2025).

Problems with communication patterns between parents, institutions, and children in realizing child-friendly education

Some parents show limited concern for their children's development at school, while others feel uncomfortable or reluctant to discuss educational matters with teachers due to weak communication channels. This lack of openness often creates distance between parents and schools, resulting in minimal parental involvement in children's academic and social lives. When parents do not actively engage in school-related discussions, important information about children's progress, behavior, and needs may be overlooked. Consequently, children may not receive consistent guidance between home and school, which can negatively affect their overall development.

Communication between parents and children is also frequently inadequate, as seen in parenting practices that allow children excessive freedom to play outside the home without sufficient supervision. Many children spend more time socializing with peers outside rather than interacting with family members at home. While social interaction is important, the absence of

parental guidance and monitoring can lead to behavioral and emotional challenges. When parents fail to balance freedom with responsibility, children may develop habits that are difficult to manage and may become less responsive to parental authority. (Perangin-angin & Sembiring, 2024)

Parental busyness is another significant factor contributing to weak parent-child relationships. Many parents devote most of their time to work and daily responsibilities, leaving little opportunity for meaningful interaction with their children. As a result, communication becomes superficial or sporadic, limited to instructions rather than dialogue. This lack of quality interaction reduces parents' ability to understand their children's emotional states, challenges, and needs. Over time, children may feel neglected and seek attention and validation elsewhere.

According to Djamarah, parents are educators within the family and serve as the primary and first teachers for their children. It is through parents that children initially receive education, values, and behavioral guidance (Hasbullah & Nurhasanah, 2024). This foundational role highlights the importance of parental involvement in shaping children's character and attitudes toward learning. Parents' daily interactions, communication styles, and emotional support significantly influence children's academic motivation and social behavior.

Therefore, the form and quality of communication between parents and children play a crucial role in determining the realization of child-friendly education. When parents avoid their responsibilities or fail to pay serious attention to everyday issues faced by their children, negligence and lack of supervision become major obstacles. Such conditions may hinder the development of a safe, supportive, and nurturing educational environment. As a result, children may feel misunderstood or unsupported at home, which weakens the educational foundation provided by the family.

This situation often causes children to spend more time playing and socializing with peers whom they perceive as more supportive or attentive. While peer relationships are essential for social development, excessive reliance on peers without parental guidance can expose children to negative influences. Children may adopt inappropriate behaviors or values that conflict with those expected by families and schools. This shift in influence underscores the importance of parents maintaining strong emotional bonds and open communication with their children. (Setyaningsih & Murtopo, 2022)

The lack of quality family time further contributes to ineffective communication within the household. Poor communication is evident when children show little response to parental advice or appear disengaged during conversations. In some cases, children are difficult to communicate with because they are preoccupied with gadgets or outdoor activities. Faced with these challenges, some parents choose to allow children to seek their own experiences outside the home, rather than actively guiding and accompanying them through these experiences.

In fact, the realization of Child Friendly Schools (*Sekolah Ramah Anak/SRA*) depends heavily on effective collaboration and communication between schools and families. Families represent the closest and most influential social environment for children. An ideal family environment is one that is harmonious, supportive, and healthy both physically and mentally (Sari et al., 2024). Likewise, a child friendly school is an institution that recognizes, protects, and respects children's rights to education, safety, and holistic development. Only through strong partnerships between families and schools can child-friendly education be effectively achieved.

CONCLUSION

There are two patterns of communication between parents and institutions in creating child-friendly education at Hidayatus Sibyan Islamic Elementary School and Deyeng Elementary School 2, namely interpersonal communication patterns and group communication patterns. There are two types of group communication patterns, namely small group communication patterns and large group communication patterns. The communication patterns between parents and children in creating child-friendly education that are applied are democratic communication

patterns, exemplary communication patterns, pioneering communication patterns, and consultant communication patterns. Meanwhile, the communication patterns between parents and children at Deyeng Elementary School 2 are democratic communication patterns, authoritarian communication patterns, and consultant communication patterns. Problems with communication patterns between parents, institutions, and children in realizing child-friendly education include communication tools, lack of parental concern for children, and limited land for the construction of facilities and infrastructure.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this study entitled “*Parent and Institution Communication in Creating Child-Friendly Education.*” Special appreciation is extended to the educational institutions, school principals, teachers, parents, and children who willingly participated and provided valuable data, insights, and cooperation throughout the research process. The authors also acknowledge the support and guidance provided by colleagues and reviewers whose constructive feedback greatly enhanced the quality and clarity of this manuscript. Furthermore, appreciation is conveyed to the academic institution that facilitated the research process through administrative and moral support. Finally, the authors are grateful to all individuals who contributed directly or indirectly to this research but could not be mentioned individually. Their support and collaboration were instrumental in the successful completion of this study.

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