

PREPARING CHILD-FRIENDLY SCHOOL MANAGEMENT

Susan Febriantina

Universitas Negeri Jakarta, Indonesia
susanfebriantina@unj.ac.id

RetnoWijayanti

Institut Pertanian Bogor, Indonesia
retno_azzam@yahoo.com

ABSTRACT

The objective of this research is to get factual data about the readiness of public primary schools in Indonesia based on eight indicators of child-friendly school. By using purposive sampling technique method, the research sample is teachers at public primary school. The descriptive research method was used to analyze the data. The result shows that 84% of children friendly school policy achievement; b) 75% of health program and facilities achievement c) 67% of safe, comfortable, and healthy environment and infrastructure) 82% of children's participation achievement; e) 86% of positive values habituation; f) 67% of well-trained teacher's availability of child rights convention; g) 39% of student's route safety; h) and 58% of community and government's participation.

Keywords:

child-friendly school (CFS), public primary school

Received: 09 Juli 2018 ;

Accepted: 09 Juli 2018;

Publish: Juli 2018

How to Cite:

Febriantina, S., Wijayanti, R.. (2018). Preparing Child-Friendly School Management. *Econosains*, 16(1), P 76-83

INTRODUCTION

The issue of violence towards students at school is increasing. Numerous studies of the short- and long-term consequences of school violence have been carried out in many parts of the world (Rigby, 2003; 583). There have been many reports of violence, especially bullying in schools from Asia Pacific countries. In Japan, the public emphasized physical aggression, followed by negligence, economic maltreatment, emotional abuse, verbal abuse, blame, and psychological abuse (Arai, 2006). The data from Indonesian Child Protection Committee or KPAI states that there has been an increase in cases of violence against children in educational

units by more than 10 percent since 2012. The result of surveys conducted in nine provinces in Indonesia noted that more than a thousand primary and secondary level students experienced violence at schools (Indonesian Child Protection Committee, 2013). This violence includes perpetrated by teachers and among learners (Mishna et al, 2009). In general, physical violence conducted at school is fighting, hazing in new students' celebration, and bullying which can seriously affect their social, physical, and psychological well-being as their academic achievement (Cross, 2011;105). The following is data from Indonesian Child Protection Committee on 2013 related to violence against students in the school;

Table 1. Types of violence against children in Indonesia schools

Types of violence	Number			Percentage (%)		
	Teacher	Classmate	Another class friend	Teacher	Classmate	Another class friend
Pinch	379	504	316	36.9	49.1	30.8
Kick	70	261	175	6.8	25.4	17.1
Hit by hand	118	297	191	11.5	28.9	18.6
Hit with objects	107	208	112	10.4	20.3	10.9
Punish until falling ill, unconscious	29	23	19	2.8	2.2	1.9
Injurewith dangerous objects	11	36	23	1.1	3.5	2.2
Other physical violence ...	32	49	32	3.1	4.8	3.1
Compare with other students	176	172	130	17.2	16.8	12.7
Yell out loudly and rudely	357	357	254	34.8	34.8	24.8
Insult in front of friends / others	133	298	212	13	29.0	20.7
Call "stupid", "lazy", "naughty" etc.	226	264	183	22	25.7	17.8
Brand as bad / evil	56	151	108	5.5	14.7	10.5
Other psychic violence...	19	25	13	1.9	2.4	1.3

The rise of abuse or bullying in schools requires school-based friendly education system which set for child best interest. Cooperation between education agency, society, and religion-based organizations is also needed to build as strong foundation of the school-based friendly education system (Reinhartz & Beach, 2004). Although research programs involving schools have been

conducted in certain Asia Pacific countries, a systemic comparison and analysis on child-friendly school cross the Asia Pacific, especially Indonesian schools have not been undertaken. This study is really urgent to be done, for in Indonesia especially there is still no clear measure of child-friendly schooling.

* *Preparing Child-Friendly School Management.*
 * <https://doi.org/10.21009/econosains.0161.08>

LITERATURE REVIEW

Child -friendly school

A child-friendly school (CFS) is a school guarantee and recognizes as well as nurtures the basic right children's achievement. It includes all holders' commitment, especially parents and student's guardians, and values the contribution of them in seeking the children going to school, in children environment learning development and a qualified effective learning based on children's current and future needs (Akoto Mark, 2013). Unicef also said that CFS model purpose is to move the systems of schools and education progressively into standards of quality, addressing kinds of elements which impact to the well-being and children's right as a learner and the teaching prior beneficiary while improving the functions of school in the process. Therefore, children friendly school concept is an integrated holistic system, a system-wide approach for improving the quality of education which places children as the education reform center (Clair Nancy, Misk Shirley, Patel Deepa, 2010).

CFS also must be able to guarantee, provide and respect the child rights protection against violence, discrimination, and violence, as well as to bolster children participation in planning, policy, and study and complaints mechanism (Hermino, 2016).

CFS is as stipulated in Ministerial Regulation of Women Empowerment and Child Protection Ministry Number 12/2011 Article 11.

Several parents said during a discussion with the research team that they have been aware of Law No. 35 2014 on Child Protection through socialization conducted by the project team during National Child Day commemoration or workshops at each school intervention project. If their children experienced violence at schools, they will not hesitate to address the issue directly to

teachers and principals. Based on Child Friendly City there are five indicators for education cluster, the use of leisure, and cultural activities include: (a) the participation rate of early childhood education; (b) the percentage of compulsory education for 12 (twelve) years; (c) percentage of child-friendly schools; (d) the number of schools that have children's travel programs, facilities and infrastructure to and from schools; and (e) available facilities for creative and recreative activities that are child friendly, outside of school, accessible to all children.

Child-Friendly Schooling is a school capable of providing a guarantee, fulfillment, respect for children's rights and child protection from all acts of violence, discrimination, and other mistreatment and support child participation in planning, implementing and evaluating policy in education unit (Ministerial Regulation of Women Empowerment and Child Protection Ministry, 2014).

RESEARCH METHODOLOGY

Research methodology is the systematic, theoretical analysis of the methods applied to a field of study. A questionnaire was constructed based on the standard of the topic as in child-friendly school readiness categories. This questionnaire was used to collect data from the teacher as respondent. They were also allowed to answer freely regarding their perspectives of some of the factors which are directly and indirectly linked to the problem they faced in preparing child-friendly school. The population is composed of a teacher, administrative staff, and principals at public primary school, Depok city, Indonesia. By using purposive sampling technique, the study includes 70 teachers come from 25 teachers of Beji Timur 1 public primary school, 25 teachers of Beji Timur 2 public primary school, and 20 teachers of Beji Timur 3 public primary

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school. This research applies descriptive research with survey approach to establish 1) the achievement of public primary schools in Depok city, Indonesia towards child-friendly school; 2) the problems faced to seek solutions to these constraints. Data are collected by questionnaire observations and documentation study, in order to be analyzed by quantitative methods using percentage statistical test (Vicker, 2001). When reviewing the study data, complementary statistical methods were used. They were number, percentage, mean, and standard deviation.

FINDING AND DISCUSSION

The preparation of some public primary schools in child friendly school is 84% of CFS policy has been made by schools at Beji Timur 1, 2 and 3 Depok City, Indonesia. The lowest number of policy is about fulfilling minimum service standards for child-friendly school. This is as shown in the table:

Table 2. Percentage of Policy Achievement

No	Sub Indicators	Percentage (%)
1	Policy of CFS	84
1.1	Standardized with Minimum Service Standards Basic Education for Child-Friendly Schools.	67
1.2	Have an anti-violence policy	89
1.3	Ethic code to conduct education unit	97
1.4	Enforcing Discipline with Non-Violence	83

Source: data processed by researchers

Table 3. Percentage of Programs and Health Facilities Achievement

No	Sub Indicators	Percentage (%)
2.	Programs and health facilities in the school	75
2.1	Having a School Health Program	100
2.2	Having worthy toilets for male and female students	33
2.3	Applying healthy and clean-living behavior	100
2.4	Healthy Canteen is available	67

Source: data processed by researchers

75% of establishing programs and health facilities has been fulfilled, with the lowest number is the availability of worthy toilets for boy and girl pupils which only 33%. The availability of healthy canteen is also only 67%. While the school health program and healthy living behavior is 100%.

Table 4. Percentage of the safe, convenient, healthy, and clean environment, and accessible infrastructure relevant to Indonesian National Standard of construction and building Achievement

No	Sub Indicators	Percentage (%)
3	Safe, convenient, healthy, and clean environment, and accessible infrastructure relevant to Indonesian National Standard of construction and building	67
3.1	Conducting vulnerability examination of school buildings at least 3 years	67
3.2	Buildings do not collapse directly in times of disaster	67
3.3	Building safety	33
3.4	Can evacuate people in an emergency safely	67
3.5	Exits and secure access are available	100
3.6	Having safe gathering place	67
3.7	The dangerous objects are recognized and understood by students and teachers easily.	100
3.8	Emergency evacuation routes and places are recognized by students and teachers	67
3.9	The multi-story school building is equipped with Ram and stairs with a minimum width of 30 cm, and a maximum height of 20 cm, and a staircase of more than 150 cm, with a banister and a lid.	100
3.10	Counseling room is available.	67
3.11	Corner of expression is available	0
3.12	The location and design of play areas can be used by all children, including by children with disabilities	33
3.13	Locker for students in the class is available	100
3.14	Disposable dumps in each class are available	67

Source: data processed by researchers

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67% of availability child-friendly infrastructure has been reached, and the lowest number is the availability of student's expression corner which is 0%. 33% of buildings safety and play area designed for all children include disabled students are also low in this indicator.

Table 5. Percentage of students' participation in planning, policy, learning, complaints, monitoring and evaluation Achievement

No	Sub Indicators	Percentage (%)
4	Students' participation in planning, policy, learning, complaints, monitoring, and evaluation	82
4.1	Planning	75
4.2	Policy	83
4.3	Learning	95
4.4	Complaint	67
4.5	Monitoring and Evaluation	89

Source: data processed by researchers

82% of students' participation in establishing CFS has been attained. The highest is 95% participation in learning process. While the lowest is 67% in complaint's participation.

Table 6. Percentage of Habituation of Noble Values and Cultural Arts Achievement

No	Sub Indicators	Percentage (%)
5	Habituation of noble values and cultural arts	86
5.1	Guarantee to practice religion	100
5.2	Giving access to information, knowledge, skills, values, and culture	100
5.3	The community of learners who are committed to a safe and healthy culture is available	100
5.4	Awareness of disaster danger	100
5.5	Having well-established and established a plan before, during, and after the disaster.	67
5.6	Having minimum educational service standards in disaster areas	67
5.7	Traditional educational game tools are available	67
5.8	Learning materials are relevant that with the Rights of the Child Convention	100

5.9	Learning materials with respect to human rights	100
5.10	Learning materials respect nation's traditions and culture	100
5.11	Learning materials respect to students both women and men including them who need protection	100
5.12	Learning is applied <i>Adiwiyata</i> (environmentally friendly school)	100
5.13	Implementing Schools Safely from disasters in a nonstructural manner	100
5.14	Ensuring availability of information for all parties.	100
5.15	Ensuring curriculum, educational materials, and textbooks provide a fair, accurate, informative picture of indigenous communities and cultures	100
5.16	Avoid restrictions on cultural and traditional clothes usage in school environments	67
5.17	Ensuring students to have rest time	100
5.18	Having outdoor and indoor rooms to play	33
5.19	Cultural centers are available	33

Source: data processed by researchers

86% of schools have been applied noble values and cultural art habituations. In contrast to this, 33 % of outdoor and indoor rooms to play and cultural center availability is still low.

Table 7. Percentage of Teachers and School Staff Certified by Convention on the Rights of the Child Achievement

No	Sub Indicators	Percentage (%)
6	Teachers and school staff certified by Convention on the Rights of the Child	67
6.1	The principal is certified by Convention on the Rights of the Child	67
6.2	The teacher is certified by Convention on the Rights of the Child	67
6.3	The counseling staff is certified by Convention on the Rights of the Child	67
6.4	Librarian is certified by Convention on the Rights of the Child	67
6.5	The administrative staff is certified by Convention on the Rights of the Child	67
6.6	School guard is certified by Convention on the Rights of the Child	67
6.7	Cleaning service and security staff is certified by Convention on the Rights of the Child	67
6.8	School committee is certified by Convention on the Rights of the Child	67

Source: data processed by researchers

Mostly all the indicators related to certified by Convention on the Rights of the Child is 67%, and it is similar for all sub-indicators.

Table 8. Percentage of School Safety Program Achievement

No	Sub Indicators	Percentage (%)
7	Safety programs student's route	39
7.1	Training walking and cycling are available	67
7.2	School safety route is available	33
7.3	Teachers and staff are trained safety program.	67
7.4	Traffic signs are available	33
7.5	School Safe Zone is available	33
7.6	The school bus is available	0

Source: data processed by researchers

Only 39% of safety programs student's route is attained. 0 % is the availability of school bus, while 33% is not only for traffic signs but also school safe zone as well as school safety route availability are reached. 67% is for walking and cycling training and teacher and staff safety training.

Table 9. Percentage of Community and Business Sector Participation Achievement

No	Sub Indicators	Percentage (%)
8	Community and business sector participation	58
8.1	Parents, public, and business sector participate to apply CFS	67
8.2	Empowering institution role and school community to apply CFS	67
8.3	Memorandum of Understanding with business sector is available	33
8.4	Corporate Social Responsibility is available	67

Source: data processed by researchers

The participation of community, public and business sector in CFS is 58%, while the availability of MoU with business sector is only 33%. The others are 67%.

This study which conducted to determine the achievement of public primary school using child-friendly school

indicators was participated by a total of 68 respondents included teachers, administrative staff, and principal. It was measured by eight indicators of child-friendly school from Ministry of Women Empowerment and Child Protection of the Republic of Indonesia (KPPA).

Table 10. The achievement of public primary school using child-friendly school indicators

No	Sub Indicators	Percentage (%)	Achievement*
1	Policy of CFS	84	Primary
2	Programs and health facilities in the school	75	Nindya
3	Safe, convenient, healthy, and clean environment, and accessible Infrastructure relevant to Indonesian National Standard of construction and building	67	Madya
4	Students' participation in planning, policy, learning, complaints, monitoring, and evaluation	82	Primary
5	Habituation of noble values and cultural arts;	86	Primary
6	Teachers and school staff certified by Convention on the Rights of the Child	67	Madya
7	Safety programs student's route (from home and/or at school)	39	Pratama
8	Community and business sector participation	58	Pratama
	Total CFS Achievement (%)	70	Nindya

*adopted from city worthy child achievement

Based on table 10, we can see that the total achievement of CFS at Beji Timur public primary schools Depok categorized as Nindya. This categorization refers to the city worthy of child achievement which is five categorizations. From the highest until the lowest achievement there are 1) child-friendly school; 2) Primary; 3) Nindya; 4) Madya; 5) Pratama (beginner) (City Worthy Child Policy Book, Ministry of Women Empowerment and Child Protection of the Republic of Indonesia). Each indicator has different attainment. The highest achievement is 86% for habituation of noble values and cultural arts. This could be highest for the system of the schools are designed to in-

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still good values among the students. Therefore, the school can provide and respect the child rights protection against violence, discrimination, and violence, as well as to bolster children participation in planning, policy, and study and complaints mechanism (Hermino, 2016). It also guarantees and recognizes as well as nurtures the basic right children's achievement (Tickly and Barret, 2011). In addition, schools can create conducive environmental culture, guarantee, fulfill, respect the rights of children and child protection from violence, discrimination, and another mistreatment (MacNeil et al, 2009).

Every school also has the high awareness to conduct CFS policy which is 84% attained. Therefore, it is relevant with UNICEF (2005) that states CFS is aimed to move the systems of schools and education progressively into standards of quality, addressing kinds of elements which impact to the well-being and children's right as a learner and the teaching prior beneficiary while improving the functions of school in the process.

It is also 82% of participating students in school system includes planning, process, monitoring, and evaluation. Nancy et al (2010) stated CFS concept is an integrated holistic system, a system-wide approach to improving the quality of education which places children as the education reform center. The attainment of these schools has relevant to Ministry of Women Empowerment and Child Protection of the Republic of Indonesia (2014). It also supports child participation in planning, implementing and evaluating policy in school (KPPA, 2014).

The participation of public and business sector towards CFS in these schools is 58%. By this attainment, schools must work hard to get more supports. Because, as Kopnina (2013) said [that CFS includes all holders' com-](#)

[mitment, especially parents and student's guardians, and values the contribution of them in seeking the children going to school, in children environment learning development and a qualified effective learning based on children's current and future needs.](#) The lowest achievement is 39% for safety programs student's route. 67% of both minimum standard of construction building and child rights convention certification for teachers and staff which become problems to be solved by the government.

The research also found some problems faced by the school in preparing the CFS are; a) the readiness of the CFS policy instruments in all three public primary school that had not existed at all; b) the lack of programs and health facilities ; c) the lack of environment and safe, comfortable, healthy, clean and accessible infrastructure that meets the Indonesia National Standard of construction and building can not be fulfilled either in quality or quantity; d) the absence of children's participation in the formation of non violent student communities; and e) the lack of participation of the community and business world in schools

CONCLUSION

Thus, the preparation of some public primary school at Depok City towards CFS is 84 % of children friendly school policy achievement; b) 75% of health program and facilities achievement c) 67 % of safe, comfortable, and healthy environment and infrastructure d) 82% of children's participation achievement; e) 86% of positive values habituation; f) 67% of well-trained teacher's availability of child rights convention; g) 39% of student's route safety; h) and 58% of community and government's participation. Therefore, the contribution of government, society and business sectors in developing child-friendly school could be developed

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through further study.

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