

Child-Friendly School Policy with Children's Rights Approach in Bekasi City

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Abstract

Child-friendly and students based schools are one of the new paradigms in providing high-quality and innovative education in Indonesia. The objective of this research is to explain the outcome of the implementation of child-friendly School Policies established by the Ministry of Female Empowerment and Child Protection in Bekasi city. The sub-focus in this research is (1) implementation of Child-friendly teaching and learning, (2) Child-friendly facility & infrastructure, (3) Participation of parents, community institutions, stakeholders, businesses, and alumni. This study used a qualitative method in the case study approach in SDN Teluk Pucung 1. The factors that support the implementation of the Child-Friendly School Policy at SDN Teluk Pucung 1 are good and smooth communication, attitudes and commitment of all school people, coordination between the Bekasi Government and the School, and the positive support of all school members, parents, and surrounding communities. The conclusion: (1) implementation of child-friendly teaching-learning process has fulfilled the criterion of child-friendly school. (2) Implementation of facilities has followed the regulation and showed child-friendly condition, (3) participation of parents, community organizations, stakeholders, business and alumnus is still low and need to be improved in the future time. Suggestions and recommendations are provided for improvement and development towards the implementation of child-friendly schools in Bekasi City.

Keywords: *Child-Friendly School, Policy Implementation, Students Based*

Introduction

Education has been admitted as one of the main elements in developing a dignified civilization. One-third of the Indonesian total population is categorized as children age. Central Bureau of Statistics of Indonesia (BPS) declares that in 2020, there are more than 86 million children. The development of dignified civilization relies on the next-generation, children. Therefore, rightly the state obligates to ensure the needs and protect children to they can arise and develop safe and enjoyable to become qualified and noble character.

Education is one of the mediums to develop the ability and students' interest based on students' potency and talents. By concerning the role and function of education institutions, education institutions should become a fun, friendly, joyful ecosystem to support learners' potency. This basic concept is further elaborated in Law No. 35 in 2014 about Children Protection. Article 54 declares that "Children inside and outside of school must be protected from acts of violence done by teachers, school managers, or friends in the school, or other educational institutions". Furthermore, article 70 paragraph (2) states "Everyone is isrbid to treat children by ignoring their opinion discriminatively, includes labeling and equalization for children with disabilities".

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Data were taken from the National Commission for Child Protection (KPAI) related cluster-based of children protection stated that there were 267 complaints cases of violence coming from a cluster of education in 2016 (KPAI, 2016). The number of cases in the education cluster increased significantly in 2018 in which 451 complaints were recorded (9% from the total complaint) (Halim, 2018), Figure 1. This phenomenon causes concern if we relate it with the objective of national education and the concept of education itself. Management of educational institution which able to protect children's right and friendly to students become a challenge.

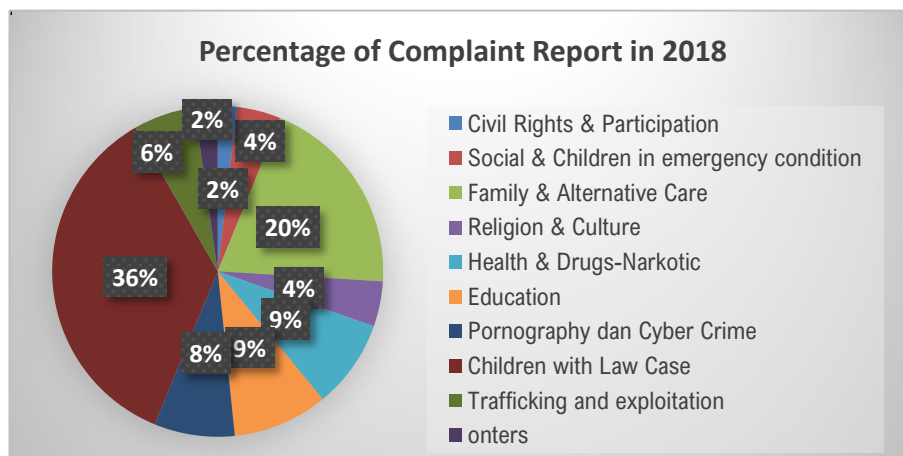


Figure 1. Processed from information data and complaints department of KPAI 2018 (Halim, 2018)

The child-friendly school (CFS) is an alternative of school management which put child right in the top priority. Friendly child school is an education unit which able to ensure, fulfill, respect child's right, and protect the child from violence, discrimination, and other mistreatments as well as to support child participation particularly in set up planning, policy, teaching, and learning, and mechanism of complaint (Indonesia Ministry of Women's Empowerment and Child Protection, 2014). A child-friendly school (CFS) can be interpreted as an educational unit that can facilitate and empower child potency (Nuraeni et al., 2020). The objective of a Child-friendly school is to transform the existing school to become a more friendly school in many aspects for the sake of the child and to ensure the school fulfills child rights and protects them.

In ministerial regulation of Women Empowerment and Child Protection Ministry No. 8 in 2014 about Policy of Child-friendly School, stated that to manifest child-friendly school (CFS), there are six (6) indicators developed to assess the achievement of CFS. Those indicators are: 1) CFS policy, 2) Implementation of child-friendly teaching and learning, 3) Teacher and educational staff are trained with child rights, 4) facilities and infrastructure are friendly to child, 5) Child's participation, 6) participation from parents, community organizations, businessman, other stakeholders, and alumnus (Wuryandani & Senen, 2018)

The child-friendly school (CFS) needs to put concern on safe, clean, healthy, care and cultured environment which can ensure, fulfill, respect, and protect child rights from violence, discrimination, and other improper treatments as well as to ensure child participation in setting up planning, making policy, learning, controlling and mechanism of complaint regarding child protection as well as to insert character values towards learners which covers knowledge, awareness, or eagerness, and act to implement the value of kindness and goodness to the

Almighty God, their selves, to others, environment and to the nation to become a good human being (Uray, 2015).

Child Right Convention is international law or international instrument which is binding juridically and politically which details explain in detail basic human rights for every child. The basic right covers 1) the right to live, 2) the right to arise, 3) the right to get protection, 4) the right of participation (Ekowarni, 2001). Indonesia has ratified this convention through Presidential Decree No. 36 in 1996 about the Ratification of Child Rights Convention.

Some previous researches have been conducted related to the implementation of child-friendly school. Some of them are: discussed fulfillment of child rights through CFS. Nuraeni et al. (2020), examined the effectiveness of CFS in character building for early childhood. Putri and Akmal (2019), focused on the implication of CFS in the fulfillment of child rights. Subur, Qosim, Nugroho (2018), studied the implementation of CFS in creating school culture. Rangkuti and Maksum (2019), studied the implementation of CFS policy in Depok City. Zumaroh and Widodo (2018) focused on CFS with curriculum-based.

This research is different from previous researches. This research focusing on the implementation of CFS based on criterion as declared in Ministerial Regulation of Women Empowerment and Child Protection Ministry No 8 in 2014 about Policy of Child-friendly School. The sub-focus of this research is three (3) criteria in SRA, they are: Implementation of child-friendly teaching and learning, child-friendly facilities and infrastructure, and participation from parents, community organization, businessman, other stakeholders, and alumnus which are related to fulfillment of child rights.

Research on implementation of CFS in SDN Teluk Pucung 1 of Bekasi City with child rights approaches is interesting and important to be conducted due to some reasons. Firstly, the numbers of offense towards child rights in an educational environment are still high. Secondly, CFS is a need for society because it is an obligation to protect and fulfill basic human rights in the education sector (Akmal, 2015). Third, CFS is a global interest and need in many countries, they also implemented CFS to fulfill child rights to obtain free generation from violence and discrimination (Mandiudza, 2012).

The objective of this research is to describe the implementation of CFS which has been and being implemented in SDN Teluk Pucung 1 of Bekasi City in the aspect of the friendly curriculum and teaching-learning process, child-friendly facility, and infrastructure and participation from stakeholders.

Method

Elementary School (SDN) Teluk Pucung 1 of Bekasi City as the object of this research has been implementing CFS since 2017. It was once three different schools which are located in one integrated block. Previously there were SDN I, II dan IX Teluk Pucung before they were merged become SDN Teluk Pucung 1 in 2019. There are 739 students officially registered in this school in the academic year 2019.

The concept of basic child rights-based on the convention of human rights and policy of Child-friendly School (CFS) based on Ministerial regulation of Women Empowerment and Children protection Ministry No. 8 in 2014 were two main concepts used to observe the implementation of CFS, Figure 2.

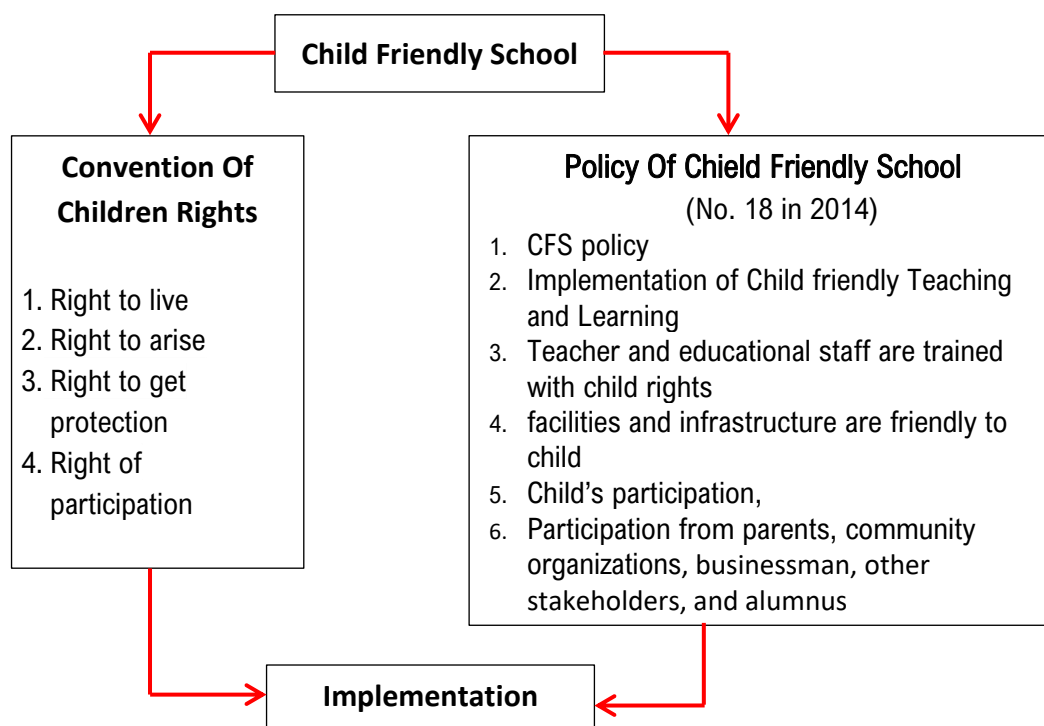


Figure 2. Research Conceptual Framework

This research used a qualitative method with a case study approach. According to Moleong (2011), qualitative methods is defined to understand phenomenon felt and observed by the subject of research which is related to the research objects such as series of behavior, perception, motivation, acts and so on. The qualitative method is used to investigate in a natural setting and the researcher doesn't make treatment because the researcher in collecting data should be based on the source of data, not by researcher opinion (Sugiyono, 2017).

The descriptive or written narrative is very important in the qualitative approach, either in data recording and presenting research results (Danim, 2002). (Putri & Akmal, 2019) The research strategy used a descriptive approach conducting investigation and measurement towards certain phenomenon. Data collection in this research is in the form of a transcript, result in oan f in-depth interview with all informants, pictures, field notes (6 months duration), and document. Qualitative research with a descriptive approach describes the phenomenon observed by collecting pictures and statements.

This research was conducted in the natural setting in SDN Teluk Pucung 1 (30th August 2019 until 30th January 2020) without any modification and setting, because the researcher and locus in which the research conducted was one unified whole. Besides, the researcher itself was the main instrument in the research, because data in the research was fully relied on direct observation by the researcher. In the process, the researcher tried hard to maintain good communication and adapted to the school situation. The good relationship between researcher and subject of research before the research period, during and after actively involved in the process became the key factor in the success of this research.

The focus of this research was the implementation of CFS with three sub-focus, they are (1) implementation of Child-friendly Teaching and Learning, (2) Child-friendly facility & infrastructure, (3) Participation of parents, community institutions, stakeholders, business and alumnus. Qualitative data collection in this research was collected through observation, documentation, and interview with the competent informant.

Direct observation was conducted by making 20 visits to see the phenomenon of implementation of CFS. Documentation in this research was a set of events and occurrences related to CFS. Documentation which was collected was in the form of written (policy, commitment, notes, and letter), pictures, and records. Informant in qualitative research was taken by convenience sampling (sufficient for the sake of researcher and concerning for accuracy). The sample was taken by purposive sampling, in which deciding for the informant were based on purposes and aspect of advantages as well as the depth knowledge and actively involved on the topic. Informants of this research were principal, head of school committee, vice-principal, representative teachers & students, parents of students and related stakeholders. In total, there were 28 informants.

The analysis of qualitative data was carried out through an ongoing process until the data was concerning sufficient both in quantity and quality. This research used interactive model data analysis. The steps of this data analysis as suggested by Sugiyono (2014), the series of steps as follow: (1) data collection, (2) data reduction, (3) data display, (4) concluding.

Results and Discussion

Child-Friendly School is a school model developed by UNICEF to promote a children-friendly concept as the foundation to provide a comfortable, safe, and protected school, trained teachers, sufficient environment, and resources (Indonesia Ministry of Women's Empowerment and Child Protection, 2015:07). The existence of Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014 about Policy of Child-Friendly School (CFS) accelerate the transformation of the traditional school into the CFS model.

The implementation of CFS has been implementing in SDN Teluk Pucung 1 since 2017. Department of Education pointed 125 schools among elementary schools until senior high school as a role model of CFS in Bekasi City through Head of National Education Department Decree of Bekasi City No: 368/4725-Diknas/2017 about establishment Child-Friendly Schools in Bekasi City as the organizer of CFS Model in academic year Of 2017. In this session, the implementation child-Friendly School (CFS) will be elaborated based on the three sub-focus.

Implementation of Child-friendly Teaching and Learning

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, one of the six indicators of CFS is the implementation of child-friendly teaching and learning. The indicators are as follows table 1.

The implementation of friendly teaching and learning was very well implemented in SDN Teluk Pucung 1 of Bekasi City. During the observation, the process of learning was conducted in very enjoyable and positive encouragement. Learners learn while playing at once, nondiscrimination to all students from teachers, there was no physical punishment given as a way to create discipline, students actively participated in teaching and learning process both to deliver the question and presenting material, leadership in interestedly taught, students were free to choose extracurricular activities based on their interest. Positive binding between teacher and learners was positively created. These phenomena were relevant with indicators of CFS as explained by Subur, Nanang dan Nugroho (2018), in which he explained there are 9 indicators of CFS, they are (1) Happy, (2) Safe and healthy, (3) Interesting, (4) Active, (5) Guaranteed of Children's rights, (6) Hone, love and fister, (7) Comfortable, (8) Aspirational, and (9) Communicative.

Table 1. Indicators and findings of implementation of child-friendly teaching and learning

No	Indicator	Findings
1.	Process of learning	Nonbias gender, inclusive & non-discriminative process were implemented; local content was introduced; children rights were put in priority; students character building, creativity, innovation, and potency stimulated through curricular and extracurricular; learners were actively involved; solidarity and care among others were introduced
2.	Evaluation of learning outcome referring to children's rights	Learning outcome evaluation was an ongoing process; concern on process rather than result; concerning that, every learner are unique and have a difference in the capacity to understand certain skills and courses; avoiding comparing one student to others
3.	Has child-friendly classroom model	The classroom was set up based on students interest and consensus; classroom management is dynamic; decoration of class done by students; students themselves maintain the cleanness; job description to tidy up the class was designed by students; classrooms have good natural lighting, enough ventilation for air circulation
4.	Free and save teaching material from the content of pornography, violence, and radicalism	The curriculum was established comprehensively; teachers and learners uniquely discussed lesson plan; students were allowed to bring reading sources to implement extensive reading; teaching material was evaluated by team teaching; teaching material was presented in the early of the academic year in a teachers meeting
5.	Creating positive binding among teachers, educational staff, and learners	The teaching and learning process was relaxing and enjoyable; teachers were able to motivate students positively; learning process was conducted indoor and outdoor

Teachers were played important role in the implementation by creating character building, care & empathy to students, fair and no discriminative to all students. This is in line with the function of teacher as explained by (Yosada & Kurniati, 2019) explained that teacher should promote positive character building such as empathy, non-discriminative, anti-radicalism, love the nation, language, culture, and respect cultural differences and human rights, social, anti-bullying, love cleanness as well as teachers should create series of activities conducted outside.

The teaching and learning process was conducted effectively by putting children's rights as the top priority. The learning process in this school is created safe and inclusive. This is suitable with the framework system promoted by UNICEF as what Shaeffer explained in Rangkuti and Maksum (2019), in which school management with children's rights-based as suggested by UNICEF has some characteristics such as "inclusive, healthy and protective to all students, effective to students, and there is participation from student's family, community and students itself.

The implementation of CFS in this indicator has followed the objective of CFS itself. the objective of CFS is to avoid violence to students and other school members, protect children from pain and sickness due to an unhealthy environment, avoid accident happened in school caused by unsafe facilities and natural traits, prevent students become smoker and drugs dependency, create dynamic, closed and quality relation among school members, create well managed and green environment, with specific characteristic in which students feel comfortable and stand to be at school in which students are given positive habituation (Rangkuti & Maksum,2019).

The two ways communication in the teaching and learning process as presented by the teacher can activate the students' activity in learning. Learning is not only in the context of "you" and "I", but also in the context of "we". Teacher and students learned more learned. The concept creates this closeness between teachers and students, therefore students feel free to deliver the question and able to give positive critics to teachers (Zumaroh & Widodo 2018). By creating positive binding and closeness, students are encouraged to activate themselves. Through active involvement in a school activity, students can develop their self-confidence, become more social, independent, intellectually developed, and learn problems solving.

The child-friendly teaching and learning process was able to help students to improve their potency and skills in many aspects. It is in line with what was explained by Wahyono (2012), an effective teacher will be able to help the students to develop their potency, he/she can create good relationships with students in a dignified way. To create closed relation with students, the teacher needs to understand the students' world and try to get into their world.

Implementation of child-friendly facility & infrastructure

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, the third indicator of CFS which was taken as the second sub-focus is the implementation of child-friendly facility & infrastructure. The criteria are as follows:

Table 2. Indicators and findings of Implementation of Child-Friendly Facility and Infrastructure

No	Indikator	Findings
1.	Safety requirements	The strong and stable second-floor building, access in the case of emergency is sufficient, electricity was installed safety, and meeting point in the case of emergency is available and well informed to students.
2.	Healthy requirements	All room has sufficient ventilation system, natural lighting is prepared well, clean source of water and plenty of water, water disposal paths are available, absorption of rainfall in the prepared well-separated garbage disposal (organic & nonorganic), the washbasin is sufficient
3.	Comfort requirements	Classroom capacity is suitable with criteria, comfortable chair, and tables, the green school creates shady and fresh air, glare distraction is managed well, enough natural lighting during day time, free from noisy and cleanness and tidiness are well maintained
4.	Convenience requirements	Large corridor, the door width fulfill the minimum criteria, sufficient, clean and separated toilets, stairs have fulfilled the minimum criteria, clean and odorless water in toilet and washbasin, praying room is available
5.	Availability of infrastructure	Library and school medical room are available, counseling room needs some improvement, the sports field is available (futsal, badminton, basketball), large parking space at once used for flag ceremony with some modification, healthy canteen is in process, complaint boxes are put in 8 positions, education tools for practicum are available, the laboratory needs improvement.

The availability of sufficient and quality facilities and infrastructure strongly supports the implementation of CFS in SDN 1 Teluk Pucung. Management of schools has tried their best to set up the planning of fulfillment of facility and infrastructure by allocating and investing sufficient budget. Facilities and infrastructure are well maintained. Students actively participate in that process to maintain the cleanness, tidiness of the facility. All indicators are seriously managed to avoid an accident and unwanted events happened. Friendly facilities and infrastructure should not put any risk and danger to children and should prevent accidents in

the school environment. Sufficient and well-maintained facilities ensure students don't get accidents and danger (Yosada & Kurniati, 2019).

Procurement of child-friendly facilities and infrastructures is the responsibility of the top manager in the school. In terms of maintenance, all school members are actively involved. The cleanness and tidiness have not relied on the office boy, but all members collaborate. Based on observation and interview, fair conditioning to all school members about their responsibility to preserve and maintain the facility creates commitment to all school members. Strong commitment and quality and the liveliness of school members become one of the supporting factors to the success of child-friendly school programs (Rohman, 2012).

Facility and infrastructure should be in good condition thus can support all activities in school. The teaching and learning process is also affected by the procurement of the facility. A good facility doesn't always mean an expensive facility. The aspect of sufficient facility and infrastructure is also related to the need for students learning. Facility and infrastructure don't have to be expensive but fit the needs of the students. Well managed school environment and interesting classroom design make school to become a nice and comfortable place for students. (Nuraeni et al., 2020).

Friendly facility and infrastructure stimulate and promote a feeling of safety, comfort to all school members. Facilities and infrastructures should put concern for the sake of the children, not only for teachers. The complete facility can support the implementation of CFS. Availability of practicum tools, a safe and comfortable classroom, a green and healthy environment, well-maintained sports equipment are important to deliver quality teaching and learning process (Wuryandani & Senen, 2018).

Implementation of participation of parents, community institutions, other stakeholders, business, and alumnus.

Based on indicators of CFS as stated in Ministerial Regulation of Women Empowerment and Children Protection Ministry No. 8 in 2014, the sixth indicator of CFS which was taken as the third sub-focus is the implementation of child-friendly facility & infrastructure. The criteria present in table 3.

Table 3. Indicators and findings of Implementation of participation of parents, community institutions, other stakeholders, business, and alumnus.

No	Indicator	Findings
1.	Participation of parents	Many parents rely on school committee as their representative, participation of parents are still low, many of parent negligent with parents meeting, there are some parent rely on the learning process to school with very little evaluation at home, financial contribution considered as
2.	Participation of community institutions	Contribution from formal community institution is very low, there is some support from informal community groups
3.	Participation of businessman through CSR	School independently set up a proposal to get CSR, this school got CSR. Since the implementation of CFS in 2017, the school got 4 times funding from CSR
4.	Participation of other stakeholders	Very low participation reported
5.	Participation of alumnus	Very low participation reported

This last sub-focus is the weakness of the three indicators of CFS observed in this research. To succeed comprehensively in implementing the CFS model, participation from outsider/non-school members such as community institutions, the businessman is strongly

needed. Commitment and participation from an outsider of school members become one of the supporting factors. It is an integrated school management unit. They are components and dimensions of a child-friendly school itself (Sholeh, 2016).

Education is not only responsible for educational institutions. As stated in national education law, all members of this nation can take part in contributing to education, include community institutions. The community can put their contribution by empowering the family as a caregiver and main education for the child; the community also may help children, parents, and teachers to develop collaborative and harmonious relations (Rohman, 2012). The community has the right and must support and participate to implement child-friendly schools. Their duty is not only limited to funding, far more important is their ideas and thought. The government must build up the school building, facilitate teachers and education staff, making standardization of curriculum, ensure the quality of reading material, education tools, and others (Nuraeni et al., 2020).

Conclusion

Child-Friendly School is needed to create and transform the traditional school model into a friendly school that respects children's rights. This model of school is effective to ensure the protection of children's rights, prevent violence, discrimination, and other unwanted acts and develop students' potency. Implementation of CFS in SDN Teluk Pucung 1 of Bekasi City has been implementing well and referring to standard classification and indicators as suggested in the ministerial regulation. In implementing the CFS model, children's rights are put into priority.

The implementation of child-friendly teaching and learning has followed almost all indicators. This indicator has successfully been implemented to respect children's rights. Implementation of child-friendly facilities and infrastructure has fulfilled the minimum standard of CFS. Participation from parents, community organizations, businessmen, stakeholders, and alumnus needs to be improved.

Some supporting factors contributed to the success of this policy implementation. Strong commitment, quality, and involvement of school members, sufficient facility, and infrastructures contributed to the implementation of CFS. Implementation of the SFS model as implemented in SDN Teluk Pucung 1 of Bekasi City is recommended to be followed and modified in other schools.

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N/A

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